

2025 GRADE 5 SKILLS IN ENGLISH SCHEMES OF WORK TERM 2

SCHOOL..... TEACHERS NAME..... TERM 2

Wk	Ls n	Strand/ Theme	Lesson	Specific learning outcomes	Learning experiences	Key inquiry Questions	Learning Resources	Assessment methods	Refl
1	1	A GREAT TEACHER Reading	Intensive reading : Comprehension (Dialogues about 400 words)	By the end of the lesson, the learner should be able to: a. Respond to direct and inferential questions b. Use contextual clues to infer the meaning of words. c. Respond to direct and inferential questions for comprehension. d. Relate events in the story with their own experiences.	Learners is guided to: Make connections between the characters in the text and the people they know. Relate events in the dialogue with their experiences. Answer direct and inferential questions based on the dialogue. Infer the meaning of words from the context (for example, from words occurring before or after).	1. How do we tell the meaning of words? •2. What makes you a good reader?	•photographs •newspapers •dictionaries •diorama •flash cards •Skills in English T.G pg. 88-89 •Skills in English Learners Bk. Pg.86-87	a) Reading aloud b) Dictation c) Oral interviews d) Question and answer e) Teacher-made tests	
	2		World classes: Determiners as quantifiers: Few/ a few, little/ a little, a lot, each, all, enough, most, least	By the end of the lesson, the learner should be able to: a. Identify quantifying determiners in a variety of texts b. Use quantifying determiners appropriately in a variety of contexts. c. Judge the appropriateness of quantifying determiners in oral and written texts.	List quantifying determiners that can be used with both countable and uncountable nouns. Read sentences containing quantifying determiners from the internet, in small groups Construct sentences using quantifying determiners with nouns in small groups. Complete sentences by filling in gaps using the correct Quantifying determiners.	1. Which words do we use to show amount or quantity? •2. Why is it important to tell the quantity of something?	•dictionaries •diorama •flash cards •Skills in English T.G pg. 90 •Skills in English Learners Bk. Pg.88-89	a) Tasks such as multiple choice b) Discrimination c) Gap-filling d) Short-answer e) Dialogue-completion, information gap	
	3		Creative Writing Pictorial Composition (120 -160 words)	By the end of the lesson, the learner should be able to: a. Choose possible topics for pictorial compositions. b. Create a composition based on the visuals or pictures c. Judge visuals appropriately for creativity in writing.	Arrange different pictures logically to write a story coherently, in groups. Write a pictorial compositions in small groups. Proof read each groups work and give feedback. Display their compositions in class.	1. Why do we enjoy looking at pictures? •2. What messages do pictures communicate?	•photographs •dictionaries •diorama •flash cards •Skills in English T.G pg. 91-92 •Skills in English Learners Bk. Pg.89-90	c) Peer assessment d) Self-assessment learner e) Portfolio dictation f)Standardized writing tests	
	4	TECHNOLOGY : LEARNI	Sounds /ə/ as in here, year ;/eɪ/ as in make, brain	By the end of the lesson, the learner should be able to: a. Identify words, phrases or sentences with the target	Learner is guided to: Select words with the sounds /ə/ and /eɪ/ from a dialogue. Take turns to read a dialogue	1. Why should we pronounce sounds and words correctly?	•dictionaries •diorama •flash cards •Skills in English	a) Oral reading or dictation recitations b) Role play	

		NG THROU GH TECHN OLOGY		<p>sound.</p> <p>b. Pronounce sounds correctly for accuracy in speech.</p> <p>a. Challenge others to listen interactively for effective communication.</p>	<p>in pairs.</p> <p>Interrupt appropriately.</p> <p>View a video of conversation and list words or phrases used to interrupt politely.</p> <p>Say the target sounds as modelled from a recording.</p> <p>Make sentences with words containing the sounds: /ə /eɪ/.</p>	<p>2. Why should we listen to one another?</p> <p>3. Why should you give others a chance to speak?</p> <p>•4. How do you tell if someone is happy or sad?</p>	<p>T.G pg. 94-96</p> <p>•Skills in English Learners Bk. Pg.92-94</p>	<p>c) Debates</p> <p>d) Oral interviews</p> <p>e) Dialogues</p> <p>f) Oral discussions</p>	
	5	Reading	<p>Extensive reading:</p> <p>Extensive Fiction and Non-Fiction Texts (1000-1250 words)</p>	<p>By the end of the lesson, the learner should be able to:</p> <p>a. Select relevant reading materials from a collection of books.</p> <p>b. Read a variety of materials for information and pleasure.</p> <p>c. Judge the appropriateness of reading materials on the basis of interest, complexity and subject.</p>	<p>Learner is guided to:</p> <p>Skim through reading materials to obtain the main idea.</p> <p>Preview texts to determine suitability and relevance.</p> <p>Scan materials for specific details, in pairs</p> <p>Select appropriate reading materials from a library.</p> <p>Read the selected materials individually.</p> <p>Share reflections on the books read in groups.</p> <p>Keep a record of materials read.</p>	<p>1. What kind of information do you find in books?</p> <p>2. Why is it necessary to read many books?</p> <p>•3. What do you consider when choosing a material to read?</p>	<p>•dictionaries</p> <p>•diorama</p> <p>•flash cards</p> <p>•Skills in English T.G pg. 96-97</p> <p>•Skills in English Learners Bk. Pg.94-98</p>	<p>a) Reading aloud</p> <p>b) Dictation</p> <p>c) Oral interviews</p> <p>d) Question and answer</p> <p>e) Teacher-made tests</p>	
2	1	Gramm ar In use	<p>Tense</p> <p>Future Time using will/shall</p>	<p>By the end of the lesson, the learner should be able to:</p> <p>a. Identify words that indicate future time in sentences.</p> <p>b. Use will and shall to express future time correctly.</p> <p>c. Collaborate with others to determine the correctness and appropriates of the tense used in own or provided texts.</p>	<p>Learner is guided to:</p> <p>Pick sentences which express future time from a text.</p> <p>Make sentences from a substitution table.</p> <p>Answer questions on future time using will/shall in pairs.</p> <p>Construct sentences using will/shall in pairs or groups.</p> <p>Role play activities they plan or wish to do in future in small groups.</p>	<p>1. Which words do we use to show future time?</p> <p>2. How do you tell the time something happened?</p> <p>•3. What will you do tomorrow?</p>	<p>•flash cards</p> <p>•Skills in English T.G pg. 97-98</p> <p>•Skills in English Learners Bk. Pg.98-99</p>	<p>a) Tasks such as multiple choice</p> <p>b) Discrimination</p> <p>c) Gap-filling</p> <p>d) Short-answer</p> <p>e) Dialogue-completion, information gap</p> <p>f) Role play</p> <p>g) Simulation</p>	
	2	Writing	<p>Mechanics of Writing</p> <p>Punctuation Use of the Commas</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a. Identify commas and double quotation marks in written texts.</p> <p>b. Use the comma and double quotation marks correctly in sentences.</p>	<p>Learner is guided to:</p> <p>Read a text in pairs.</p> <p>Identify punctuation marks used in the text in pairs.</p> <p>Use commas to show pauses between words, phrases or clauses.</p> <p>Complete sentences using</p>	<p>1. Which punctuation marks do you know?</p> <p>•2. Why do we punctuate sentences?</p>	<p>•diorama</p> <p>•flash cards</p> <p>•Skills in English T.G pg. 98-99</p> <p>•Skills in English Learners Bk. Pg.100</p>	<p>a) Teacher-made tests</p> <p>b) Learner journals</p> <p>c) Peer assessment</p> <p>d) Self-assessment</p>	