



Ministry of Education

# **Grade 4 English Scope and Sequence**

# **Grade 4 English**

## **Scope and Sequence**

### **DISCLAIMER**

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## INTRODUCTION

The grade 1-8 English scope and sequence document attempts to indicate the breadth and depth of content to be covered in a syllabus in a week and in a session which is 40 min. (scope). In addition it presents the order in which content is presented to learners over time (sequence). This scope and content document

- provides a sound basis for a material writers to be able to offer a guaranteed and viable contents by addressing gaps in students' learning and eliminating unnecessary repetition.
- enables teachers to have clarity about the knowledge, skills and dispositions that students will acquire in their learning and what they need to learn next.
- supports teachers' effective unit and lesson planning and enables teachers to maintain a developmental focus on student learning as the students' progress through the subject.

This Scope and Sequence is based on sound, research-based instructional practices. It is assumed that the teaching and learning about the content outlined in the Scope and Sequence is all based on the Gradual Release of Responsibility Model (Pearson and Gallagher, 1983; Duke and Pearson, 2002, pp. 208-210) where the responsibility for the use of a literacy practice gradually transfers from the teacher to the student. This model of teaching and learning begins with an explicit description of the literacy practice and an explanation of when and how it is used plus a demonstration of the literacy practice in action, which is followed by collaborative use of the literacy practice in action, then guided practice of the action for those students needing more support, and independent use when students apply their learning in the context of new tasks.

In order to create child centered and context sensitive materials the scope and sequence treated the first cycle primary grades (grade 1 and grade 2, Grade 3 and grade 4) and the second cycle primary grade (grade 5-8) separately. Again the first cycle primary grades (1 to 4) are considered as the fundamental stages of language learning and the stage at which that the learners have to get several support and inputs from the teachers and the materials. Therefore, the contents of the scope and sequence for grade 1 and 2 address

- Language items
- Vocabulary
- Oral language
- Reading( comprehension, Phonemic awareness, concept of print and conventions, fluency)
- Writing ( letter formation, words, punctuation and handwriting)

Grade 3 and Grade 4 address

- Listening
- Speaking
- Word study
- Reading comprehension
- Reading fluency
- Vocabulary
- Language items
- Writing conventions & process

The second cycle primary grades (5-8) are grade levels where students are attending other subjects in English. The scope and sequence has tried to consult content areas in identifying contents for the English Language syllabus. As a result the scope and sequence part of these grades has the following elements

- Word study
- Reading comprehension
- Vocabulary
- Listening
- Speaking
- Language items(grammar)
- Reading fluency
- Writing convention and writing composition

All the scope and sequence documents have the following elements.

- Assessment
- Resources and
- Note for the teachers

The document considers that an academic year has 34 weeks which has 40 min. five periods for grade 3 to 8 and 40 minutes of six periods for grade 1 and 2 in every week. Therefore there are 170 periods for grade 3 to 8 while there are 204 periods for grade 1 and 2. Each grade has 4 weeks of revision lesson in the whole academic year.

**Proposed Weekly/Topic Lesson Schedule**

The whole materials are divided in themes. Each theme will cover three topics/ units and will be taught over three weeks (15 days). A unit will also mostly focus on one kind of text type so that the students get very familiar with that text type and they can learn how to write texts following the structure of the text type. There might also be specific vocabulary that will go with certain text types and themes.

During the lesson development the reading text will be central and organization of contents will be thematic and integrated. The thematic tests will be used as a guide for all activities.

**Overview of proposed schedule for a week for grade 3 and 4**

Theme					
Topic					
Learning objectives					
	week 1				
	Days				
	Day 1	Day 2	Day 3	Day 4	Day 5
Listening	20				
Speaking	20			30	
Word study		5			
Reading comprehension		25			
Reading fluency			15		10
Vocabulary		10		10	
Language items			25		
Writing process and writing conventions					30

Theme: School

Week 1

Topic: My First Day at School

**Learning Outcomes:**

- use appropriate listening strategies to listen to a text and identify details;
- use appropriate expressions to introduce themselves and others;
- read a text and scan for specific information;
- read words/ phrases accurately with proper expression;
- blend initial consonant clusters with ending sounds;
- Fill in blank spaces with the correct words
- answer yes/no questions; and
- Write sentences about possessions of their friends.

**Lessons**

Lesson component	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Listening</b>	<b>Pre-listening:</b> Study the words selected from the listening text in sentences and guess their meanings from the context. <b>During listening:</b> Students listen and write the names of classroom objects as their teacher reads them. <b>After listening:</b> Students give advice				
<b>Speaking</b>	Students use the speech bubbles as a model to introduce themselves to a partner.			Students work in a group of three and introduce one of their friends to the other	
<b>Word study</b>		Students blend initial consonant clusters with parts of sounds br-           - oom cl-           - ass			
<b>Reading</b>		<b>Before reading:</b> Students look at pictures and guess what the text will be about. <b>During reading:</b> Students read a text about someone's first day of school and check if their predictions were right. <b>After reading:</b> Students discuss how they felt about their first day			

		of school.			
<b>Reading fluency</b>			<b>Choral reading:</b> Teacher reads the text from lesson 2 aloud with the whole class by pausing wherever necessary and students read the text aloud with proper expression		Students take turns reading the passage aloud with a partner.
<b>Vocabulary:</b>		<b>Thematic words:</b> door/window/floor/black board/wall/ roof/ ceiling/ desk/ table play jump, run, study, draw, add, subtract, multiply, rectangle, square; Students fill in the gaps with the names of objects in the picture  Sight words: Study, draw, add, multiply		Teacher recycles thematic words and students write simple sentences in their exercise book	
<b>Language item</b>			Demonstrative pronoun 'Yes/NO' questions, Simple present tense(Focus on 'do' and 'does') Students use demonstrative pronoun to introduce their friends E.g. This is kebede. Students ask and answer questions: Does it have ____? Yes/No Possessive Adjectives: my, his her... 's: Abebe's book. Students read a paragraph and write short answers in their exercise book to the questions		
<b>Writing Process convention</b>					<b>Apostrophe (*s)</b> Students re-write sentences using apostrophes ('s). .
<b>Assessment</b>	Students ask personal questions each other and talk to the class.	Students read to the story and match classroom objects with the correct pictures.	Students make sentences with the new words learnt	Students draw a picture of their classroom with the objects in it	Students write short sentences about what their classmates have
<b>Resources</b>					
Notes					

<b>Theme: School</b>					
<b>Week 2</b>					
<b>Topic: School Compound</b>					
<b>Learning Outcomes:</b>					
<ul style="list-style-type: none"> <li>• listen to a text and answer comprehension questions;</li> <li>• read a text and answer questions;</li> <li>• read words/phrases with accuracy and fluency;</li> <li>• name letters and match them to sounds;</li> <li>• ask for and tell directions;</li> <li>• complete sentences by filling in the gaps with correct words; and</li> <li>• write a short descriptive sentence.</li> </ul>					
<b>Lessons</b>					
<b>Lesson component</b>	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Listening</b>	<p><b>Pre-Listening:</b> Students discuss questions about their school in small groups.</p> <p><b>During Listening:</b> Students listen to a text and answer questions</p> <p><b>After Listening</b> Students discuss the advantages of growing plants in a school compound</p>				
<b>Speaking</b>	<p>Teacher describes the school using a picture but makes mistakes – students identify the mistakes e.g. It doesn't have four classrooms, it has five classrooms</p> <p>Students look at a picture of school compound and describe it to their partners.</p>			Students ask for and tell where different buildings are in the picture.	
<b>Word study</b>		<p>Students identify the vowel diphthongs and read and write words using them</p> <p>/ol/ boil</p> <p>/oy/ boy</p> <p>/ou/cloud</p> <p>/ow/ down</p>			



<b>Reading</b>		<p><b>Pre-reading:</b> Students look at the topic of the reading text and guess key words,/phrases that will appear in the text</p> <p><b>During Reading:</b> Students read a text and answer questions</p> <p><b>After reading:</b> Students use a T Chart to compare their school to Birritu's school</p>			
<b>Reading fluency</b>			Students read a text titled "Birritu's School" from Lesson 2 aloud after your teacher		Students take turns reading aloud the passage titled "Birritu's School" and give feedback to each other.
<b>Vocabulary:</b>		<p><b>Thematic words:</b> staffroom, library, gate, sport's field, fence, flagpole, director's office, classroom; Students match descriptions to the correct words/phrases</p> <p>Sight words: Sports field, field</p>		Students listen to a letter read out loud by the teacher and list the words from the word bank to fill in the blank space	
<b>Language item</b>			Students practice telling directions using <b>Prepositions:</b> In front of/opposite this/that /at the back of/ next to/ on/ in Students study the picture and answer the yes/no questions Simple present		
<b>Writing Process</b>					Students write sentences about their school.
<b>Assessment</b>	<b>Turn and Talk:</b> Students listen to oral descriptions of school environment and turn and share information with their partners	Students read a text and match to pictures. Students write words that begin with the letter c as in class and g as in gate	Students use prepositions to talk about the positions of objects.	Students ask and answer questions about where classroom objects are found.	Students write answers on a small slate and place it in front of them for the teacher to see
<b>Resources</b>					
<b>Notes</b>					

**Theme: School**

**Week 3**

**Topic: On the Playground**

**Learning Outcomes:**

- listen to a text and say what people are doing;
- use present continuous tense to talk about things happening now;
- use contextual clues to guess the meanings of unfamiliar words;
- read a text and locate specific information;
- identify the sounds consonant diagraphs make;
- read numbers accurately; and
- write sentences about what people are doing.

<b>Lessons</b>					
<b>Lesson component</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>Listening</b>	<b>Pre-listening</b> Students look at the title and guess what the text is about <b>During listening:</b> Students listen to the passage and answer questions: <b>After listening:</b> Students, in small groups, discuss the questions that following their English book.				
<b>Speaking</b>	Students talk about what people are doing in each picture			Students ask for and answer questions to fill the gaps missing from their part	
<b>Word study</b>		Students identify the sounds they hear at the beginning of the following words and write the diagraphs; chat ch throw th shout sh			
<b>Reading</b>		<b>Pre-reading:</b> Students write words that they think they will read in a text. <b>During reading:</b> Students read the passage silently and answer questions.			

		<p><b>After reading:</b> Students work in pairs and discuss how people feel when they win or lose games</p>			
<b>Reading fluency</b>			Students listen to the teacher calling out numbers starting from 100 by adding 9 to the next number. Students will say: "Stop" whenever the teacher adds less or more than 9 to the number.		Students read the text titled "A Friendly Match" aloud with a partner by taking turns
<b>Vocabulary:</b>		<p><b>Thematic words:</b> ball, rope, , jump, run, play, hide, seek, goal,, win, , lose, rest, throw, laugh, applaud, fight, race, sit, cry, shout, chat, skip Students match the opposites and similarities Sight words: goal, win, lose</p>		Students choose words from the box to complete gaps in sentences.	
<b>Language item</b>			<p><b>Present continuous tense:</b> Students write sentences in their exercise book by using words from each column in the table</p>		
<b>Writing Process convention</b>					Students look at pictures and write sentences about what each person in the picture is doing.
<b>Assessment</b>	Students talk about what people are doing,	Students guess the meaning of unfamiliar words from context Students write words with consonant diagraphs	Students explain what they are doing using present continuous; and count numbers from 5001 to 1000.	Students fill in the gaps with the words	Students write sentences about what people are doing.
<b>Resources</b>					
Notes					

**Theme: People****Week 4****Topic: How tall are you?****Learning Outcomes:**

- listen to a text and complete a table;
- read and retell a story;
- read words, phrases accurately and with proper expression;
- add the suffix –er to make comparative adjectives;
- match synonyms and antonyms;
- use appropriate expressions to describe people’s physical appearance; and
- identify and write main ideas in paragraphs.

	<b>Lessons</b>				
<b>Lesson component</b>	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Listening</b>	<p><b>Pre-listening</b> Students work in small groups and talk about their age, height and weight using appropriate expressions</p> <p><b>During Listening:</b> Students listen to a text and complete a table</p> <p><b>After Listening</b> Students draw pictures of people and describe them to a partner</p>				
<b>Speaking</b>	Students work in pairs and interview each other and describe their partner to the class			Students describe someone in the class	
<b>Word study</b>		Students add the suffix -er to adjectives to form comparative adjectives. e.g. fat +er = fatter big +er= bigger			
<b>Reading</b>		<p><b>Pre-reading:</b> Students work in groups and talk about their dreams.</p> <p><b>During Reading:</b> Students read a story and put sentences in the correct order,</p> <p><b>After reading:</b> Students work in groups and discuss whether they like the story or not</p>			
<b>Reading fluency</b>			Students listen as their teacher reads parts of a text aloud and repeat after her/him.		Students work with a partner and take turns reading aloud a text.
<b>Vocabulary:</b>		<b>Thematic words:</b> tall, short, heavy, light, old, young,		Teacher recycles thematic words and Students	

		<p>happy, sad, know, understand, family, sister, brother, weight, height, kilo, meter, centimeters, two digit-numbers;</p> <p>Students give the synonym and antonym of the words</p> <p>Students replace underlined words with words with similar meanings</p> <p>Sight words: Kilo, meter, centimeter</p>		complete a text by filling in the blank spaces with the missing words(Cloze)	
<b>Language item</b>			<p>Teacher introduces and models 'How tall are you/ Wh-questions What is your height? I am ...tall. My height is ... How heavy are you? or What is your weight? I am ...K.g. My weight is ..... kilo.' Students ask and answer questions orally and then fill in the gaps. Students fill in the blank spaces with the correct question words</p>		
<b>Writing Process convention</b>					Students rewrite a story in their exercise book based on the order of the pictures
<b>Assessment</b>	Students describe themselves using descriptive adjectives.	Students replace underlined words with words of similar meanings.	Students ask for and respond to physical appearance Students use wh-questions to ask questions.	Students use appropriate words to describe their physical appearance	Students unscramble pictures and re-write the story.
<b>Resources</b>					
Notes					

**Theme: People**

**Week 5**

**Topic: I am shorter than you**

**Learning Outcomes:**

- listen to a text and answer questions;
- compare themselves with others;
- read a text that contains comparative words and answer questions;
- read words, phrases with proper speed and expression;
- form comparative adjectives by adding the suffix –er;
- match words to words which are similar in meaning to them;
- use comparative adjectives and personal pronouns to compare people; and
- write comparative sentences.

<b>Lessons</b>					
<b>Lesson component</b>	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Listening</b>	<b>Pre-listening:</b> Students work in groups and compare the group members' height and weight. <b>During listening:</b> Students listen to a text and answer questions. After listening: Students work in groups and discuss their favorite games and tell why				
<b>Speaking</b>	Students say who is taller, older, shorter and younger in their family.			Students ask questions about sentences	
<b>Word study</b>		Students add the suffix-er to adjectives to form comparative adjectives. e.g. heavy = heavier happy= happier			
<b>Reading</b>		<b>Pre-reading:</b> Students think of an English song that they have learned in earlier grades and sing it with the class. <b>During reading:</b>			

		Students read a poem and answer questions <b>After reading:</b> Students choose two of the teachers in the poem and draw them on a piece of paper			
<b>Reading fluency</b>			<b>Choral Reading:</b> Students read a poem with your teacher aloud.		Students work in pairs and take turns to read a poem aloud
<b>Vocabulary:</b>		The teacher presents Thematic words: Short, tall, young, old, thin, fat, light, heavy, small, large, big, near, far, slim, overweight, and underweight; and Students match words with their similar words. Sight words: far, near, overweight, underweight		Teacher recycles words practiced on lesson 2 and students fill in the blank spaces with the correct words from the box.	
<b>Language item</b>			Teacher introduces 'Comparison, conjunctions: 'and', 'but' E.g. I am taller than Akalu but I am shorter than Tsion. object pronouns e.g. me, you, him, her, us, them Students complete sentences using information from the chart given.		
<b>Writing Process convention</b>					Students write descriptive sentences from a substitution table
<b>Assessment</b>	Students compare themselves with others	Students make a comparative word using '-er'	Students compare people using a comparative words	Students compare pictures using comparative adjectives	Students write a comparative sentences about two persons or things
<b>Resources</b>					
Notes					

<b>Theme: People</b>					
<b>Week 6</b>					
<b>Topic: She Has a Long Hair</b>					
<b>Learning Outcomes:</b>					
<ul style="list-style-type: none"> <li>• listen to a poem and answer questions;</li> <li>• talk about the physical appearance of people using appropriate descriptive words;</li> <li>• read a text and answer comprehension questions;</li> <li>• read words/phrases with proper speed and expression;</li> <li>• unscramble letters to create a spelling word;</li> <li>• use personal pronouns and adjectives in oral and written communication; and</li> <li>• write descriptive sentences.</li> </ul>					
<b>Lessons</b>					
<b>Lesson component</b>	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Listening</b>	<p><b>Pre-listening:</b> Students think of words that rhyme with the ending sounds of words</p> <p><b>During listening:</b> Students listen to a poem and answer questions based on it</p> <p><b>After listening:</b> Students work in pairs and discuss why people want to see their faces</p>				
<b>Speaking</b>	Students work in pairs and describe different pictures of people;			Teacher describes one of her/his students and then asks students to work in pairs and describe each other Students describe someone	
<b>Word study</b>		Students listen to the teacher read words that end in r-controlled vowels( -ir, -er, -ur)			
<b>Reading</b>		<p><b>Pre-reading:</b> Students work in small groups and discuss what physical features make people alike or different</p> <p><b>During reading:</b> Students read a dialogue silently and</p>			



		complete a table with appropriate information from the dialogue. <b>.After reading:</b> Students work in small groups and discuss who they look like in their family.			
<b>Reading fluency</b>			<b>Timed Reading:</b> Students work in pairs and take turns to read selected phrases out loud.		Students read parts of a dialogue with their partners aloud.
<b>Vocabulary:</b>		Thematic words: long, small, big, round/oval, pointed, brown, blue, back, square, slim, large, thin, full, curly, kinky, chin, throat Students fill in the blank spaces with the correct words to complete sentences. Students match words that go together with Sight words: round, oval, brown, blue		Teacher recycles thematic words and ask students to construct sentences with the words(young, old, thin, fat, long, short, big, round, small) Students put descriptive words in the right box in a diagram	
<b>Language item</b>			<b>Pronouns:</b> Teacher recycles personal pronouns and asks students to fill in the gaps with the correct pronouns <b>Adjectives:</b> Students words to complete sentences e.g. he/small/ear/has		
<b>Writing Process convention</b>					Students look at pictures of people and write descriptive sentences about them.
<b>Assessment</b>	Students describe others using appropriate adjectives	Students do comprehension questions	Students use adjectives and personal pronouns on writing and communication.	Children use adjectives to describe people	Students write sentences that describe people or pictures
<b>Resources:</b>					
Notes					

<b>Theme: Environment</b>					
<b>Week 7</b>					
<b>Topic: What a rainy day!</b>					
<b>Learning Outcomes:</b>					
<ul style="list-style-type: none"> <li>• listen to a story and answer comprehension questions.</li> <li>• talk about the weather using appropriate expressions.</li> <li>• form words by adding suffixes</li> <li>• read a story and identify main ideas</li> <li>• match words with descriptions</li> <li>• read a story with proper expression</li> <li>• ask about the weather using appropriate weather expressions.</li> <li>• summarize a story</li> </ul>					
	<b>Lessons</b>				
<b>Lesson component</b>	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Listening</b>	<p><b>Pre-listening:</b> Students work in small groups and discuss the uses of tree.</p> <p><b>During Listening:</b> Students listen to a story and answer questions</p> <p><b>After listening:</b> Students work in small groups and discuss when people feel hungry and tired</p>				
<b>Speaking</b>	Students take turns to act out a dialogue.			Students work with partners and act out a dialogue.	
<b>Word study</b>		<p><b>Word formation:</b> Students add the letter '-y' to nouns to form adjectives( the vowel /I/ e.g. rain----rainy cloud---- cloudy wind-----windy</p>			
<b>Reading</b>		<p><b>Pre-reading:</b> Students look at the title and predict what the text will be about.</p> <p><b>During Reading:</b> Students think about the main idea of the story; put events in the order they appear in the story.</p> <p><b>After reading:</b></p>			

		Students discuss whether they believe that people can make rain or not.			
<b>Reading fluency</b>			Students work in small groups and practice reading the story aloud with proper expression.		Students take turns to read a story
<b>Vocabulary:</b>		Thematic words: hot, cold, rain, weather, cloud, fog, warm, wet, dry, shower, cool, storm Students match the words to descriptions  Students fill in gaps with weather words  Sight words: Hot, cold, warm		Teacher recycles thematic words and asks students to choose the correct form of the word to complete sentences	
<b>Language item</b>			Teacher recycles present simple and adjectives <b>Present Simple:</b> It's hot/cloudy. It is hot in January etc. <b>Present continuous:</b> e.g. It is raining The sun is shining. <b>Adjectives:</b> Rainy, sunny, cloudy, windy etc. Students make questions and answers using information from the table		
<b>Writing Process convention</b>					Students write a short summary about the story
<b>Assessment</b>	<b>Turn and talk:</b> Students turn and talk about the weather using weather-related words and expressions	<b>Rising words:</b> Students form adjectives by adding the suffix 'Y' to nouns and write the words on a small slate and place it in front of them for the teacher to see.	Students complete sentences using the correct form of words (verbs).	Students describe pictures using weather-related words.	Students write sentences that describe weather.
<b>Resources</b>					
Notes					

Theme: Environment					
Week 8					
Topic: There are some clouds					
Learning Outcomes:					
<ul style="list-style-type: none"> <li>• listen to a story and match descriptions to words.</li> <li>• use appropriate expressions to talk about the weather in the future.</li> <li>• read a factual text and answer questions.</li> <li>• read words/phrases accurately</li> <li>• break down words into syllables</li> <li>• identify weather words and</li> <li>• write sentences about the weather in the future.</li> </ul>					
Lessons					
Lesson component	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Listening</b>	<p><b>Pre-listening:</b> Students answer a riddle</p> <p><b>During listening:</b> Students listen to a story and match descriptions to words</p> <p><b>After listening:</b> Students discuss how important are the sun, cloud and wind</p>				
<b>Speaking</b>	<p>Students look at pictures of a clear sky on one side and sky with a lot of clouds on the other side and guess what the weather will be. Then, they turn and share their guessing with their partners.</p> <p>Teacher presents a dialogue focusing on weather forecast and asks students to do a role play..</p> <p>Students look at an imaginary weather fore</p>			Students talk about what they do on a rainy, windy, sunny, day	
<b>Word study</b>		Students clap syllables and put a slash between syllables in words Windy Sunny cloudy			
<b>Reading</b>		<p><b>Pre-reading:</b> Students decide whether they agree or disagree on statements based on their anticipation.</p> <p><b>During reading:</b> Students read an imaginary weather forecast accompanied by pictures silently as</p>			

		the teacher reads it aloud; then students point to the pictures. <b>After reading:</b> Students complete a table using the information from the reading text.			
<b>Reading fluency</b>			Teacher models reading a text from lesson 2 aloud and students practice reading a text aloud individually.		Students take turns to read a text out loud..
<b>Vocabulary:</b>		<b>Thematic words:</b> cold, hot, frost, shower, rainy, sunny, cloudy, windy, foggy, blow, umbrella, overcoat, students identify words that go with weather <b>Sight words:</b> blow, shower,		Teacher recycles thematic words and the students fill in the blank spaces with the correct weather words	
<b>Language item</b>			<b>Simple Future for prediction, be going to:</b> It will rain tomorrow. It is going to rain tomorrow It will not rain tomorrow Students rewrite sentences		
<b>Writing Process convention</b>					Students look at the pictures and write about what the weather will be like and what people will/ are going to wear in that weather condition
<b>Assessment</b>	Students talk about what the weather will be.	Students read a weather forecast and complete a table.	Students use 'will' to make predictions about the future.	Students find out antonyms of the given words.	Students write sentences about predictions.
<b>Resources</b>					
Notes					

Theme: Environment					
Week 9					
Topic : It was sunny yesterday					
Learning Outcomes:					
<ul style="list-style-type: none"> <li>• listen to a weather report and answer comprehension questions;</li> <li>• talk about the weather in the past;</li> <li>• read a weather report and answer questions;</li> <li>• read words /phrases accurately;</li> <li>• identify syllables in words;</li> <li>• form different words from a single word, and</li> <li>• write a weather report.</li> </ul>					
Lessons					
Lesson component	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Listening</b>	<p><b>Pre-listening:</b> Students write the name of the days before today and after today. .</p> <p><b>During Listening:</b> Students copy a T- chart in their exercise book. Then, listen as their teacher reads the weather report aloud and write the days of the week under the correct weather expression.</p> <p><b>After Listening:</b> Students work in small groups and discuss what advantages people can get from a weather report.</p>				
<b>Speaking</b>	Students work in pairs and look at a picture and guess what the weather is going to be/will be.			Students work in pairs and talk about what they do on a rainy, windy, sunny and cold day.	
<b>Word study</b>		Students read words that end with common word family sounds( -at, -an, -ap, -ad).			
<b>Reading</b>		<p><b>Pre-reading:</b> Students copy statements into their exercise book and write "Agree" or "Disagree" in the space provided against each statement.</p> <p><b>During Reading:</b></p>			

		Students read a passage silently and check their answers with the facts in the text <b>After Reading:</b> Students work in small groups and discuss what people do on a cloudy day			
<b>Reading fluency</b>			Students read the text about “cloud” aloud on their own		Students read the text from lesson 2 aloud in pairs
<b>Vocabulary:</b>		<b>Thematic words:</b> warm, cold, rain, cloud, sun, cloudy, rainy, sunny, foggy, windy, wet, dry, wear, take, go, veranda, shelter, run, Students work individually and identify words which can go with weather <b>Sight words:</b> go, run		Teacher recycles weather-related adjectives and asks students to complete sentences with the correct weather words. Students find words in a word search and circle them	
<b>Language item</b>			<b>Past simple:</b> Teacher presents simple past tense and students practice asking and answering questions about the weather in the past: e.g. What was the weather like yesterday? It was very cold. It was not hot. Students rewrite sentences.		
<b>Writing Process: convention</b>					Students write sentences from a substitution table
<b>Assessment</b>	Students talk about the weather in the past.	Students read a text about weather report and point out major events.	Students use simple past to talk about the past	Students describe a past weather using appropriate adjectives.	Students write a short report on past events.
<b>Resources</b>					
Notes					

<b>Theme: Health and safety:</b>					
<b>Week 10</b>					
<b>Topic: Let us Keep Fit</b>					
<b>Learning Outcomes:</b>					
<ul style="list-style-type: none"> <li>• listen to a text and answer comprehension questions.</li> <li>• label pictures.</li> <li>• use wh-questions to ask for information.</li> <li>• Identify and say vowel diagraphs correctly;</li> <li>• read a leaflet and answer comprehension questions;</li> <li>• label missing parts in a human diagram;</li> <li>• read words/phrases accurately and with proper expression, and</li> <li>• write sentences about what they do with their body parts.</li> </ul>					
<b>Lessons</b>					
<b>Lesson component</b>	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Listening</b>	<b>Pre-listening:</b> Students work in groups and list names of famous Ethiopian athletes <b>During Listening:</b> Students listen to a text and answer questions <b>After listening:</b> Students work in groups and discuss the question in their English book.				
<b>Speaking</b>	Students work in pairs and take turns to tell a partner to do or not to do something.			Students sing the song with their teacher.	
<b>Word study</b>		Students Listen as their teacher says the word “thigh” aloud to them and say words with the same vowel sounds after her/him			
<b>Reading</b>		<b>Pre-reading:</b> Students tell what time they get up and what activities they do in pairs <b>During reading:</b> Students think about and predict what activities the writer does; answer comprehension questions <b>After reading:</b> complete a table			



		Students discuss whether they like to go to bed and get up early or to go to bed late and get up late			
<b>Reading fluency</b>			Choral reading: Teacher reads the extract from lesson 2 and reads it out loud with the class. Then, the students practice reading it out loud in pairs and assess each other's reading fluency.		Students work with a partner and take turns to read the text from lesson two out loud
<b>Vocabulary:</b>		<b>Thematic words:</b> cheek, navel, nail, tongue, back, chin, throat, navel, neck, ankle, thy, hip, calf, heel, elbow, wrist, thumb, toe, shin, knee, run, jump, walk, jog, ride, Students label the missing parts in a human diagram by choosing words from the word bank. <b>Sight words.</b> run, jump, jog,		Teacher recycles vocabulary from lesson 2 and students list the body part words from the word bank in order from the top to the bottom of the body	
<b>Language item</b>			Teacher recycles wh-questions and students practice asking and answering questions about parts of their body: What is this/that? This is my chin/cheek/neck /lip. <b>Positive and negative imperatives:</b> Students complete dialogues with the correct wh- words		
<b>Writing Process convention</b>					Students choose five of the body part words and write a sentence for each.
<b>Assessment</b>	Students listen to instructions and carry out them.	Read a text and answer comprehension questions	The students read a paragraph out loud with appropriate expression, accuracy and fluency.	Students ask and answer wh-questions.	Teacher presents a topic sentence and asks students to write 3 or 4 sentences about the use of their body parts with details.
<b>Resources</b>					
<b>Notes</b>					

<b>Theme: Health and safety</b>					
<b>Week 11</b>					
<b>Topic:</b> <i>Wash your hands before you eat</i>					
<b>Learning Outcomes:</b>					
<ul style="list-style-type: none"> <li>• listen to a text and identify main details;</li> <li>• give and receive advice using appropriate expressions;</li> <li>• read pieces of advice and perform actions;</li> <li>• read words/phrases accurately and with proper expression;</li> <li>• identify words with different vowel sounds;</li> <li>• chose words to fill gaps in sentences;</li> <li>• use should/shouldn't to give advice, and</li> <li>• write a simple paragraph.</li> </ul>					
<b>Lessons</b>					
<b>Lesson component</b>	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Listening</b>	<p><b>Pre-listening:</b> Students sing a song with their teacher.</p> <p><b>During listening:</b> students listen to a text and answer questions.</p> <p><b>After listening:</b> Students work in a small group and discuss the importance of water to people</p>				
<b>Speaking</b>	Students read a dialogue with a partner.			Students use the situations in their English book to ask for, give and receive advice.	
<b>Word study</b>		Students identify the vowel sounds they hear in the following words: boil toilet			
<b>Reading</b>		<p><b>Pre-Reading:</b> Students work in groups and discuss questions.</p> <p><b>During reading:</b> Students read a dialogue silently and check if their instructions appear in the dialogue.</p> <p><b>After reading:</b> Students work in groups to talk about the activities in the leaflet that</p>			

		they should do and should not do			
<b>Reading fluency</b>			<b>Timed reading:</b> Students read parts of a dialogue from lesson 2 out loud individually and the teacher rates and calculates words correct per minute		Students read parts of a leaflet with their partner
<b>Vocabulary:</b>		<b>Thematic words:</b> toilet, Wash, clean, brush, sweep, boil, comb, bathe, cut, nail, sink. Students choose a word from the word bank to complete the gaps in sentences. <b>Sight words:</b> Wash, clean, boil		Teacher recycles thematic words. Then, students match words on the left with description on the right and write sentences with the words.	
<b>Language item</b>			<b>Modal Auxiliary:</b> Students complete sentences with “should” or “should not”.		
<b>Writing Process:</b>  <b>Convention:</b>					<b>Parallel Writing:</b> Students write a paragraph using the same structure of the reading text
<b>Assessment</b>	Students use appropriate expressions to give advice	Students use thematic words correctly in speaking and writing	Students use should/shouldn't to give advice	Students make sentences with thematic words.	Students write a paragraph that expresses advice.
<b>Resources:</b>					
Notes					

<b>Theme: Health and safety</b>					
<b>Week 12</b>					
<b>Topic: Visiting a doctor</b>					
<b>Learning Outcomes:</b>					
<ul style="list-style-type: none"> <li>• listen to a text and pick out specific information;</li> <li>• read a dialogue and give an appropriate title for it;</li> <li>• talk about what they can and can't do;</li> <li>• write sentences from substitution tables about what people can and can't do;</li> <li>• match words with definitions;</li> <li>• complete sentences by filling in the blank spaces with the correct words;</li> <li>• read a dialogue with accuracy, rate and proper expression; and</li> <li>• write sentences about what they can and can't do.</li> </ul>					
<b>Lessons</b>					
<b>Lesson component</b>	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Listening</b>	<b>Pre-listening:</b> Students work in a small group and discuss a question <b>During listening:</b> Students listen to a text and answer questions <b>After listening:</b> Students work in a small group and discuss questions				
<b>Speaking</b>	Students ask and answer questions to have complete information about their partner			Students work with a partner and use action words to talk about what they can or they can't do with their partner.	
<b>Word study</b>		Students identify the diagraphs and the sounds they make at the end of the following words: sick pick check			
<b>Reading</b>		<b>Pre-reading:</b> Students work in small group and discuss the question in their English book. <b>During reading:</b> Students read the dialogue and check if their guesses are right.			

		<b>After reading:</b> Students work in small groups and discuss questions.			
<b>Reading fluency</b>			Students work with a partner and take turns to read the dialogue assuming roles		Students read the dialogue aloud with their partners.
<b>Vocabulary:</b>		<b>Thematic words:</b> doctor, sick, ill, patient, clinic, health center, hospital, pharmacy medicine, syringe, tablet, emergency, examination, feel, cold, headache, pain, pick, take, check, etc. Students match words to their meanings <b>Sight words:</b> <b>doctor, patient, clinic, health center</b>		Students choose words from the Word-Bank to complete sentences.	
<b>Language item</b>			Teacher recycles <b>imperatives</b> and wh-questions; introduces <b>Ability</b> : I can walk. I can't carry the bag because it is very heavy. Then students talk about what they can and can't do		
<b>Writing Process:</b>  <b>Convention:</b>					Students write sentences about what they can and can't do.
<b>Assessment</b>	Students look at pictures and infer meanings based on evidences.	Students match words to pictures.	Students read sentences out loud fluently and with correct expressions	Students act out a dialogue	Students complete a dialogue
<b>Resources:</b>					
Notes					

<b>Theme: Objects</b>					
<b>Week 13</b>					
<b>Topic: My house</b>					
<b>Learning Outcomes:</b>					
<ul style="list-style-type: none"> <li>• listen to a text about houses and identify rooms;</li> <li>• talk about objects in rooms;</li> <li>• read a text about someone's house and answer comprehension questions;</li> <li>• read words, phrases, sentences with accuracy, rate and proper expressions;</li> <li>• form compound words;</li> <li>• match household objects to types of rooms; and</li> <li>• write a comparative paragraph about houses.</li> </ul>					
<b>Lessons</b>					
<b>Lesson component</b>	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Listening</b>	<p><b>Pre-listening:</b> Students draw a picture of a house and describe it.</p> <p><b>During listening:</b> Students listen to a passage about Rooms in houses and label each part in the picture.</p> <p><b>After listening:</b> Students work in small groups and discuss questions.</p>				
<b>Speaking</b>	<p>Students ask each other questions about their houses e.g. what do you do in the kitchen? Where is the bathroom? Do you have a bathroom? Is it big? How many rooms does it have?</p>			<p>Students ask and answer questions about what people do in different rooms in houses</p>	
<b>Word study</b>		<p>Students read words that end in common word family sounds(-op, -ot, -ow, -et, -in, -ill).</p>			
<b>Reading</b>		<p><b>Pre-reading:</b> Students work in small groups and discuss questions</p> <p><b>During reading:</b> Students read a text and answer questions</p> <p><b>After reading:</b></p>			

		Students work in small groups and discuss questions.			
<b>Reading fluency</b>			<b>Choral reading:</b> Teacher reads descriptions of rooms in houses out loud with the class and students practice reading aloud in small groups.		Students take turns to read a text aloud in pairs..
<b>Vocabulary:</b>		Thematic words: living room, bedroom. Pantry, dining room, toilet, latrine, kitchen, bathroom, sit, eat, wash, clean, carpet, broom, sleep, nap, table, chair, stool, bed, sofa, etc.; Students match household objects to rooms  Sight words: Clean, sit, eat		Teacher recycles thematic words on lesson 2 and asks students to match them to their meanings.	
<b>Language item</b>			Teacher recycles <b>present simple</b> , and asks Students complete sentences with wh- words.		
<b>Writing Process: convention</b>					Students complete a vein diagram using the information in advertisements..
<b>Assessment</b>	Students identify rooms in houses.	Students read descriptions of rooms in houses and match to pictures.	Students use wh- or yes/ no questions to ask for information.	Students describe their houses.	Students write a similar descriptive paragraph about their houses.
<b>Resources:</b>					
Notes					

<b>Theme: Objects</b>					
<b>Week 14</b>					
Topic: She stirs tea with a spoon					
<b>Learning Outcomes:</b>					
<ul style="list-style-type: none"> <li>• listen to a text about a house hold object and find specific information;</li> <li>• talk about what people do with household objects. Read a poem and answer questions;</li> <li>• read a poem and answer questions;</li> <li>• identify silent letters in words;</li> <li>• match words to pictures;</li> <li>• read a poem with accuracy, rate and proper expression;</li> <li>• use auxiliary verbs (do/does/is/are) to form questions; and</li> <li>• write a paragraph about their favorite household objects.</li> </ul>					
<b>Lessons</b>					
<b>Lesson component</b>	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Listening</b>	<b>Pre-listening:</b> Student's list household objects they know. <b>During listening:</b> Students listen to a text and answer questions <b>After listening:</b> Students answer comprehension questions.				
<b>Speaking</b>	Students work with a partner and talk about what people do with each object.			Students work in small groups and talk about their favorite household objects.	
<b>Word study</b>		Students read a group of words and underline the word that does not have a silent letter			
<b>Reading</b>		<b>Pre-reading:</b> Students work in small groups and list different types of drinks <b>During reading:</b> Students read a poem and answer questions <b>After reading:</b> Students work in small groups and answer questions.			
<b>Reading fluency</b>			Choral reading: Students read a poem aloud with their		Students work in pairs take turns to read a



			teacher.		poem out loud
<b>Vocabulary:</b>		<b>Thematic words:</b> spoon, fork, cup, glass, table, chair, cupboard, shelf, bench, stool, bed, sofa, dining table, pots, pans, closet, tv, stove, oven, refrigerator, tray Students match them to pictures Sight words: glass, chair, table, shelf		Teacher recycles thematic words from lesson 2 and students choose suitable words to complete a paragraph.	
<b>Language item</b>			Teacher recycles present simple and students work in pairs and practice asking and answering questions: What do you do with a spoon/knife? Have/has Do you have ...? Yes, I do/no... <b>Verb "to be"</b> e.g. Is it big?		
<b>Writing Process:</b>  <b>convention</b>					Students use sentence starters to write a paragraph.
<b>Assessment</b>	Students identify household objects.	Students read descriptions of household objects in houses and match to pictures.	Students use questions to ask for information.	Students describe their household objects.	Students write numbers in words
<b>Resources:</b>					
Notes					

Theme: Objects					
Week 15					
Topic: <i>I chop the wood with an axe.</i>					
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• listen to a text and answer questions;</li> <li>• read a text and answer questions;</li> <li>• talk about what people do with hand tools;</li> <li>• from plural nouns;</li> <li>• read words, phrases and sentences with rate, accuracy and proper expression;</li> <li>• match words to pictures;</li> <li>• use indefinite articles as correctly as possible; and</li> <li>• write a paragraph about their favorite hand tools.</li> </ul>					
<b>Lessons</b>					
Lesson component	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Listening</b>	<b>Pre-listening:</b> Students list hand tools which are familiar for them. <b>During listening:</b> Students listen to a text and answer questions <b>After listening:</b> Students work in a small group and discuss what people need to do to protect themselves from hand tools accidents.				
<b>Speaking</b>	Students work in pairs and take turns to ask and answer questions about what people do with each object in the picture			Students work in pairs and take turns to act out a dialogue.	
<b>Word study</b>		students form plural nouns			
<b>Reading</b>		<b>Pre-reading:</b> Students look at the title of the story and predict what the text will be about. <b>During reading:</b> Teacher reads a story and write True or False for the statements from the story.. <b>After reading:</b> Students work in a small group and			

		discuss the message of the story			
<b>Reading fluency</b>			Students work in a group of three and take turns to read a story		Students work in pairs and take turns to read the story aloud
<b>Vocabulary:</b>		Thematic words: axe, pick, sickle, hammer, shovel, saw, plough, rake, hoe, screw driver, knife, wrench, pitchfork, scissors, needle, awl. Razor, pole. Students match them to pictures  Sight words:  Plough, pick, saw		Teacher recycles thematic words and asks students to match them with their possible meanings.	
<b>Language item</b>			<b>Plurals</b> (regular/irregular) used for <b>a / an / the</b> and asks students to fill in gaps with the correct forms of the nouns; e.g. I have an___ I have two__		
<b>Writing Process: convention</b>					Students write a paragraph about their favorite hand tools
<b>Assessment</b>	Students identify hand tools	Students read descriptions of hand tools and answer comprehension questions	Students use the correct forms of nouns in sentences.	Students talk about what an object is used for	Students write sentences about what an object is used for.
<b>Resources:</b>					
Notes					

Theme: Time					
Week 16					
Topic: Telling time					
Learning Outcomes <ul style="list-style-type: none"> <li>• listen to a text and answer questions;</li> <li>• ask for and tell time using appropriate expressions;</li> <li>• read a text and answer questions;</li> <li>• sing a song with accuracy, proper rate and expressions;</li> <li>• identify words with silent consonant blends;</li> <li>• match time expressions to pictures and descriptions; and</li> <li>• write a paragraph about their favorite days.</li> </ul>					
Lessons					
<b>Lesson component</b>	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Listening</b>	<b>Pre-listening:</b> Students work in a group of five and match the digital time with the time expression. <b>During listening:</b> Students listen to a text and answer questions <b>After listening:</b> Students work in a group of five and discuss questions				
<b>Speaking</b>	Students work in pairs and practice asking for and telling time.			Students practice asking and telling time using the time expressions learnt	
<b>Word study</b>		Students identify silent consonants			
<b>Reading</b>		<b>Pre-reading:</b> Students Work in a group of six and solve the riddle <b>During reading;</b> Students read a text and answer questions. <b>After Reading:</b> Students work in a group of five and discuss how people tell time without using clocks and watches.			

<b>Reading fluency</b>			Students sing a song with their teacher.		Students work a group of three and take turns to sing the song
<b>Vocabulary:</b>		Thematic words: O'clock, analogue clock, digital clock, watch, hour, about, almost, nearly ; Students match words to pictures. Sight words: hour, about, almost		Students identify hidden word on the grid in a word search	
<b>Language item</b>			Teacher recycles prepositionsstudents put <u>on</u> , <u>in</u> or <u>at</u> in the blank spaces to complete a text.  e.g. What time is it? It is 2 o'clock/ quarter past/ half past/ quarter to etc.		
<b>Writing Process: convention</b>					Students develop a topic sentence in to a paragraph.
<b>Assessment</b>	Students tell time	Students read and tell time	Students use appropriate language items and expressions to ask and tell time	Students use appropriate words or time phrases to ask and tell time	Students write times in digits.
<b>Resources:</b>					
Notes					

<b>Theme: Time</b>					
<b>Week 17</b>					
<b>Topic:</b> <i>What Do You Do Every Day?</i>					
<b>Learning Outcomes:</b>					
<ul style="list-style-type: none"> <li>• listen to a text and find out specific information;</li> <li>• ask for and tell time using appropriate expressions;</li> <li>• read a text and answer comprehension questions;</li> <li>• read phrases with proper expression;</li> <li>• identify silent consonants at word final position;</li> <li>•</li> <li>• use adverbs of frequency to talk about daily activities; and</li> <li>• write sentences of their own using always, sometimes, often, usually and rarely.</li> </ul>					
<b>Lessons</b>					
<b>Lesson component</b>	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Listening</b>	<p><b>Pre-listening:</b> Students work in pairs and take turns to talk about what they do everyday</p> <p><b>During Listening:</b> Students copy the table into their exercise book and complete it by listening to a text titled “My Day”</p> <p><b>After Listening:</b> Students work in a group of five and take turns to talk about their favorite daily activities</p>				
<b>Speaking</b>	Students make up a dialogue and act it out			Students ask and answer questions orally.	
<b>Word study</b>		Students work in pairs and underline the word that has a silent consonant letter.			
<b>Reading</b>		<p><b>Pre-reading:</b> Students work with a partner and take turns to talk about what one of their family members does before and after school.</p> <p><b>During Reading:</b> Students read a text and scan for specific information.</p> <p><b>After Reading:</b></p>			

		Students work in a group of five and discuss questions			
<b>Reading fluency</b>			Students work in a group of three and take turns to read time phrases aloud		Students read a text from lesson 2 aloud with their partners.
<b>Vocabulary:</b>		Thematic words: begin, comb, finish, get up, get to (arrive), wake up, watch, every, at, before, after. morning, evening noon, night, midday, always, usually often, sometimes, rarely, never; Students fill in gaps using appropriate words Sight words: Finish, watch, every, at		Teacher recycles thematic words. Then, she/he asks students to make sentences with the words	
<b>Language item</b>			Teacher recycles Present Simple & Adverbs of frequency: What time do you go to bed/get up? I often/usually/ go to bed at ...../get up at.... /play football on Monday. Then he/she asks the students write sentences from a substitution table.		
<b>Writing Process: convention</b>					Students write sentences about themselves using the information from the chart
<b>Assessment</b>	Students listen to descriptions of time and match them to pictures.	Students read a text and scan for specific information.	Students use simple present tense and adverbs of frequency to talk about daily routines.	Students ask questions about what someone does every day.	Students write about what they do every day/week/month/ year.
<b>Resources:</b>					
Notes					

Theme: Time					
Week 18					
Topic: <i>When do you study English?</i>					
Learning Outcomes:					
<ul style="list-style-type: none"> <li>• listen a text and take a notes;</li> <li>• ask and answer questions about some one's study plan;</li> <li>• read words, phrases and sentences with accuracy, proper rate and expression;</li> <li>• complete a text with the correct words;</li> <li>• use simple present tense to talk about time-tabled events; and</li> <li>• write a paragraph about their study plan.</li> </ul>					
Lessons					
Lesson component	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Listening</b>	<p><b>Pre-listening:</b> Students work in a group of five and list what activities they commonly do in a single day.</p> <p><b>During listening:</b>Students listen to a text and answer questions</p> <p><b>After listening:</b> Students work in a group of five and discuss questions</p>				
<b>Speaking</b>	Students ask and answer questions about someone's program			Students talk about their study programs.	
<b>Word study</b>		<p>students add the prefix 're-' to base words</p> <p><b>write   rewrite</b></p> <p><b>start   restart</b></p> <p><b>read   reread</b></p>			
<b>Reading</b>		<p><b>Pre-reading:</b> Students work in a group of five and discuss questions</p> <p><b>During Reading:</b> Students read a text about someone's study program and pick out time expressions.</p> <p><b>After Reading:</b> Students work in a group of five and take turns to talk about their study experiences in their group</p>			



<b>Reading fluency</b>			<b>Choral reading:</b> Teacher reads a text from lesson 2 aloud with the whole class. Then he/she asks students to do buddy reading(partner reading)		Teacher rates individual students reading and calculates words correct per minute
<b>Vocabulary:</b>		Thematic words: study, program, write, read, start, revise, time table, morning, evening, noon, night, midday, every morning, o'clock. Students choose words from the Word-Bank to complete a text Sight words: Study, program, write, read		Teacher recycles thematic words and asks students to make sentences with the words	
<b>Language item</b>			Teacher recycles present simple and asks students to make questions using words from a chart		
<b>Writing Process:</b> <b>convention</b>					Students write a paragraph about their study program
<b>Assessment</b>	Students listen and complete a time table.	Students scan a text and locate specific information.	Students read words, phrases, sentences accurately with correct expressions.	Students talk about events in a time-table.	Students write (prepare) their study programs.
<b>Resources:</b>					
Notes					

<b>Theme: Food</b>					
<b>Week 19</b>					
<b>Topic:</b> I like Vegetables.					
<b>Learning Outcomes:</b>					
<ul style="list-style-type: none"> <li>• listen to a text and answer comprehension questions;</li> <li>• use appropriate expression to order food in a restaurant;</li> <li>• read a text and answer comprehension questions;</li> <li>• form irregular plurals;</li> <li>• read words, phrases, sentences with accuracy, proper rate and expression;</li> <li>• match words to pictures; and</li> <li>• re-write sentences using correct punctuation marks.</li> </ul>					
<b>Lessons</b>					
<b>Lesson component</b>	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Listening</b>	<p><b>Pre-listening:</b> Students work in a group of five and list types of vegetables common in their area</p> <p><b>During Listening:</b> Students listen to a text and complete a table</p> <p><b>After Reading:</b> Students work in a group of five and discuss the saying, "An apple a day keeps the doctor away"</p>				
<b>Speaking</b>	Students take turns being a waiter/waitress and a customer to act out a dialogue			Students practice act out a dialogue.	
<b>Word study</b>		Students make plural nouns.			
<b>Reading</b>		<p><b>Pre-reading:</b> Students work in a group of five and take to solve riddles</p> <p><b>During reading:</b> Students read a text and write short answers to questions.</p> <p><b>After reading:</b> Students work in a group of five and discuss questions</p>			
<b>Reading fluency</b>			Students work in a group of five and take turns to read the text titled "Healthy		Students work in pairs and take turns to read

			Eating" aloud accurately and fluently.		the text aloud accurately and fluently.
<b>Vocabulary:</b>		Thematic words:Spaghetti, egg, apple, orange, cabbage, salad, avocado, papaya, rice, green paper, lemon, , mango, Porridge Sandwich, cake, bread, meat; students match them to pictures  Sight words: apple, orange, salad, egg		Teacher recycles thematic words and asks students to put the food items into the right category.	
<b>Language item</b>			Teacher recycles <b>present simple</b> and asks students to ask and answer questions orally: E.g. What food does your mother like? She likes bread. Students complete dialogues with the correct forms of the <b>verb to do</b> (do, does).		
<b>Writing Process: Convention:</b>					Students copy a dialogue and punctuate the sentences in it
<b>Assessment</b>	Students categorize food items under vegetables and fruits.	Students read a text about the food items and identify what they like and don't like.	Students use simple present tense to talk about their likes and dislikes	Students guess the meanings of words using contextual clues.	Students write sentences about the food items that they like and don't like.
<b>Resources:</b>					
Notes					

<b>Theme: Food</b>					
<b>Week 20</b>					
<b>Topic: She drinks milk.</b>					
<b>Learning Outcomes:</b>					
<ul style="list-style-type: none"> <li>• listen to a text and answer comprehension questions;</li> <li>• use appropriate expressions to order food and beverages;</li> <li>• read a text and answer comprehension questions;</li> <li>• match consonant blends with sounds;</li> <li>• read words, phrases and sentences with accuracy, proper rate and expression;</li> <li>• group words in to the right categories;</li> <li>• use the correct forms of the verb to talk about facts in the present, and</li> <li>• Write a paragraph about the drink they like most.</li> </ul>					
<b>Lessons</b>					
<b>Lesson component</b>	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Listening</b>	<p><b>Pre-listening:</b> Students work in a group of five and discuss the importance of milk to our body.</p> <p><b>During Listening:</b> Students complete a paragraph with words from the listening text</p> <p><b>After Reading:</b> Students work in a group of five and discuss what milk products people use in their area.</p>				
<b>Speaking</b>	Students work in pairs and do a role-play as a customer and a waiter/waitress			Students work in a group of five and Complete the menu. Then, practice giving and receiving orders acting as waiter/waitress and customer	
<b>Word study</b>		Students identify the sounds the consonant blends ph- make at the beginning of words.			
<b>Reading</b>		<p><b>Pre-reading:</b> Students work in a group of five and discuss the advantages of water to our body.</p> <p><b>During reading:</b> Students read a text and choose the</p>			

		correct answer from the choices given. <b>After reading:</b> Students work in a group of five and discuss the disadvantages of not drinking enough water.			
<b>Reading fluency</b>			Students read the text titled “Why Do We Need Water?” out loud with their teacher.		Students work in pairs and take turns to read the text titled “Why Do We Need Water?” out loud. Give feedback to each other
<b>Vocabulary:</b>		Thematic words:fanta, tea, mirinda, coffee, seven-up, coffee with milk, coca cola, pepsi, juice, <i>yogurt</i> , drink, sip, enjoy, relax, finish, lemon; Students group words in the right categories  <b>Sight words:</b> Drink, finish, relax		Students fill in the blank spaces with the correct words from the Word-bank to complete the sentences.	
<b>Language item</b>			Teacher recycles present simple. Students put the verbs in brackets in the correct form to complete the text.		
<b>Writing Process: convention</b>					Students write a paragraph about any beverage drink they like.
<b>Assessment</b>	Students categorize drinks under soft and hot drinks.	Students read a text about types of drinks and identify what they prefer and don't prefer.	Students use simple present tense (prefer to) to talk about their favorite drinks.	Students guess the meanings of words using contextual clues.	Students rewrite sentences by putting them in the correct order.
<b>Resource:</b>					
Notes					

Theme: Food					
Week 21					
Topic: Baking Bread					
Learning Outcomes:					
<ul style="list-style-type: none"> <li>listen to a story and answer questions;</li> <li>role play a dialogue using appropriate expressions;</li> <li>read a recipe and answer comprehension questions;</li> <li>read words, phrases and sentences accurately and fluently;</li> <li>identify the sound the consonant blends “ph” and “gh” make; and</li> <li>write a recipe.</li> </ul>					
<b>Lessons</b>					
Lesson component	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Listening</b>	<p><b>Pre-listening:</b> Students work in a group of five and list the ingredients people use for baking bread in their area.</p> <p><b>During Listening</b> Students listen to the story and say True or False for the statements.</p> <p><b>After Listening:</b> Students work in a group of five and discuss the message of the story.</p>				
<b>Speaking</b>	Students work with a partner and take turns to act out the dialogue			Students work with a partner and take turns to be a customer and a baker	
<b>Word study</b>		Students write words with -ph-and -gh diagraphs at word final position			
<b>Reading</b>		<p><b>Pre-reading:</b> Students work in a group of five and discuss how people bake bread.</p> <p><b>During reading:</b> Students read the recipe and answer the questions</p> <p><b>After reading:</b> Students work in a group of five and discuss in what social and cultural occasions people use bread in their area.</p>			
<b>Reading</b>			Students read the text titled “Baking		Students work with a

<b>fluency</b>			Brea" out loud with their teacher		partner and take turns to read the recipe out loud
<b>Vocabulary:</b>		Thematic words:wheat, rice, teff, sorghum, maize, bean, pea, chickpea, lentil, barley, bake, porridge, staple food, kocho, kinche, chechebsa, kita, teresho, ambasha, grow, sow, soil, make, wash, students match the words on the left with their possible meanings on the right .  Sight words: bake, grow, sow		Teacher recycles thematic words and asks students to look at the word search and find the hidden words. Using the words in the Word-Bank as a guide	
<b>Language item</b>			Teacher recycles <b>present</b> simple and wh-questions. Thenstudents choose the correct forms of the verbs from the bracket to write a set of instructions for a recipe		
<b>Writing Process: convention</b>					Students write a recipe
<b>Assessment</b>	Students identify cereal crops.	Students read a text and identify specific information.	Students use wh-questions to get information.	Students match words to descriptions.	Students write a paragraph about how people grow cereal crops.
<b>Resources:</b>					
Notes					

<b>Theme: Jobs</b>					
<b>Week 22</b>					
<b>Topic:</b> My aunt's job					
<b>Learning Outcomes:</b>					
<ul style="list-style-type: none"> <li>• listen to a text and answer comprehension questions;</li> <li>• role play dialogues using appropriate expressions;</li> <li>• read a text and answer comprehension questions;</li> <li>• complete a text using the correct words;</li> <li>• form nouns by adding –er to verbs;</li> <li>• read words, phrases and sentences accurately and fluently;</li> <li>• write a paragraph about family members.</li> </ul>					
<b>Lessons</b>					
<b>Lesson component</b>	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Listening</b>	<p><b>Pre-listening:</b> Students copy the family tree into their exercise book and write the names in the correct space of the family tree.</p> <p><b>During Listening:</b> Students listen to the text and say the statements True or False</p> <p><b>After Listening:</b> Students work in group of five and discuss why auntie Assegedech says to her customer "Come tomorrow".</p>				
<b>Speaking</b>	Students work with a partner and take turns to act out the dialogue			Students work with a partner. and take turns to act out the dialogue	
<b>Word study</b>		Students form nouns from verbs by adding the suffix –er farm + er = farmer teach + er = teacher			
<b>Reading</b>		<p><b>Pre-reading:</b> Students look at the picture and guess what the text will be about</p> <p><b>During reading:</b> Students read the text and answer questions</p> <p><b>After reading:</b> Students work in a group of five and discuss ways of improving farming in rural areas</p>			



<b>Reading fluency</b>			Students work in a group of five and take turns to read the text aloud in their group		Students work with a partner and take turns to read the text aloud
<b>Vocabulary:</b>		<p><b>Thematic words:</b> farmer, doctor, nurse, carpenter, dresser, potter, cobbler, butcher, barber, tailor, typist, librarian, store-keeper, merchant, fisher-man, teacher, guard, waiter, waitress, sales man, shop keeper, shepherd, engineer, pilot, soldier, police man, lawyer, driver, janitor, carpenter, clerk, teach, farm, treat, examine, mend, repair, polish, paint;</p> <p>Students copy the paragraph into their exercise book and fill in the gaps choosing suitable words from the Word-Bank</p> <p>Sight words: Examine, teach, farm paint</p>		Teacher recycles thematic words and asks students to match the names of professionals on the left with the type of job/profession on the right	
<b>Language item</b>			Teacher recycles 'Wh' and yes/no questions and students write sentences using the words in the substitution table		
<b>Writing Process: convention</b>					Students use the substitution table to write short paragraph about each of the two or three family members.
<b>Assessment</b>	Students identify types of jobs.	Students read a text about people's job and answer comprehension questions	Students use wh- and yes/no questions to talk about people's jobs.	Students use appropriate words to complete a text.	Students write sentences about people's job.
<b>Resources:</b>					
Notes					

Theme: Jobs														
Week 23														
Topic: A nurse works in a clinic.														
Learning Outcomes:														
<ul style="list-style-type: none"> <li>listen to a poem and answer questions;</li> <li>ask for and solve job riddles;</li> <li>read a text and answer comprehension questions;</li> <li>match jobs with places;</li> <li>read words, sentences and phrases accurately and fluently;</li> <li>use a or an correctly to talk about people's job;</li> <li>write a paragraph about what they want to be in the future.</li> </ul>														
Lessons														
Lesson component	Day 1	Day 2	Day 3	Day 4	Day 5									
<b>Listening</b>	<p><b>Pre-listening:</b> Students look at the picture and predict what the poem will be about.</p> <p><b>During Listening:</b> Students listen to the poem and say True or False for the statements.</p> <p><b>After Listening:</b> Students work in a group of five and discuss why some people hate their jobs.</p>													
<b>Speaking</b>	Students work with a partner and take turns to ask and solve riddles			Students work with a partner and act out a dialogue.										
<b>Word study</b>		<p>Students listen to verbs and group according to pronunciation of –s; put verbs into columns</p> <table border="1"> <tr> <td>/s/</td> <td>/z/</td> <td>/tʒ/</td> </tr> <tr> <td>cooks</td> <td>goes</td> <td>finishes</td> </tr> <tr> <td>makes</td> <td>does</td> <td>washes</td> </tr> </table>	/s/	/z/	/tʒ/	cooks	goes	finishes	makes	does	washes			
/s/	/z/	/tʒ/												
cooks	goes	finishes												
makes	does	washes												

<b>Reading</b>		<p><b>Pre-reading:</b> Students look at the title of the reading text and predict what the text will be about</p> <p><b>During reading:</b> Students read the text and answer questions.</p> <p><b>After reading:</b> Students work in a group of five and talk about what they want to be in the future</p>			
<b>Reading fluency</b>			Students work in a group of three and take turns to read the text titled "Caring is Reward out loud		<b>.Timed reading:</b> Students work with a partner and take turns to read the text out loud
<b>Vocabulary:</b>		clinic, hospital, health post, health center, bank, post office, school, hotel, restaurant, garage, airport, library, store, shop, drugstore, pharmacy, laboratory, kitchen, barber shop, grocery; students match the jobs on the left with the places on the right		Teacher recycles thematic words and students complete sentences with the correct names of professionals.	
<b>Language item</b>			<ul style="list-style-type: none"> <li>Indefinite articles 'a' /'an"Students fill in the blanks with <u>a</u> or <u>an</u> to complete the paragraph</li> <li>Present continuous tense</li> </ul>		
<b>Writing Process: convention</b>					Students write a paragraph about what they want to be when they grow up
<b>Assessment</b>	Students identify work places	Students read a text and answer comprehension questions	Students read words/phrases fluently.	Students use contextual clues to guess the meanings of unfamiliar words.	Students write descriptive sentences.
<b>Resources:</b>					
Notes					

<b>Theme: Jobs</b>					
<b>Week 24</b>					
<b>Topic:</b> My uncle goes to work on foot.					
<b>Learning Outcomes:</b>					
<ul style="list-style-type: none"> <li>• listen to a text and answer questions;</li> <li>• role play a dialogue using appropriate expressions;</li> <li>• read a text and answer comprehension questions;</li> <li>• form compound nouns;</li> <li>• match words with pictures;</li> <li>• use by/on/in to talk about how people get to work;</li> <li>• read words, phrases and sentences with accuracy, proper rate and expression;</li> <li>• Write a paragraph about what their parents do.</li> </ul>					
<b>Lessons</b>					
<b>Lesson component</b>	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Listening</b>	<p><b>Pre-listening:</b> Students work in a group of five and discuss how people go to work in rural areas.</p> <p><b>During Listening:</b> Students listen to the text and answer questions</p> <p><b>After Reading:</b> Students work in a group of five and discuss what transportation system people in urban and rural areas use</p>				
<b>Speaking</b>	Students work with a partner and take turns to act out the dialogue			Students work with a partner and take turns to act out the dialogue.	
<b>Word study</b>		Students form compound nouns: City + bus = city bus Public + bus = public bus			
<b>Reading</b>		<p><b>Pre-reading:</b> Students read the text and write True or False for the statements.</p> <p><b>After reading:</b> Students work in a group of five and discuss different means of transportation people use on land and in water.</p>			

<b>Reading fluency</b>			Students work in a group of three and take turns to read the text aloud accurately and fluently		Students work with a partner and take turns to read the text out loud accurately and fluently.
<b>Vocabulary:</b>		Thematic words taxi, bajaj, minibus, bus, cart, train, bicycle, motor bike, horse, mule, cab, city bus, foot, public bus; students match them to pictures Sight words: bus, horse, mule		Teacher recycles thematic words and asks students Choose words from the word bank to complete sentences	
<b>Language item</b>			Teacher recycles present simple and introduces 'present continuous' and students fill in the blanks with in, by or on to complete the paragraph.		
<b>Writing Process: convention</b>					Students write a paragraph about their friends activities. ..
<b>Assessment</b>	Students identify means of transportation	Students read a text and answer comprehension questions.	Students use present continuous tense to talk about what is happening now	Students complete sentences with the correct words.	Students write a paragraph about how they go to school.
<b>Resources:</b>					
Notes					

Theme: Animals					
Week 25					
Topic: Listen! A lion is roaring.					
Learning Outcomes:					
<ul style="list-style-type: none"> <li>• listen to a text and complete the summary of the story;</li> <li>• ask and solve riddles;</li> <li>• read a text to find specific information;</li> <li>• add s/es to verbs correctly;</li> <li>• complete sentences with suitable words;</li> <li>• read words, phrases and sentences accurately and fluently;</li> <li>• compare one animal with another;</li> <li>• put sentences in their correct order to form a complete paragraph.</li> </ul>					
Lessons					
Lesson component	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Listening</b>	<p><b>Pre-listening:</b> Students look at the pictures and match the names of animals with the correct pictures</p> <p><b>During Listening:</b> Students fill in the numbered blanks with the correct words from the listening text</p> <p><b>After Reading:</b> Students work in a group of five and discuss why some people become selfish</p>				
<b>Speaking</b>	Students work with a partner and takes turns to ask and solve riddles.			Students take turns to find out what animal their partner has in his/her mind.	
<b>Word study</b>		Students write the –s/-es forms of verbs :			
<b>Reading</b>		<p><b>Pre-reading:</b> Students work in a group of five and talk about the difference between domestic and wild animals.</p> <p><b>During reading:</b> Students read a text and answer questions.</p> <p><b>After reading:</b></p>			

		Students work in a group of five and list the names of animals which are found only in Ethiopia and tell where they live.			
<b>Reading fluency</b>			Students read the text titled “Lions” in chorus as their teacher reads it out loud		Students take turns to read the text titled “Lions” out loud and give feedback to each other
<b>Vocabulary:</b>		Thematic words: Antelope, lion, hyena, crocodile, giraffe, elephant, fox, monkey, hippo, rhino, red fox, walya ibex, buffalo, cub, rabbit, hunt, kill, see, roar, yelp, wild, forest, cave, den, cry, tiger, zebra; Students fill in the gaps to complete sentences. . Sight words: See, wild, cry		Teacher recycles thematic words and ask students to fill in the gaps using words from the word bank.	
<b>Language item</b>			Teacher recycles comparative adjectives and asks students fill in gaps with suitable words from the table Simple present tense		
<b>Writing Process: convention</b>					Students put sentences in the correct order to make a complete paragraph.
<b>Assessment</b>	Students retell traditional stories.	Students read a story and identify characters.	Students use simple past tense to talk about what happened in the past.	Students describe the typical features of wild animals.	Students unscramble events in the story and re write it
<b>Resources:</b>					
Notes					

**Theme: Animals**

**Week 26**

**Topic:** A zebra eats grass.

- Learning Outcomes:**
- listen to a text and locate specific information;
  - explain what animals have in common ;
  - read a text and identify True or False statements;
  - form words with consonant blends gr-;
  - use appropriate quantifiers to quantify animals correctly;
  - complete a paragraph with the correct words of animal sounds;
  - read words, phrases and sentences accurately and fluently,;
  - write a paragraph about animals they like most.

<b>Lessons</b>					
<b>Lesson component</b>	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Listening</b>	<p><b>Pre-listening:</b> Students work in a group of five and discuss a question.</p> <p><b>During Listening:</b> Students listen to the story and complete a summary of the story by filling in the numbered blank spaces with suitable words from the listening text.</p> <p><b>After Listening:</b> Students work in a group of five and discuss what people do when they have a problem</p>				
<b>Speaking</b>	Students take turns to circle three animals that are similar in some way and explain what they have in common			Students take turns to ask and answer questions about any animal they like	
<b>Word study</b>		Students unscramble letters to form meaningful words that begin with gr-consonant blends			
<b>Reading Expository</b>		<p><b>Pre-reading:</b> Students work in a group of five and talk about what zebras look like.</p>			



		<p><b>During reading:</b> Students read a text and answer true false questions.</p> <p><b>After reading:</b> Students read a text and write True or False for the statements. Students work in a group of five and discuss the meaning of the saying "Unity is strength".</p>			
<b>Reading fluency</b>			Students read the text titled "Zebras" out loud with their teacher.		Students work with a partner and take turns to read the text titled "Zebras" out loud with accuracy and proper expression.
<b>Vocabulary:</b>		<p>Thematic words:grass, straw, meat, leaf, hay, bone, eat, gnaw, chew, swallow, mix, residue, salt, molasses, graze, fatten</p> <p>Students choose suitable words of animal sounds from the word bank to complete a paragraph</p> <p>Sight words: meat, grass, leaf, mix, residue</p>		Teacher recycles thematic words and asks students to read each short description carefully and choose their answer from the four options	
<b>Language item</b>			Teacher recycles present simple and present continuous; students choose suitable words from the word bank to complete a text		
<b>Writing Process:</b>  <b>writing convention:</b>					Students use paragraph as a guide to write a paragraph about an animal they like
<b>Assessment</b>	Students listen to descriptions of animals and identify different types of animal food	Students read a text about animals and describe what they eat.	Students use simple present and present continuous tense to talk about animals.	Students match words with descriptions.	Students write a paragraph about an animal
<b>Resources:</b>					
Notes					

<b>Theme: Animals</b>					
<b>Week 27</b>					
<b>Topic:</b> A bird flies high.					
<b>Learning Outcomes:</b>					
<ul style="list-style-type: none"> <li>• listen to a story and identify characters;</li> <li>• describe birds;</li> <li>• read a text and compare their predictions with the facts in the text;</li> <li>• identify silent letter in words;</li> <li>• use simple present tense to describe birds;</li> <li>• match words to pictures;</li> <li>• read longer texts accurately and fluently;</li> <li>• write a paragraph about birds.</li> </ul>					
<b>Lessons</b>					
<b>Lesson component</b>	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Listening</b>	<p><b>Pre-listening:</b> Students work with a partner and discuss the answer to a riddle. .</p> <p><b>During Listening:</b> Students listen to a text and answer questions</p> <p><b>After Listening:</b> Students work in a group of five and discuss their feelings when they hear birds singing</p>				
<b>Speaking</b>	Students take turns to ask and answer questions about each picture			Students work in a group of five and solve the riddles.	
<b>Word study</b>		Students listen as their teacher reads each word out loud and pick out the silent letter.			
<b>Reading</b>		<p><b>Pre-reading:</b> Students take turns to tell a story about birds</p> <p><b>During reading:</b> Students read the passage and choose the best answer from the options given for each question</p>			

		<b>After reading:</b> Students work in a group of five and discuss the questions			
<b>Reading fluency</b>			Students read the text titled "Birds" out loud accurately and fluently together with their teacher.		Students work with a partner and take turns to read the text aloud accurately and fluently
<b>Vocabulary:</b>		Thematic words: eagle, scavenger, bird, bat, pigeon, duck, ostrich, flamingo, peacock, crow, fly, eat, sing; students match them to pictures Sight words fly, eat, sing		Students find and circle all of the birds that are found in the grid	
<b>Language item</b>			Teacher recycles simple past and students choose suitable verbs from the table to complete a paragraph		
<b>Writing Process: convention</b>					Students write a descriptive paragraph of four or five sentences about any type of bird they know
<b>Assessment</b>	Students express their feelings	Students read a story and answer comprehension questions.	Students use simple past to narrate a story.	Students fill in gaps of sentences with the correct words.	Students write a complete paragraph.
<b>Resources</b>					
Notes					

<b>Theme: The past</b>					
<b>Week 28</b>					
<b>Topic:</b> When were you born?					
<b>Learning Outcomes:</b>					
<ul style="list-style-type: none"> <li>• listen to an autobiography and find out specific information;</li> <li>• talk about when and where they were born using appropriate expressions;</li> <li>• complete a text with suitable words;</li> <li>• read a rhyme with accuracy, proper rate and expression;</li> <li>• use the simple past forms of verbs to narrate a story in the past;</li> <li>• write their own biography, and</li> <li>• identify the sound of less common vowel blends in words.</li> </ul>					
<b>Lessons</b>					
<b>Lesson component</b>	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Listening</b>	<p><b>Pre-listening:</b> Students work in a group of five and take turns to solve the riddle</p> <p><b>During Listening:</b> Students Listen to the text again and complete the sentences</p> <p><b>After Listening:</b> Students work in a group of five and take turns to talk about a famous person that they take as a role model.</p>				
<b>Speaking</b>	Students work with their partner and make a dialogue and act it out.			Students work with a partner. Take turns to ask and answer the questions.	
<b>Word study</b>		Students listen and repeat after the teacher.			
<b>Reading</b>		<p><b>Pre-reading:</b> Students work in a group of five and discuss what support children can get from their parents.</p> <p><b>During reading:</b> Students read a story and answer questions</p> <p><b>After reading:</b></p>			

		Students work in a group of five and discuss the message of the story			
<b>Reading fluency</b>			Students read a rhyme with their teacher out loud.		Students sing the song with their teacher
<b>Vocabulary:</b>		Thematic words: January, February, March, April etc., famous, popular, artist, politician, scientist, pilot, poet, composer, choreographer, runner, run, sing, race, win, championship, record, sing, boxer, composer; and students choose suitable words from the word bank to complete a text Sing, run, race, win		Teacher recycles thematic words and students match words with their synonyms.	
<b>Language item</b>			Teacher recycles past simple, prepositions (in, on, at) and asks students to choose suitable words from the word bank to complete a text		
<b>Writing Process: convention</b>					Students write a short paragraph about themselves
<b>Assessment</b>	Students listen to someone's autobiography and answer comprehension questions orally	Students read a biography of a famous person and answer comprehension questions.	Students construct sentences from substitution tables	Students complete sentences with time expressions.	Students write autobiography.
<b>Resources:</b>					
Notes					

Theme: The past					
Week 29					
Topic: What did you do yesterday?					
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>listen to a set of past activities and match them with appropriate gestures;</li> <li>talk about what they did in the past;</li> <li>identify different forms of simple past verbs;</li> <li>read a text and find out specific information;</li> <li>use suitable words to complete a text;</li> <li>put verbs into their correct forms to complete a text;</li> <li>write ordinal numbers in words.</li> </ul>					
<b>Lessons</b>					
Lesson component	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Listening</b>	<b>Pre-listening:</b> Students work with a partner and take turns to talk about what they did yesterday. <b>During Listening:</b> Students listen and use their body parts to show each activity physically as their teacher tells them. <b>After Listening:</b> Students answer comprehension questions orally.				
<b>Speaking</b>	Students talk about what they did sometime in the past.			Students talk about what someone did some time in the past	
<b>Word study</b>		Students read words that have silent letters(w, k, l, b)			
<b>Reading</b>		<b>Pre-reading:</b> Students look at pictures and say			

		<p>what they feel about them.</p> <p><b>During reading:</b> Students read the text silently and make notes about what the person did.</p> <p><b>After reading:</b> Students read a story about someone's day in the past and put the pictures in order</p>			
<b>Reading fluency</b>			Students read the text from lesson 2 aloud in pairs.		Teacher rates individual students' reading and calculates words correct per minute.
<b>Vocabulary:</b>		<p>The thematic words; Time phrases: Last week/month/Year/Yesterday/ a year/ week/ month ago.</p> <p>Verbs: wake up, get up, wear, go, wash, eat, drink, have, meet, work, walk, learn, etc. and students complete a text by filling in the blank spaces with the correct words (Cloze vocabulary activity)</p> <p>Sight words: Wakeup, getup, wash, wear, drink</p>		Teacher recycles thematic words and students construct sentences with the words.	
<b>Language item</b>			Teacher recycles <b>past simple</b> and asks students to complete sentences by filling in the gaps with the correct forms of the verbs		
<b>Writing Process: convention</b>					Students write a similar paragraph about themselves.
<b>Assessment</b>	Students describe past events.	Students read a text about someone's day and identify key events	Students use simple past to talk about events in the past.	Students construct sentences with the newly learnt words.	Students write a simple paragraph about what they did sometime in the past.
<b>Resources</b>					
Notes					

Theme: The past					
Week 30					
Topic: The Lion					
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• listen to a story and find out specific information;</li> <li>• tell a story;</li> <li>• read a story and understand its message;</li> <li>• add suffixes to form simple past verbs;</li> <li>• match words with definitions;</li> <li>• use the appropriate forms of verbs to complete a story;</li> <li>• complete a story.</li> </ul>					
<b>Lessons</b>					
Lesson component	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Listening</b>	<b>Pre-Listening</b> Students look at the title of the story and predict what the story will be about <b>During Listening</b> Students listen to the story and answer questions <b>After Listening</b> Students work in a group of five and discuss questions.				
<b>Speaking</b>	Students work with a partner and take turns to complete and act out a dialogue			Students practice retelling the story they have read.	
<b>Word study</b>		Students add –ed or –d to verbs			
<b>Reading</b>		<b>Pre-reading:</b> Students look at the picture and predict what the story will be about <b>During reading:</b> Students read a text and write <b>True</b> or <b>False</b> for the statements <b>After reading:</b> Students work in a group of five and discuss questions			



<b>Reading fluency</b>			Students read the story from lesson 2 out loud together with th		Students read a story from lesson 2 aloud with proper expressions in pairs
<b>Vocabulary:</b>		<b>Thematic words:</b> Powerful, claw, mane, strong, roar, teeth, beast, kill, forest, sharp, wild, long, paw, huge, frightened, king, mouse, rat :Students match words with their definitions <b>Sight words:</b> Sharp, teeth		Students complete a paragraph with their own words.	
<b>Language item</b>			Teacher recycles simple past and students complete a text using the correct forms of the verbs in brackets.		
<b>Writing Process: convention</b>					Students work in small groups and develop a story
<b>Assessment</b>	Students listen to words and point to pictures.	Students fill in the gaps with the correct words.	Students use simple past to describe past events.	Students retell a story	Students complete a story
<b>Resources:</b>					
<b>Notes</b>					