



English For Ethiopia

Teacher Guide Grade 3 Book 1

International Consultant:

Mary W. Spor, PhD

National Consultants:

Fekadu Mulugeta, PhD

Jemal Mohammed, PhD

Authors:

Alemnesh Abebe

Khalid Mohamed

Sirak Mekonnen

Sisay Bezabih

Tadesse Hirpa

Authors:

Abate Kasahun, PhD

Habtamu Argeta

Editor:

Fisseha Motuma



**Federal Democratic Republic of Ethiopia
Ministry of Education**

Acknowledgment

The book was produced with financial and technical support of the American People through the United States Agency for International Development (USAID) in collaboration with the Ministry of Education, Regional States Education Bureaus and READ TA Project. The printing expense is covered by the General Education Quality Improvement Program (GEQIP II).

The Ministry of Education wishes to thank the American people and individuals and groups who were directly or indirectly involved in writing, reviewing and publishing this teacher's guide.

Copyright 2017 © FDRE, MoE



Foreword

Education and development are closely related endeavours. This is the main reason why it is said that education is the key instrument in Ethiopia's development. The fast and globalised world we now live in requires new knowledge, skills, attitudes and values on the part of each individual. It is with this objective that the curriculum, which is a reflection of a country's education system, must be responsive to changing conditions.

It is more than fifteen years since Ethiopia launched and implemented the *Education and Training Policy*. Since then our country has made remarkable progress in terms of access, equity and relevance. Vigorous efforts also have been made, and continue to be made, to improve the quality of education.

To continue this progress, the Ministry of Education has developed a framework for Curriculum Development. The framework covers all pre-primary, primary, general secondary and preparatory subjects and grades. It aims to reinforce the basic tenets and principles outlined in the *Education and Training Policy*, and provides guidance on the preparation of all subsequent curriculum materials – including this teacher guide and the student textbook that comes with it, to be based on active learning methods and a competency – based approach.

Publication of a new framework and revised textbooks and teacher guides are not the sole solution to improving the quality of education in any country. Continued improvement calls for the efforts of all stakeholders. The teacher's role must become more flexible ranging from lecturer to motivator, guide and facilitator. To assist this, teachers have been given, and will continue to receive, training on the strategies suggested in the framework and in this teacher guide.

Teachers are urged to read this guide carefully and to support their students by putting into action the suggested strategies and activities. The guide includes possible answers for most of the exercises in the student textbook and alternative ways of addressing some of the language items.

Introduction

1. Organisation

The newly revised Grade Three English textbook and teacher's guide are organised around seven sections, Listening, Speaking, Word Study, Reading Comprehension, Vocabulary, Reading Fluency, Grammar and Writing. The listening section is further divided into three subsections. Pre-listening which is intended to activate the students' prior knowledge; While-listening involves verification of predictions and understanding; Post-listening provides students with opportunities to reflect on the information and relate it to their personal experiences. Similarly, the reading comprehension section has three sub sections: Pre-reading, While-reading and Post-reading.

The Speaking section presents a variety of activities that help students to practise speaking in English.

The Word Study section deals mainly with consonant digraphs, blends and word formation.

The Vocabulary section presents activities on thematic words and sight words to help students increase their vocabulary.

The Reading Fluency section deals with reading with proper rate, accuracy and expression. The reading texts from the Reading Comprehension section are used to practise reading fluency.

The Grammar section presents activities in context for the students to practise using appropriate expressions and structures in an implicit manner. It is followed by a Grammar Spot section that highlights and reinforces the grammar being taught.

The Writing section provides activities which gradually take students from phrase and sentence writing to paragraph writing.

2. Methodology

As a teacher it is advisable for you to model how to do activities through meaningful examples. Encourage students to practise because application of learning helps to build comprehension of concepts taught. Transfer the responsibility to students by letting them work on their own to apply what you have taught them (I do, We do, You do).

3. Assessment and Support

It is important to use continuous assessment techniques to assess students' learning. Continuous assessment provides information that is important for lesson planning. It provides knowledge of whether additional support or reteaching may be needed for concepts to be mastered. Below are some informal and formal continuous assessment techniques with which the students are familiar from mother tongue instruction.

- **Observation:** A teacher circulates through the room and writes notes during a lesson to assess learning as students work in groups, pairs or individually.

- **Exit Cards:** Small paper cards that students hand to the teacher or place near the door as they leave the classroom. Students write their names and respond to a question or summarise their understanding.
- **Rising Words:** Students write answer(s) on a small slate and place it in front of them for the teacher to see how they respond individually.
- **Turn and Talk:** Students turn and share their predictions, responses and reactions with one or two students. The teacher moves around the class to monitor progress.
- **Informal Monitoring:** The teacher moves around the room to assess which children need support.
- **Graphic Organisers:** Students organise information, make connections and note relationships through the use of various graphic organisers.
- **Presentation:** Students have an opportunity to demonstrate their developing understanding to the teachers and/or to the class.
- **Summaries and Reflections:** Students stop and reflect, make sense of what they have heard or read, and derive personal meaning from their learning experience.
- **Formal Continuous Assessment:** Classwork, homework, quizzes, tests and examination
- **Support:** The primary purpose of continuous assessment is to gather information about students learning so as to make interventions for students who need immediate support or acceleration. It is always advisable for you to keep this in mind while assessing learners.
- **Enrichment:** Some students may perform beyond the expected level of performance. Once identified, some additional challenging tasks should be provided.

4. Issues of Diversity

The classroom is very diverse. Therefore, students may have varying learning needs. Some students are visual learners. Others are auditory learners, and still some are kinesthetic/tactile learners. There are also students with multiple intelligences (linguistic, mathematical, logical, musical, spatial and others). Some students may have mental or physical disabilities.

As a teacher, you need to consider these diverse situations in your classroom. For example, for students with visual impairment, visual prompts are not suitable. Apart from getting support from a braille expert, it is recommended to convert the activities into the ones that meet student abilities. For instance pictures could be described orally. An able partner could read text aloud when students work in groups or pairs. Similarly for students with a hearing impairment, in addition to the support you may get from a sign language expert, audio prompts could be changed to visual prompts. For students who perform beyond the expected level, refer to the suggestions given in the assessment section. Regarding issues related to gender, avoid assigning roles that are traditionally believed to be the role of only one sex (stereotyping).

Table of Contents

Unit 1	School	1
	The First Day of School	1
	School Days	8
	What We Do at School	14
Unit 2	Family	20
	People in a Family	20
	Family Roles	25
	Helping Our Family	31
Unit 3	Food	37
	Fruits and Vegetables	37
	In the Garden	43
	In the Market	49
Unit 4	Activities	55
	Classroom Activities of School	55
	On Weekends	61
	People at Work	66
Unit 5	Social Issues	72
	What I Like	72
	Our Clean House	77
	Helping Others	84
Syllabus		90

Unit Objectives

By the end of the unit, students will be able to:

- listen to texts about school and answer questions;
- talk about classroom objects and describe their locations;
- read the initial **th-** and the final **-er** letters;
- read short texts about school and classroom objects;
- read a paragraph with fluency (accuracy, expression and rate);
- write descriptions and locations of classroom objects using *that, these and those* with prepositions;
- greet and introduce themselves; and
- use capitals and end punctuation marks (full stop and question mark) correctly.

The First Day of School

Week 1

Day 1

Daily Contents

- Listening
- Speaking

1. Introduction

Greet the students and introduce yourself. Say your name and tell students what they should call you.

Introduce the unit objectives and main themes of the year. Explain briefly what they will learn in the first week.

Tell students about good classroom behaviour.

1. Listening (20 minutes)

Pre-listening (5 minutes)

Tell students that you will read them a story entitled **Tigist's First Day of School**. Write the title on the board and ask students to look at the picture in their student book.

Ask students to make a prediction about the story based on the title and the picture individually.

Ask some students to share their predictions with the class.

While-listening (5 minutes)

Tell students to check their predictions as they listen.

Ask students to copy the sentences into their exercise books. Tell them to listen to you carefully.

Read the story out loud with accuracy, appropriate expression and rate.

Read the story again, pausing after commas and full stops and stressing key words. Glance at students during pauses to assess their understanding.

Move around the room to see if students have completed the sentences correctly. Ask students to tell the answers to the class. Praise students and write the words correctly on the board. Allow them to make corrections in their exercise books.

Tigist's First Day of School

Tigist is a new student in grade three. She puts all of her materials in her school bag. She walks to school. Tigist is eager to meet new friends. She sees long benches to sit on and a board to write on. Everything is clean. There is a clock on the wall. Her English teacher enters the classroom. His name is Kedir. He sits on a big desk. He invites Tigist to introduce herself. She stands up and says, 'Good morning! My name is Tigist.'

Answers:

1. three
2. the wall
3. Kedir

Post-listening (10 minutes)

Ask students to read and answer the questions in their student book.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and give feedback.

Possible Answers:

Accept any reasonable answers

2. Speaking (20 minutes)

Tell students some common greetings and the appropriate replies.

Example:

Hello, how are you?

Hello, I am fine.

Demonstrate the dialogue in the student book with a student.

Tell students to practise the dialogue several times with a partner.

Demonstrate introducing yourself to your student .

Tell students to work with a partner to practice introducing themselves and asking each other's names.

Move around and assist students having difficulty.

Then ask one or two pairs to practise in front of the class. Give praise and feedback.

Week 1**Day 2****Daily Contents**

- Word Study
- Reading
- Vocabulary

3. Word Study (5 minutes)

Read the words **clock, clean, class** and **close** out loud.

Say the words slowly so students can hear the different sounds that form the word.

Example:

cl-ock and cl-ass.

Tell students that the first letter in all words is **c**, but it makes a /**k**/ sound.

Segment the words by saying them slowly. Then blend the words by saying them faster as whole words.

Ask students to repeat after you as a chorus to segment and then blend the words.

Tell students to practise saying each word out loud with a partner.

Move around and correct any students with wrong pronunciation. Ask some students to practise saying the words in front of the class. Give praise and feedback.

4. Reading (25 minutes)**Pre-reading (5 minutes)**

Ask students to make a prediction about the story based on the title and the picture.

Ask some students to share their predictions with the class.

Tell students to quickly look over the text and find the words **enter** and **clean**. Ask students to discuss the meaning of these words with a partner.

Allow three minutes for partners to discuss and then ask one or two pairs to share their answers. Praise students for their efforts and provide the correct answers.

Answers:

1. to **enter** means to come, go into
2. to **clean** means to remove dust or dirt

While-reading (7 minutes)

Ask students to copy the sentences from the student book into their exercise books.

Ask students to read silently and fill in the gaps. Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and complete the sentences correctly on the board. Allow them to make corrections in their exercise books.

Answers:

1. duster
2. tables, chairs, a board, four windows and one door
3. Temam
4. English

Post-reading (13 minutes)

Ask students to talk with a partner about the questions in their student book.

Move around and assess their answers while they are talking. Ask some students to share their answers. Praise students and provide the correct answers. Allow them give feedback.

Possible Answers:

Accept any reasonable answers

5. Vocabulary (10 minutes)

Tell students to read the example word **touch**.

Demonstrate an action that fits the meaning of the word. For example, show how to touch an object in the room like the board. Say “I am **touching** the board.”

Tell students to look at the picture of Temam in the student book. Ask “What is he doing?” Ask one student to respond.

Discusses the meaning of **enter**, **clean**, **sit**. Tell students to work with a partner to create actions that fit the meanings of the words: **enter**, **clean**, **sit**.

Move around and assess students. Ask some students to demonstrate their actions in front of the class.

Ask students to look at the three pictures and write a sentence about each one. Remind them to include a verb (such as **enter**) and an object (such as **door**) in each sentence. Remind them to use a capital letter when they begin a sentence and a full stop at the end.

Move around and assess students. Tell them to complete the sentences before the next lesson.

Week 1**Day 3****Daily Contents**

- Reading
- Grammar

Homework (5 minutes)

Move around and assess the sentences from the previous day. Make sure each sentence shows an action and includes an object.

Ask a few students to share their sentences for each picture. Write some good examples on the board.

6. Reading Fluency (15 minutes)

Ask students a general question about the story “**Temam in the Classroom**.” For example, “What was the story about?” or “Who were the characters in the story?”

Read “**Temam in the Classroom**.” Read like you speak, stressing key words and syllables and pausing after full stops and commas. Make sure students follow as you model fluent reading.

Ask pairs to take turns reading **Temam in the Classroom** with fluency (accuracy, rate and appropriate expression.)

Move around and assess students. Ask one or two students to read in front of the class. Praise students and provide feedback.

7. Grammar (20 minutes)

Read the information in the Grammar Spot in the student book out loud.

Tell students to create sentences about a **duster**, **board** and **chalk** with a partner using the words **this**, **that**, **these**, **those**.

Example:

This is a board.

Move around and assess students. Ask one or two students to share their answers. Praise students and provide feedback.

Tell students to create sentences about a **duster**, **board** and **chalk** using **on**, **under**, **near** and **in front of**.

Example:

This board is **in front of** you.

Move around and assess students. Ask one or two students to share their answers. Praise students and provide feedback.

Tell students to look at the picture of Hana, the girl sitting on the chair. Ask students a general question about Hana such as, “Who is this?”

Ask students to create five sentences about different classroom objects using the words **this** and **that**.

Move around and monitor students. Ask one or two students to share their sentences. Praise students and provide feedback.

Tell students to write a sentence describing the location of an object in the picture. Remind students to use words like **on**, **under**, **near** and **in front of**.

Move around and monitor students. Ask one or two students to share their answers. Praise students and provide feedback.

Week 1

Day 4

Daily Contents

- Vocabulary
- Speaking

8. Vocabulary (15 minutes)

Tell students that **this**, **that**, **these** and **those** are words that tell the locations of objects. **This** and **these** refer to objects that are close to you. **That** and **those** refer to objects that are far away from you.

Point out that each word starts with **th**. Practice pronouncing each word so students understand how the sound /**th**/ is pronounced in these words.

Ask students to repeat together after you to say the words.

Tell students to practise saying each word out loud with a partner.

Move around and correct any students with incorrect pronunciation.

Ask a few students to practise in front of the class. Give praise and feedback.

Tell students to work with a partner to create sentences that tell the location of different objects in the classroom using **this**, **that**, **these** and **those**.

Example:

This is a desk.

Those are pencils.

Move around and assist students having difficulty.

Then ask one or two pairs to practise their sentences in front of the class. Give praise and feedback.

Read the words **ruler**, **duster**, **eraser** and **teacher**.

Ask students to identify the final /er/ sound in each word.

Ask students to work with a partner to create sentences using words ending in **-er**.

Example:

I am a **learner**. You are a **teacher**.

Move around and assist students.

Then ask one or two pairs to practise their sentences in front of the class. Give praise and feedback.

9. Speaking (25 minutes)

Ask students to look at the picture in their book and read the example dialogue to themselves silently.

Read the dialogue in the student book with a student.

Tell students to practise the dialogue several times with a partner.

Demonstrate pointing to different objects in the classroom and telling their location.

Example:

The board is **in front of** the desk.

Model how to ask about the location of different classroom objects.

Example:

Where is the bench?

It is **near** the door.

Tell students to work with a partner to create their own dialogue asking and answering questions about the location of objects in the classroom. Tell students to use **this**, **that**, **these**, **those**, **on**, **near** and **in front of**.

Move around and assist students

Then ask one or two pairs to practise their dialogue in front of the class. Give praise and feedback.

Week 1

Day 5

Daily Contents

- Reading Fluency
- Writing

10. Reading Fluency (10 minutes)

Ask students to tell a partner what they remember from the story “**Temam in the Classroom**.”

Ask a few students to share their answers with the class.

Read “**Temam in the Classroom**.” Read like you speak, stressing key words and syllables and pausing after full stops and commas. Make sure students follow the words as you model fluent reading.

Ask students to read with you as you read “**Temam in the Classroom**’ again.

Ask pairs to take turns reading “**Temam in the Classroom**” with accuracy and appropriate expression.

Move around and make sure students do not speak too quickly.

Ask one or two students to practise in front of the class. Give praise and feedback.

11. Writing (30 minutes)

Tell students that they will write short sentences about the position of classroom objects.

Write an example on the board.

Example:

The desk is near the chair.

Ask students to write three or four sentences about objects in the classroom. Tell students to write sentences about the names, number or location of the objects.

Move around and assist students. Write other examples or words they can use on the board if they need more guidance.

Tell students to form small groups of three or four.

Ask students to show their group their sentences. The group members should read the sentences and suggest ways to improve them. Tell groups to focus on correct spelling, capitalisation and punctuation marks.

Have students improve their sentences based on group feedback.

Move around and assist groups. Allow students to work in their groups for five minutes.

Remind students that every sentence needs a punctuation mark.

Tell students that statements need a full stop at the end. Put example on the board.

Example:

This is a book.

Tell students that questions need a question mark at the end.

Example:

Where is the book?

Ask students to copy the sentences from the student book into their exercise books. Tell them to decide if each sentence should have a full stop or a question mark and write it at the end of the sentence.

Move around and assist students.

Then ask students to share their answers. Give praise and punctuate the sentences correctly. Allow them to make corrections in their exercise books.

Answers:

1. Why do students go to school? (question mark)
2. The teacher uses a duster to clean the board. (full stop)
3. She sits on a chair. (full stop)
4. Is that your desk? (question mark)

Week 2**School Days****Week Objectives**

By the end of the week, students will be able to:

- listen to texts about school and answer questions;
- talk about school days;
- pronounce the initial sound /**th**/ in **this** and **that**;
- read short texts about school days and answer questions;
- read a paragraph with fluency (accuracy, expression and rate);
- write about school days and what students do every school day;
- greet and introduce themselves; and
- use capitals and end punctuation marks (full stop and question mark) correctly.

Week 2**Day 1****Daily Contents**

- Listening
- Speaking

1. Listening (20 minutes)**Pre-listening (5 minutes)**

Ask students to make a prediction about the story based on the title and picture.

Ask some students to share their predictions with the class.

Ask them to tell a partner the names of school days they know.

Move around the room to see if students are correctly naming the school days.

Ask students to tell the names of the school days one by one. Praise students, say the words out loud and write the words correctly on the board.

Say an example sentence that has the words **chat** and **visit**.

Example:

I went to visit my friend, and we had a chat about our favourite movies.

Ask students to discuss the meanings of the words **chat** and **visit** with a partner.

Allow partners to discuss and then ask one or two pairs to share their answers. Praise students for their efforts and provide the correct answers.

Answers:

1. Monday, Tuesday, Wednesday, Thursday, Friday
2. chat - talk, have a conversation
3. visit - to go and spend time with someone

While-listening (5 minutes)

Ask students to copy the table from the student book into their exercise books. Tell students to make the boxes big enough so that they can write inside of them. Model this on the board.

Tell students to be ready to listen to the story and fill in the gaps in the table with the correct days of the week and Halima's actions.

Read the story out loud with accuracy, appropriate expression and rate.

Read the story again, pausing after commas and full stops and stressing key words. Glance at students during pauses to assess their understanding.

Move around the room to assess if students are filling in the gaps in the table correctly.

Read the story once more. Allow students one more minute to finish writing their answers.

Ask students to share their answers. Praise students and complete the table correctly on the board. Allow them to make corrections in their exercise books.

Monday to Friday

My name is Halima. I am a Grade three student. Most of the time, I go to class and learn a lot. I also do other things. On Mondays, I like chatting with my friends. On Tuesdays, I play at the playground during break. On Wednesdays, I go to the library and read stories. On Thursdays, I draw pictures. I like Friday most of all. Every Friday I visit my grandmother.

Answers:

1. Monday
2. Go to the library and read stories
3. Friday

Post-listening (10 minutes)

Ask students to read and answer the questions in their student book.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and give feedback

Possible Answers:

Accept any reasonable answers

2. Speaking (20 minutes)

Remind students of some common greetings and the appropriate replies.

Example:

Good morning. What is your name?

Good morning, my name is Dula.

Tell students to work with a partner to practice introducing themselves and asking each other's names.

Demonstrate the dialogue in the student book with a student.

Tell students to practise the dialogue several times with a partner.

Move around and assist students.

Allow students to continue. Then ask one or two pairs to practise in front of the class. Give praise and feedback.

Tell students to read the example of Gemechu introducing himself to the class.

Tell students to practise introducing themselves to the whole class by describing who they sit next to in class.

Allow students to continue for two minutes. Then ask one or two pairs to practise in front of the class. Give praise and feedback.

Week 2

Day 2

Daily Contents

- Word Study
- Reading
- Vocabulary

3. Word Study (5 minutes)

Read the words **Monday**, **Thursday** and **Friday** out loud. Stress the initial sounds in each word, /m/, /th/, and /f/.

Ask students to repeat each word out loud after you.

Ask students to identify the initial sound in each word.

Tell students to practise saying each word out loud with a partner.

Move around and correct any students with wrong pronunciation. Ask some students to practise saying the words in front of the class.

Ask students to complete the given words with **-lk**.

Answers

Walk

Talk

Chalk

4. Reading (25 minutes)

Pre-reading (5 minutes)

Ask students to talk with a partner and make a prediction about the story based on the title and picture.

Ask some pairs to share their predictions with the class.

Ask students to talk with a partner about what activities they do during the break at school. Ask a few pairs to share their answers.

While pairs are answering, write their answers on the board.

While-reading (7 minutes)

Ask students to copy the table from the student book into their exercise books. Tell students to make the boxes big enough so that they can write inside of them.

Tell students to be ready to look for the missing information when they read the story so they can fill in the gaps in the table with the correct days of the week.

Tell students to read the story “**Ashango the Goalkeeper**” silently. Tell them to fill in the gaps in the table after reading.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and complete the table correctly on the board. Allow them to make corrections in their exercise books.

Answers:
1st row: Monday, Wednesday, Friday
2nd row: Tuesday and Thursday

Post-reading (13 minutes)

Ask students to talk with a partner about the questions in their student book.

Move around and assess their answers while they are talking. Ask some students to share their answers. Praise students and provide feedback.

Possible Answers:
Accept any reasonable answers

5. Vocabulary (10 minutes)

Ask students to copy the sentences from the student book into their exercise books.

Tell students to look at the example. Then tell students to fill in the gaps in the sentences.

Move around and assist students having difficulty. Ask a few students to share their answers.

Praise students and write the correct answers on the board. Allow them to make corrections.

Answers:
1. Monday 3. Wednesday
2. Friday 4. Thursday

Week 2

Day 3

Daily Contents

- Reading Fluency
- Grammar

6. Reading Fluency (15 minutes)

Ask students a general question about the story “**Ashango the Goalkeeper.**” For example, “What two things do you remember about the story?” or ‘How would you describe Ashango?’

Ask a few students to respond.

Read “**Ashango the Goalkeeper.**” Read like you speak, stressing key words and syllables and pausing after full stops and commas. Make sure students follow as you model fluent reading.

Ask pairs to take turns reading “**Ashango the Goalkeeper**” with accuracy, rate and appropriate expression.

Move around and assess students. Ask one or two students to read in front of the class. Praise students and provide feedback.

7. Grammar (25 minutes)

Read the information in the Grammar Spot in the student book out loud.

Tell students to read the example about Musa. Tell students that these sentences use present simple tense because they explain what Musa does every school day.

Ask students to write two sentences using the present simple tense about what they do during the school day.

Move around and assess students. Ask a few students to share their answers. Write their sentences on the board. Praise students and provide feedback.

Week 2

Day 4

Daily Contents

- Vocabulary
- Speaking

8. Vocabulary (15 minutes)

Write **this**, **that**, **these** and **those** on the board.

Remind students how **this** and **these** refer to objects that are near to us.

Example:

This is my book.

These are my pens.

Remind students how **that** and **those** refer to objects that are farther away from us.

Example:

That is my friend over there.

Those are my parents.

Say each of the words out loud focusing on

Ask students to repeat after you as a chorus to say the words.

Tell students to practise saying each word out loud with a partner.

Move around and correct any students with wrong pronunciation.

Ask a few students to practise in front of the class. Give praise and feedback.

Tell students to work with a partner and read the sentences in the student book. Remind them to pronounce **this**, **that**, **these** and **those** correctly.

Move around and assist students having difficulty.

Then ask one or two pairs to read the sentences in front of the class. Give praise and feedback.

9. Speaking (25 minutes)

Tell students to work with a partner to practice asking and answering questions about the location of objects in the classroom. Remind them to use the word **show** to ask where objects are located.

Move around and assist pairs having difficulty.

Then ask one or two pairs to practise their questions and answers in front of the class. Give praise and feedback.

Tell students to look at the chart showing the order of the days of the week in their student book.

Tell students that they will practise describing the order of the days of the week using the words **before**, **between**, **after** and **next**.

Example:

Wednesday is between Tuesday and Thursday.

Tell students to practice describing the order of the days of the week with a partner. Remind them to use the words **before**, **between**, **after** and **next** in their sentences in front of the class.

Move around and assist pairs having difficulty. Ask a few pairs to share their sentences. Give praise and feedback.

Week 2**Day 5****Daily Contents**

- Reading Fluency
- Writing

10. Reading Fluency (10 minutes)

Ask students to tell a partner what they remember from the story “**Ashango the Goalkeeper.**”

Ask a few students to share their answers with the class.

Read “**Ashango the Goalkeeper.**” Read like you speak, stressing key words and syllables and pausing after full stops and commas. Make sure students follow as you model fluent reading.

Ask students to read with you as you read “**Ashango the Goalkeeper**” again.

Ask pairs to take turns reading “**Ashango the Goalkeeper**” with accuracy and appropriate expression.

Move around and make sure students do not speak too quickly.

Ask one or two students to practise in front of the class. Give praise and feedback.

11. Writing (30 minutes)

Tell students that they will write short sentences about the days of the week and activities they do on a specific day of the week.

Tell students to write all of the days of the week with correct capitalisation and spelling. Write an example on the board.

Example:

Friday

Ask some students to come to the board and write the days of the week correctly. Provide praise and confirm the correct answers on the board. Allow them to make corrections in their exercise books.

Tell students to write three or four short sentences about what activities they do every Tuesday.

Tell students to form small groups of three or four.

Tell students to show their group their sentences. The group should read the sentences and suggest ways to improve them. Tell groups to focus on correct spelling, capitalisation and punctuation marks.

Have students improve their sentences based on group feedback.

Move around and assist groups having difficulty.

Remind students that every sentence needs a punctuation mark. Tell students that statements need a full stop at the end.

Example:

On Tuesday, I help my mother clean the house.

Week 3**What We Do at School****Week Objectives**

By the end of the week, students will be able to:

- listen to a text about what students do at school and answer questions;
- talk about what students must and must not do at school;
- offer advice and suggestions using should and shouldn't;
- pronounce the final sound in plural words that end in s;
- read a short text on school rules and answer questions;
- read a paragraph with appropriate fluency (accuracy, expression and rate);
- write about school rules, objects and where they are located;
- ask for permission and provide a proper reply; and
- use capitals and end punctuation marks (full stop and question mark) correctly.

Week 3**Day 1****Daily Contents**

- Listening
- Speaking

1. Listening (20 minutes)**Pre-listening (5 minutes)**

Ask students to make a prediction about the story based on the title and picture.

Ask some students to share their predictions with the class.

While-listening (5 minutes)

Ask students to copy the form from the student book into their exercise books. Tell students to make the form big enough so that they can write on the lines.

Tell students to be ready to listen to the story and fill in the form with the correct information for the student telling the story.

Read the story out loud with correct accuracy, appropriate expression and rate.

Read the story again, pausing after commas and full stops and stressing key words. Glance at students during pauses to assess their understanding.

Move around the room to see if students are filling in the form correctly.

Read the story once more. Allow students one more minute to finish writing their answers.

Ask students to share their answers. Praise students and complete the form correctly on the board. Allow them to make corrections in their exercise books.

Doing the Right Things

Big brothers and sisters must teach their little brothers and sisters what they must and must not do. My name is Abeba. I am a grade five student. I have a brother called Pal. We live in Akobo. Pal is a grade three student. I usually teach Pal about the right things to do at school. I tell him to get to school on time. I also tell him to attend the flag ceremony. I tell him to enter his room before class starts so he is never late. Pal does what I tell him because he knows that I tell him what is right and wrong.

Answers:

1. Pal 2. Three 3. Akobo

Post-listening (10 minutes)

Ask students to read and answer the questions in their student book.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and give feedback.

Possible Answers:

Accept any reasonable answers

2. Speaking (20 minutes)

Tell students that they will practise telling others what they must and must not do in school.

Example:

You must listen to the teacher.

You must not be mean to other students.

Tell students to work with a partner to practice telling each other what they must and must not do at school.

Demonstrate the first example dialogue in the student book with a student.

Tell students to practise the dialogue several times with a partner.

Move around and assist students who find difficulties. Allow students to continue. Then ask one or two pairs to practise in front of the class. Give praise and feedback.

Tell students that they will now practise giving each other advice about what they should and should not do at school.

Example:

You should bring your books to class.

You should not get your books dirty.

Tell students to work with a partner to practice telling each other what they should and should not do at school.

Demonstrate the second example dialogue in the student book with a student.

Tell students to practise the dialogue several times with a partner.

Move around and assist students having difficulty.

Allow students to continue. Then ask one or two pairs to practise in front of the class. Give praise and feedback.

Week 3**Day 2****Daily Contents**

- Word Study
- Reading
- Vocabulary

3. Word Study (5 minutes)

Read the words **stamp**, **tamp** and **lamp** out loud. Focus on **-mp** letters in the words.

Say the words slowly so students can clearly hear the final sound. Ask students to identify the final sound in the words.

Segment the words by saying them slowly. Then blend the words by saying them faster as whole words.

Ask students to repeat after you as a chorus to segment and then blend the words.

Tell students to practise saying each word out loud with a partner.

Move around and correct any students with wrong pronunciation. Ask some students to practise saying the words in front of the class. Give praise and feedback.

4. Reading (25 minutes)**Pre-reading (5 minutes)**

Ask students to talk with a partner and make a prediction about the story based on the title and picture.

Ask some pairs to share their predictions with the class.

While-reading (7 minutes)

Ask students to copy the table from the student book into their exercise books. Tell students to make the boxes big enough so that they can write inside of them.

Tell students that they will read the story and decide if each of the actions in the table is right or wrong. If it is right, they will write a tick (✓). If the action is wrong, they will write a cross (X).

Give students an example by writing the following on the board.

Example:

being mean to others X

being nice to others ✓

Tell students to read the story **School Rules** silently. Tell them to fill in the table after reading.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and complete the table correctly on the board. Allow them to make corrections in their exercise books.

Answers:

1.	X	3.	X
2.	✓	4.	✓

Post-reading (13 minutes)

Ask students to talk with a partner about the questions in their student book.

Move around and assess their answers while they are talking. Ask some students to share their answers. Praise students and provide feedback.

Possible Answers:

Accept any reasonable answers

5. Vocabulary (10 minutes)

Tell students that they are going to learn about words that describe the order of school subjects.

Ask six students to stand in a line in front of the board.

Tap the first student in the line and tell students this is the **first** student in the line. Write **first** on the board above the student.

Tap the second student in the line and tell students this is the **second** student in the line. Write **second** on the board above the student.

Continue this process until you have tapped and labelled each student from **first** to **sixth**.

Tell students to look at the timetable in their student book. Tell students to look at the three example sentences that describe the order of the subjects in the timetable.

Tell students to write two or three short sentences about the order of subjects in the timetable. Remind students to use the words **first, second, third, fourth, fifth** or **sixth** in each sentence.

Move around and assist students having difficulty. Remind students that every sentence needs a punctuation mark. Tell students that statements need a full stop at the end.

Tell them to write the sentences before the next lesson.

Ask some students to tell the meanings of timetable, learn and period to the class.

Week 3**Day 3****Daily Contents**

- Reading Fluency
- Grammar

Homework (5 minutes)

Move around and assess the sentences from the previous day. Make sure each sentence has **first, second, third, fourth, fifth** or **sixth**.

Ask a few students to share their sentences with the class. Write some good examples on the board.

6. Reading Fluency (15 minutes)

Ask students a general question about the story **School Rules**. For example, ‘What was the story about?’ or ‘Who are the characters in the story?’

Ask a few students to respond.

Read **School Rules**. Read like you speak, stressing key words and syllables and pausing after full stops and commas. Make sure students follow as you model fluent reading.

Ask pairs to take turns reading **School Rules** with accuracy and appropriate expression.

Move around and assess students. Ask one or two students to read in front of the class. Praise students and provide feedback.

7. Grammar (25 minutes)

Read the information in the Grammar Spot in the student book out loud.

Tell students that they are going to practise making sentences that give suggestion and

advice by using words like **must**, **must not**, **should** and **should not**.

They will also practise making sentences that ask, give and deny permission by using words like **can** and **cannot**.

Ask students to work with a partner to create sentences that give advice. Tell them to look at the examples in their student book for ideas.

Move around and assess students. Ask a few students to share their sentences. Write their sentences on the board. Praise students and provide feedback.

Ask students to write the sentences into their exercise books. Tell them to write their own responses while giving advice. Tell them to use the words **should** and **should not** in their sentences. Tell them to look at the example in their student book for ideas.

Move around and assess students. Ask a few students to write their sentences on the board. Praise students and provide feedback.

Ask students to work with a partner to create sentences that ask and give or deny permission. Tell them to look at the examples in their student book for ideas.

Move around and assess students. Ask a few students to share their sentences. Write their sentences on the board. Praise students and provide feedback.

Week 3

Day 4

Daily Contents

- Vocabulary
- Speaking

8. Vocabulary (15 minutes)

Tell students that plural means there is more than one of something. Tell them that today they are going to learn about some plural words.

Read the words **walk**, **chalk** and **talk** in the student book. Say the words slowly so students can hear the final /k/ sound.

Tell students that these words are plural words which means there is more than one.

Ask students to work with a partner and write sentences that use these plural words.

Example:

I use chalk to write on a board.

Move around and assess students. Ask a few students to share their sentences. Write their sentences on the board. Praise students and provide feedback.

9. Speaking (25 minutes)

Ask students to read the example dialogue to themselves silently.

Demonstrate the dialogue in the student book with a student.

Tell students to practise the dialogue several times with a partner.

Demonstrate asking for things in the classroom and giving permission.

Example:

Can I please have that book?

Yes. Here it is.

Tell students to work with a partner to practice asking for things in the classroom and giving permission.

Move around and assist students having difficulty.

Then ask one or two pairs to practise their dialogue in front of the class. Give praise and feedback.

Ask students to create a dialogue with a partner.

Week 3**Day 5****Daily Contents**

- Reading Fluency
- Writing

10. Reading Fluency (10 minutes)

Ask students to tell a partner what they remember from the story **School Rules**.

Ask a few students to share their answers with the class.

Read **School Rules**. Read like you speak, stressing key words and syllables and pausing after full stops and commas. Make sure students follow as you model fluent reading.

Ask students to read with you as you read **School Rules** again.

Ask pairs to take turns reading **School Rules** with accuracy and appropriate expression.

Move around and make sure students do not speak too quickly.

Ask one or two students to practise in front of the class. Give praise and feedback.

11. Writing (30 minutes)

Tell students that they will write short sentences about school rules.

Write an example on the board.

Example:

Keep your desk clean.

Ask students to write three or four sentences about school rules.

Move around and assist students having difficulty. Write other examples or words they can use on the board if students need more guidance.

Tell students to form small groups of three or four.

Tell students to show their group their sentences. The group members should read the sentences and suggest ways to improve them. Tell groups to focus on correct spelling, capitalisation and punctuation marks.

Have students improve their sentences based on group feedback.

Move around and assist groups having difficulty.

Asses students' use of correct spelling, capital letters and end marks.

Unit Objectives

By the end of the unit, students will be able to:

- listen to texts about family and relationships and answer questions;
- talk about their family and where they live;
- read short texts about family and answer questions;
- write about their family and relationships;
- read a paragraph with fluency (accuracy, expression and rate);
- pronounce words with two or three syllables like **because, important, mother, brother, father, sister, grandmother** and **grandfather**;
- ask for information and provide appropriate replies;
- introduce others; and
- use capitals and end punctuation marks (full stop and question mark) correctly.

People in a Family

Week 4

Day 1

Daily Contents

- Listening
- Speaking

1. Listening (20 minutes)

Pre-listening (5 minutes)

Ask students to talk with a partner and make a prediction about the story based on the title and picture.

Ask some pairs to share their predictions with the class.

Tell students to discuss the meanings of the words **aunt, uncle** and **parent** with a partner.

Allow three minutes for partners to discuss and then ask one or two pairs to share their answers. Praise students for their efforts and provide the correct answers.

Answers:

1. A sister of your mother or father/ A wife of your uncle.
2. A brother of your mother or father/A husband of your aunt.
3. Your mother or father or both

While-listening (5 minutes)

Ask students to copy the table from the student book into their exercise books. Tell students to make the spaces big enough so that they can write inside of them.

Tell students to be ready to listen to the story and fill in the gaps in the table with the correct information about Linto and his family.

Read the story out loud with accuracy, appropriate expression and rate.

Read the story again, pausing after commas and full stops and stressing key words. Glance at students during pauses to assess their understanding.

Move around the room to see if students are filling in the gaps in the table correctly.

Read the story once more. Allow students one more minute to finish writing their answers.

Ask students to share their answers. Praise students and complete the table correctly on the board. Allow them to make corrections in their exercise books.

Linto's Aunt and Uncle

My name is Linto. I am 10. I live with my parents in Gimbichu. My mother has a brother and a sister. My mother's sister is my aunt. Her name is Mishame. She is a music teacher in our town. She is good at singing and dancing. I sometimes dance with her at home. My mother's brother is my uncle. His name is Dilamo. He drives a small bus. He drives to different places. One day, I will go with him.

Answers:

- | | |
|-------------|------------|
| 1. 10 | 3. Dilamo |
| 2. Gimbichu | 4. Mishame |

Post-listening (10 minutes)

Ask students to read and answer the questions in their student book.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and give feedback

Possible Answers:

Accept any reasonable answers

2. Speaking (20 minutes)

Tell students that sometimes we introduce our friends and family to other people.

Demonstrate the dialogue in the student book with a student.

Tell students to practise the dialogue several times with a partner.

Tell students to form a group with three other people. Tell the group to practice introducing each other. They should introduce a group member's name and something about them.

Example:

Hi, Semira. This is my friend Tarik. She lives in my town.

Hello Tarik. It is nice to meet you.

Move around and assist students having difficulty.

Then ask one or two groups to practise in front of the class. Give praise and feedback.

Tell students to work with a partner to talk about their families. Tell them to look at the example

in the student book to get ideas. They can focus on the number of people in their families, where they live or activities they like to do together.

Move around and assist students having difficulty.

Then ask one or two pairs to practise in front of the class. Give praise and feedback.

Week 4

Day 2

Daily Contents

- Word Study
- Reading
- Vocabulary

3. Word Study (5 minutes)

Read the words **father**, **mother**, **brother**, and **sister** out loud. Focus on stressing the initial /f/, /m/, /br/, and /s/ sounds in the words.

Say the words slowly so students can clearly hear the initial sound. Ask students to identify the initial sound in the words. And read the three letter sounds **thr-** and **str-** in the words three, throw, strong and straight.

Segment the words by saying them slowly. Then blend the words by saying them faster as whole words.

Ask students to repeat after you as a chorus to segment and then blend the words.

Tell students to practise saying each word out loud with a partner.

Move around and correct any students with wrong pronunciation.

Ask a few students to practise in front of the class. Give praise and feedback.

4. Reading (25 minutes)

Pre-reading (5 minutes)

Ask students to talk with a partner and make a prediction about the story based on the title.

Ask some pairs to share their predictions with the class.

Ask students to talk with a partner about their families and the activities they do together.

Ask a few pairs to share their answers.

While-reading (7 minutes)

Ask students to copy the diagram from the student book into their exercise books. Tell students to make the boxes big enough so that they can write inside of them.

Tell students to be ready to look for the names of Mensur's family members when they read the story so they can fill in the diagram.

Tell students to read the story **My Family** silently. Tell them to fill in the gaps in the diagram after reading.

Move around and assess their answers while they are writing. Ask some students to share their answers.

Praise students and complete the diagram correctly on the board. Allow them to make corrections in their exercise books.

Answers:

1. Mother: Ayelech
2. Father: Taye
3. Aunt: Amarech
4. Grandmother: Tarike

Post-reading (13 minutes)

Ask students to talk with a partner about the questions in their student book.

Move around and assess their answers while they are talking. Ask some students to share their answers. Praise students and provide feedback.

Possible Answers:

Accept any reasonable answers

5. Vocabulary (10 minutes)

Tell students to make a family tree for their own family. Remind them to write their own name instead of **you**. Tell them to draw boxes for each of their family members. Tell them to include their mother, father and any grandparents.

Move around and assess students. Make sure they are using capitals to write the first letter of their family member's names.

Tell them to complete their family tree before the next lesson.

Week 4**Day 3****Daily Contents**

- Reading Fluency
- Grammar

Homework (5 minutes)

Move around and check the family trees from the previous day. Make sure each person's name starts with a capital and the relationships of the different family members are connected correctly.

Ask a few students to draw their family trees on the board. Praise students and provide feedback.

6. Reading Fluency (15 minutes)

Ask students to tell a partner what they remember from the story **My Family**.

Ask a few students to share their answers with the class.

Read **My Family**. Read like you speak, stressing key words and syllables and pausing after full stops and commas. Make sure students follow as you model fluent reading.

Ask students to read with you as you read **My Family** again.

Ask pairs to take turns reading **My Family** with accuracy and appropriate expression.

7. Grammar (25 minutes)

Read the information in the Grammar Spot in the student book out loud.

Tell students that they are going to much **wh**-words with questions.

Tell students to read the example sentences to get ideas.

Tell students to work with a partner to discuss their answers.

Move around and monitor students. Ask a few pairs to share their answers. Write their answers on the board. Praise students and provide feedback.

Answers:	
a. what	e. whom
b. when	f. where
c. why	g. who
d. which	

Week 4

Day 4

Daily Contents

- Vocabulary
- Speaking

8. Vocabulary (15 minutes)

Tell students to say the words **father, mother, grandmother, grandfather, niece and nephew** out loud focusing on the final sounds.

Tell students to write three or four short sentences using these words. Tell them to look at the example to get ideas.

Move around and monitor students. Ask a few students to share their sentences. Write their sentences on the board. Praise students and provide feedback.

9. Speaking (25 minutes)

Tell students that you are going to practise giving information about yourself and your family.

Demonstrate the dialogue in the student book with a student.

Tell students to practise the dialogue several times with a partner.

Demonstrate asking about someone's family.

Example:

Where does your mother work?

My mother works in a store.

Tell students to work with a partner to practice asking and answering questions about themselves and their families. Tell them to use the words **who, what, where, when, why, which** and **whom** in their sentences.

Move around and assist students having difficulty.

Then ask one or two pairs to practise their dialogue in front of the class. Give praise and feedback.

Week 4

Day 5

Daily Contents

- Reading Fluency
- Writing

10. Reading Fluency (10 minutes)

Ask students a general question about the story **My Family**. For example, 'What do you remember about the grandmother?' or 'Who was in Mensur's family?'

Ask a few students to respond.

Read **My Family**. Read like you speak, stressing key words and syllables and pausing after full stops and commas. Make sure students follow as you model fluent reading.

Ask students to read with you as you read **My Family** again.

Ask pairs to take turns reading **My Family** with accuracy and appropriate expression.

Move around and make sure students do not speak too quickly.

Ask one or two students to practise in front of the class.

11. Writing (30 minutes)

Ask students to write all of the family words they know. They should be able to write **mother, father, brother, sister, aunt, uncle, grandmother** and **grandfather**.

Move around and assist students having difficulty. Ask some students to share their answers and write the words on the board.

Ask students to write three or four sentences about their family. Tell them to look at the model in their student book to get ideas.

Move around and assist students having difficulty. Write other examples or words they can use on the board if students need more guidance.

Tell students to form small groups of three or four.

Tell students to show their group their sentences. The group members should read the sentences and suggest ways to improve them. Tell groups to focus on correct spelling, capitalisation and punctuation marks.

Have students improve their sentences based on group feedback.

Move around and assist groups having difficulty.

Week 5

Family Roles

Week Objectives

By the end of the week, students will be able to:

- listen to a text about family roles and answer questions;
- talk about their family and where they live;
- read a text about family roles and answer questions;
- read a paragraph with appropriate fluency (accuracy, expression and rate);
- write short sentences about the roles of their family;
- pronounce family-related words like mother, brother, father, sister, aunt, uncle, child and family with accuracy;
- ask for information and provide a proper reply; and
- use capitals and end punctuation marks (full stop and question mark) correctly.

Week 5**Day 1****Daily Contents**

- Listening
- Speaking

1. Listening (20 minutes)**Pre-listening (5 minutes)**

Ask students to talk with a partner and make a prediction about the story based on the title and picture.

Ask some pairs to share their predictions with the class.

Ask students to talk about the questions in the student book.

While-listening (5 minutes)

Ask students to copy the table from the student book into their exercise books.

Tell students to be ready to listen to the story and match the family member to their role in Kefeni's family.

Read the story out loud with correct accuracy, appropriate expression and rate.

Read the story again, pausing after commas and full stops and stressing key words. Glance at students during pauses to assess their understanding.

Move around the room to see if students are matching the people and roles in the table correctly.

Read the story once more. Allow students one more minute to finish matching.

Ask students to share their answers. Praise students and complete the correct matching on the board. Allow them to make corrections in their exercise books.

Kefeni's Family Roles

My name is Kefeni. I live with my father, mother and little sister. My sister is called Gadise and she is six years old. My father owns a large farm. He grows corn, wheat and teff. My mother is a doctor. She works at a hospital in our town. She cares for patients and advises them to take care of their health. I look after my sister when my parents are not at home. I like my sister very much. I play different games with her and make her happy.

Answers:

1. Father grows different crops.
2. Mother helps patients.
3. Kefeni looks after Gadise.

Post-listening (10 minutes)

Ask students to read and answer the questions in their student book.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and give feedback.

Possible Answers:

Accept any reasonable answers

2. Speaking (20 minutes)

Remind students that different family members have different roles.

Give an example of a family member and a role they have in the family. Write the name of

the family member and their role using a verb ending in **-ing**.

Example:

Father: working, making tea, driving

Tell students to work with a partner to create a list of family members and their roles. Remind students to write verbs that end in **-ing**.

Move around and assist students having difficulty.

Then ask one or two pairs to read their list in front of the class. Give praise and feedback.

Demonstrate the dialogue in the student book with a student.

Tell students to practise the dialogue several times with a partner.

Tell students to work with a partner and create their own dialogue. One student will ask a question. The other student will answer using an **-ing** verb.

Example:

What is your sister doing?

She is reading.

Move around and assist students having difficulty.

Then ask one or two pairs to practise in front of the class. Give praise and feedback.

Week 5

Day 2

Daily Contents

- Word Study
- Reading
- Vocabulary

3. Word Study (5 minutes)

Read the words: **sleepy, gently, and hungry** out loud.

Say the words slowly so students can hear the different sounds that form the word.

Example:

fam-i-ly and sleep-y.

Tell students that all of the words end in the letter **y**, but it has an /ee/ sound.

Segment the words by saying them slowly. Then blend the words by saying them faster as whole words.

Ask students to repeat after you as a chorus to segment and then blend the words. Then ask individual students to segment and blend the words on their own. Give praise and feedback.

Ask students to practise the following words: **snake, snail, sky, skin** that begin with **sn-** and **sk-**.

4. Reading (25 minutes)

Pre-reading (5 minutes)

Ask students to talk with a partner and make a prediction about the story based on the title and picture.

Ask some pairs to share their predictions with the class.

Ask students to talk with a partner about the different roles their parents have in the household.

Ask a few pairs to share their answers.

While-reading (7 minutes)

Ask students to copy the table from the student book into their exercise books.

Tell students to be ready to match the family member's name to their role helping Baby when they read the story.

Tell students to read the story **Baby** silently. Tell them to match the family member to what he or she does for baby.

Move around and assess their answers while they are writing. Ask some students to share their answers.

Praise students and complete the correct matching on the board. Allow them to make corrections in their exercise books.

Answers:

1. Father buys clothes for Baby.
2. Mother gives food for Baby.
3. Brother tells stories to Baby.

Post-reading (13 minutes)

Activity 3

Ask students to talk with a partner about the questions in their student book.

Move around and assess their answers while they are talking. Ask some students to share their answers. Praise students and provide feedback.

Possible Answers:

Accept any reasonable answers

5. Vocabulary (10 minutes)

Ask students to copy the sentences from the student book into their exercise books.

Tell students to read the words from the Word Bank in the student book.

Ask students to choose the correct word from the Word Bank to fill in the gaps in each sentence.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and complete the sentences correctly on the board. Allow them to make corrections in their exercise books.

Answers:

- | | |
|-----------|-----------|
| 1. sick | 3. cries |
| 2. hungry | 4. asleep |

Tell students to write sentences using the words **love** and **happy**.

Move around and assess students. Tell them to complete the sentences before the next lesson.

Week 5

Day 3

Daily Contents

- Reading Fluency
- Grammar

Homework (5 minutes)

Move around and check the sentences from the previous day. Make sure each sentence has the word **love** or **happy**.

Ask a few students to share their sentences. Write some good examples on the board.

6. Reading Fluency (15 minutes)

Ask students a general question about the story **Baby**. For example, ‘What was the story about?’ or ‘Who is Baby?’

Ask a few students to respond.

Read **Baby**. Read like you speak, stressing key words and syllables and pausing after full stops and commas. Make sure students follow as you model fluent reading.

Ask pairs to take turns reading **Baby** with accuracy and appropriate expression.

Move around and assess students. Ask one or two students to read in front of the class. Praise students and provide feedback.

7. Grammar (20 minutes)

Read the information in the Grammar Spot in the student book out loud.

Ask students to match their family members with the activities they do.

Tell them that the answers can vary.

Move around and assess students. Ask a few pairs to share their answers. Praise students and provide feedback.

Tell students to read the story and underline the words that show actions.

Move around and monitor students. Ask a few pairs to share their answers.

Week 5

Day 4

Daily Contents

- Vocabulary
- Speaking

8. Vocabulary (15 minutes)

Read the family words and roles out loud.

Ask students to repeat after you as a chorus to say the words.

Tell students to practise saying each word out loud with a partner.

Move around and correct any students with wrong sentences.

Tell students to write two or three of their own sentences using family words.

Example:

My aunt is my mother’s sister.

I have two sisters and three brothers.

Move around and assess their answers while they are writing. Ask some students to share their sentences. Praise students and provide feedback.

9. Speaking (25 minutes)

Write **who, what, where, when, why, which** and **whom** on the board.

Remind students that these words can be used to ask questions.

Tell students to make a list of family words they know.

Example:

sister, mother, father

Move around and assist students having difficulty.

Then ask one or two pairs to read their list in front of the class. Give praise and feedback.

Tell students to ask a partner questions about their family members using **who, what, where, when, why, which** and **whom**.

Example:

Who is your sister?

Where does your mother work?

Move around and assist students having difficulty.

Then ask one or two pairs to practise in front of the class. Give praise and feedback.

Week 5

Day 5

Daily Contents

- Reading Fluency
- Writing

10. Reading Fluency (10 minutes)

Ask students to tell a partner what they remember from the story **Baby**.

Ask a few students to share their answers with the class.

Read **Baby**. Read like you speak, stressing key words and syllables and pausing after full stops and commas. Make sure students follow as you model fluent reading.

Ask students to read with you as you read **Baby** again.

Ask pairs to take turns reading **Baby** with accuracy and appropriate expression.

Move around and make sure students do not speak too quickly.

Ask one or two students to practise in front of the class.

11. Writing (30 minutes)

Ask students to write all of the family words they know. They should be able to write **mother, father, brother, sister, aunt, uncle, grandmother** and **grandfather**.

Allow students to write for five minutes. Move around and assist students having difficulty. Ask some students to share their answers and write the words on the board.

Ask students to write three or four sentences about the different roles of their family members. Tell them to look at the examples in their student book to get ideas.

Move around and assist students having difficulty. Write other examples or words they can use on the board if students need more guidance.

Tell students to form small groups of three or four.

Tell students to show their group their sentences. The group members should read the sentences and suggest ways to improve them. Tell groups to focus on correct spelling, capitalisation and punctuation marks.

Have students improve their sentences based on group feedback.

Move around and assist groups having difficulty.

Week 6**Helping Our Family****Week Objectives**

By the end of the week, students will be able to:

- listen to a story about helping their family and answer questions;
- talk about what families tell them to do;
- read a story about helping a family member and answer questions;
- write about the importance of helping family,
- guess the meaning of new words using context clues;
- create sentences using family-related words;
- read a paragraph with fluency (accuracy, expression and rate);
- pronounce words with two or three syllables like **correct**, **advise**, **mistakes**, **important** and **obey**;
- ask and answer questions about the importance of obeying your family; and
- use capitals and end punctuation marks (full stop and question mark) correctly.

Week 6**Day 1****Daily Contents**

- Listening
- Speaking

Listening (20 minutes)**Pre-listening (5 minutes)**

Ask students to talk with a partner and make a prediction about the story based on the title and picture.

While-listening (5 minutes)

Ask students to copy the sentences from the student book into their exercise books.

Tell students to be ready to listen to the story and fill in the gaps with the correct information from the story.

Read the story out loud with correct accuracy, appropriate expression and rate.

Read the story again, pausing after commas and full stops and stressing key words. Glance at students during pauses to assess their understanding.

Move around the room to see if students are filling in the gaps correctly.

Read the story once more. Allow students one more minute to finish writing their answers.

Ask students to share their answers. Praise students and complete the sentences correctly on the board. Allow them to make corrections in their exercise books.

Helping Each Other

My name is Shemsu. I am in grade four. I live with my parents in a town called Kombolcha. I love my parents. They both work at our shop. My mother works in the mornings. My father works in the afternoons. I help him when I come home after school. I talk to customers and sell the items they want to buy. In the evening, my father and I help my mother in the kitchen. My father makes tea when she is busy. I wash dishes, tea cups and plates.

Answers:

1. shop
2. items
3. Shemsu's father

Post-listening (10 minutes)

Ask students to read and answer the questions in their student book.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and provide feedback.

Possible Answers:

Accept any reasonable answers

2. Speaking (20 minutes)

Tell students the difference between the words **tell** and **ask**. To **tell** someone to do something means you are instructing them. You can also **tell** someone information or **tell** them a story. To **ask** someone to do something means you are requesting permission. You can also **ask** a question and request for more information.

Tell students to look at the pictures.

Tell students to create sentences about the pictures using the words **ask** or **tell**.

For Example:

The boy is asking a question. He wants to ask his teacher how to spell a word in English. The teacher tells him how to spell it.

Tell students to work with a partner to talk about what is happening in the pictures. Remind them to use the words **ask** and **tell**.

Move around and assist students having difficulty.

Then ask one or two pairs to practise in front of the class. Give praise and feedback.

Week 6

Day 2

Daily Contents

- Word Study
- Reading
- Vocabulary

3. Word Study (5 minutes)

Read the words **tells**, **shows**, **asks**, **helps**, and **reads** out loud. Stress the final /s/ sound in each word, showing inflection.

Ask students to repeat each word out loud after you.

Ask students to identify the final sound in each word.

Tell students to practise saying each word out loud with a partner.

Move around and correct any students with wrong pronunciation. Ask some students to practise saying the words in front of the class.

4. Reading (25 minutes)

Pre-reading (5 minutes)

Ask students to make a prediction about the story based on the title and picture.

Ask some students to share their predictions with the class.

While-reading (7 minutes)

Ask students to copy the sentences from the student book into their exercise books.

Ask students to read silently and fill in the gaps.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and complete the sentences correctly on the board. Allow them to make corrections in their exercise books.

Answers:

1. Gistane reads Dosa's answers.
2. Gistane corrects Dosa's mistakes.
3. Gistane advises Dosa to study hard and obey their parents.

Post-reading (13 minutes)

Ask students to talk with a partner about the questions in their student book.

Move around and assess their answers while they are talking. Ask some students to share their answers. Praise students and provide feedback.

Possible Answers:

Accept any reasonable answers

5. Vocabulary (10 minutes)

Tell students to read the story **Dosa's Sister** and find the words **correct**, **advise** and **obey**.

Tell students to work with a partner and guess the meaning of the words. Tell students that when they do not know the meaning of a word, they can look for clues in the sentence and guess what the word means.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and write the correct meaning of each word on the board.

Tell students to write their own sentences using the words **correct**, **advise** and **obey**.

Move around and assess students. Tell them to complete the sentences before the next lesson.

Meanings of words

1. correct - right answer, free from error
2. advise - recommend, help
3. obey - to do as told, to behave/follow.

If the students do not understand the meaning, please translate them using learners' mother tongue.

Week 6**Day 3****Daily Contents**

- Reading Fluency
- Grammar

Homework (5 minutes)

Move around and assess the sentences from the previous day. Make sure each sentence has the word **correct**, **advise** or **obey**.

Ask a few students to share their sentences. Write some good examples on the board.

6. Reading Fluency (15 minutes)

Ask students a general question about the story **Dosa's Sister**. For example, 'What was the story about?' or 'Who were the characters in the story?'

Ask a few students to respond.

Read **Dosa's Sister**. Read like you speak, stressing key words and syllables and pausing after full stops and commas. Make sure students follow as you model fluent reading.

Ask pairs to take turns reading **Dosa's Sister** with accuracy and appropriate expression.

Move around and monitor students. Ask one or two students to read in front of the class. Praise students and provide feedback.

7. Grammar (20 minutes)

Read the information in the Grammar Spot in the student book out loud.

Tell students that they are going to practise asking and answering questions about the people in the pictures.

Tell students to read the example dialogue to get ideas.

Tell students to work with a partner to ask and answer questions about the pictures using the words **has** and **have**.

Tell students to use the present simple tense in their sentences.

Move around and assess students. Ask a few pairs to share their questions and answers. Write their sentences on the board. Praise students and provide feedback.

Tell students to work with their partner to ask and answer questions about their friends and family members using the words **has** and **have**. Tell students to use the present simple tense in their sentences.

Tell students to read the example dialogue to get ideas.

Move around and assess students. Ask a few pairs to share their sentences. Write their sentences on the board. Praise students and provide feedback.

Week 6**Day 4****Daily Contents**

- Vocabulary
- Speaking

8. Vocabulary (15 minutes)

Tell students to read the story **Dosa's Sister** and find the words **because**, **mistake** and **important**.

Read the words **because**, **mistake** and **important** out loud. Stress the second syllable in each word.

Ask students to repeat after you as a chorus to say the words.

Tell students to practise saying each word out loud with a partner.

Move around and correct any students with wrong pronunciation.

Ask a few students to practise in front of the class. Give praise and feedback.

Tell students to work with a partner and guess the meaning of the words. Tell students that when they do not know the meaning of a word, they can look for clues in the sentence and guess what the word means.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and write the correct meaning of each word on the board.

Answers:

1. because - for the reason that
2. mistake - an action that is wrong
3. important - serious meaning or worth

Tell students to copy the three sentences from the student book into their exercise books.

Tell them to look at the three pictures in the student book.

Move around and assess their answers while they are writing. Ask some students to share their sentences. Praise students and write the correct sentences on the board. Allow them to make corrections in their exercise books.

Answers:

1. Carrying
2. Telling
3. listening

9. Speaking (25 minutes)

Ask one boy and one girl to come to the front of the class and demonstrate the dialogue in the student book.

Tell students to practise the dialogue several times with a partner.

Tell students to work with a partner to create a similar dialogue about what parents ask or tell their children to do.

Move around and assist students having difficulty.

Then ask one or two pairs to practise in front of the class. Give praise and feedback.

Week 6

Day 5

Daily Contents

- Reading Fluency
- Writing

10. Reading Fluency (10 minutes)

Ask students to tell a partner what they remember from the story **Dosa's Sister**.

Ask a few students to share their answers with the class.

Read **Dosa's Sister**. Read like you speak, stressing key words and syllables and pausing after full stops and commas. Make sure students follow as you model fluent reading.

Ask students to read with you as you read **Dosa's Sister** again.

Ask pairs to take turns reading **Dosa's Sister** with accuracy and appropriate expression.

Move around and make sure students do not speak too quickly.

Ask one or two students to practise in front of the class.

11. Writing (30 minutes)

Tell students that they are going to write about the importance of obeying parents and family members.

Ask students to work with a partner to make a list of reasons it is important to obey your parents and help your family.

Allow students to write for five minutes. Move around and assist students having difficulty. Ask some students to share their answers and write them on the board.

Ask students to write four or five sentences about what they do at home and helping their families.

Move around and assist students having difficulty. Write examples or words they can use on the board if students need more guidance.

Tell students to form small groups of three or four.

Tell students to show their group their sentences. The group members should read the sentences and suggest ways to improve them. Tell groups to focus on correct spelling, capitalisation and punctuation marks.

Have students improve their sentences based on group feedback.

Move around and assist groups having difficulty.

Unit Objectives

By the end of the unit, students will be able to:

- listen to texts about fruits and vegetables and answer questions;
- describe vegetables and fruits;
- read texts about fruits and vegetables and answer questions;
- read a paragraph with fluency (accuracy, expression and rate);
- write short descriptions of fruits and vegetables and the amount they want;
- pronounce words like **carrot, cabbage, tomato, potato, orange, and circle correctly**;
- sort vegetables and fruits into types; and
- use capitals and end punctuation marks (full stop and question mark) correctly.

Fruits and Vegetables

Week 7

Day 1

Daily Contents

- Listening
- Speaking

1. Listening (20 minutes)

Pre-listening (5 minutes)

Ask students to name fruits and vegetables they know. Praise students, say the words out loud and write the words correctly on the board.

Read example sentences that have the words **taste** and **root**.

Example:

Candy is my favourite food because it has a sweet **taste**.

Carrots have **roots** that grow in the ground.

Ask students to discuss the meanings of the words **taste** and **root** with a partner.

Allow partners to discuss and then ask one or two pairs to share their answers. Praise students for their efforts and provide the correct answers.

Answers:

1. taste - the flavour you have in your mouth when you eat something
2. root - the part of the plant that grows in the ground

While-listening (5 minutes)

Ask students to copy the table from the student book into their exercise books. Tell students to make the boxes big enough so that they can write inside of them.

Tell students to be ready to listen to the text and fill in the table with the names of leafy and root vegetables.

Read the text out loud with correct accuracy, appropriate expression and rate.

Read the text again, pausing after commas and full stops and stressing key words. Glance at students during pauses to assess their understanding.

Move around the room to see if students are filling in the table correctly.

Read the text once more. Allow students one more minute to finish writing their answers.

Ask students to share their answers. Praise students and complete the table correctly on the board. Allow them to make corrections in their exercise books.

Vegetables

Vegetables are plants that we eat. We eat both leafy vegetables and root vegetables. We eat the leaves of leafy vegetables. Leafy vegetables include lettuce, cabbage, and cauliflower. The leaves of these kind of vegetables are mostly green. Some may be light green. We eat the roots of root vegetables. The root vegetables include carrots, potatoes, radishes, and onions. Onions make our food have a good taste. Both types of vegetables are important to protect us from diseases. They can keep us healthy.

Answers:

Leafy: lettuce, cabbage and cauliflower

Root: carrots, potatoes, radishes and onions

Post-listening (10 minutes)

Ask students to read and answer the questions in their student book.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and give feedback

Possible Answers:

Accept any reasonable answers

2. Speaking (20 minutes)

Tell students that they will practice describing how vegetables look and feel.

Tell students to look at the pictures of vegetables and the table with words describing them.

Tell students to work with a partner to create a story about the vegetables, using some of the

description words in the table. They should practice saying the story to each other.

Example:

Carrots are my favourite vegetables. They are red and grow in the ground. They are hard and they have a thin skin on them.

Move around and assist students having difficulty.

Then ask one or two pairs to tell their story in front of the class. Give praise and feedback.

Tell students to think of other vegetables they know. Tell them to think of words that describe them.

Example:

Radishes are red and hard.

Move around and assist students having difficulty.

Allow students to continue. Then ask one or two students to share their lists of new vegetables and descriptions. Give praise and feedback.

Tell students that they will work with a partner to create a new story about vegetables. Tell them to use the names and descriptions of vegetables they just thought about. They should practice saying the story to each other.

Move around and assist students having difficulty.

Allow students to continue. Then ask one or two pairs to practise in front of the class. Give praise and feedback.

Week 7

Day 2

Daily Contents

- Word Study
- Reading
- Vocabulary

3. Word Study (5 minutes)

Read the words: **colour**, **cup**, **curve** and **circle** out loud. Stress the initial sound in each word. And pronounce words that have silent letter: **know**, **knife**, **wrong**, **write** and **wrist**.

Ask students to repeat each word out loud after you.

Tell students to practise saying each word out loud with a partner.

Move around and correct any students with wrong pronunciation. Ask some students to practise saying the words in front of the class.

Read the words **skin**, **soft** and **circle** out loud. Stress the initial /s/ sound in each word.

Ask students to repeat each word out loud after you.

Tell students to practise saying each word out loud with a partner.

Move around and correct any students with wrong pronunciation. Ask some students to practise saying the words in front of the class.

4. Reading (25 minutes)

Pre-reading (5 minutes)

Ask students to talk with a partner and make a prediction about the story based on the title.

Ask some pairs to share their predictions with the class.

Tell students to quickly look over the text and find the words **skin** and **ripe**. Ask students to discuss the meanings of these words with a partner.

Allow three minutes for partners to discuss and then ask one or two pairs to share their answers. Praise students for their efforts and provide the correct answers.

Answers:

1. **skin** - an outer layer
2. **ripe** - ready for eating

While-reading (7 minutes)

Ask students to copy the table from the student book into their exercise books. Tell students to make the boxes big enough so that they can write inside of them.

Tell students to be ready to look for the missing information when they read the story so they can fill in the gaps in the table with the descriptions of the fruit.

Tell students to read the story **Fruits** silently. Tell them to fill in the gaps in the table after reading.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and complete the table correctly on the board. Allow them to make corrections in their exercise books.

Answers:

unripe lemon: green, round
 unripe orange: green, round
 ripe banana: yellow, long/curved

Post-reading (13 minutes)

Ask students to talk with a partner about the questions in their student book.

Move around and assess their answers while they are talking. Ask some students to share their answers. Praise students and provide feedback.

Answers:

1. People do not eat green bananas because they are not ripe and soft.
2. I have tasted lemon juice. I think it is very sour so I don't like it.

5. Vocabulary (10 minutes)

Tell students to read the words from the Word Bank in the student book.

Tell students to read the example sentence that uses a word from the Word Bank to describe a fruit.

Ask students to choose a word from the Word Bank and make a sentence that describes a fruit.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and give feedback.

Tell students to look at the pictures of fruits in the student book.

Tell them to match the descriptions with the correct picture of the fruit.

Move around and assess their answers while they are matching. Ask some students to share their answers. Praise students and match the descriptions and pictures correctly on the board. Allow them to make corrections in their exercise books.

Answers:**banana:** curved; yellow**lemon:** round; bitter; green**orange:** round; yellow**Week 7****Day 3****Daily Contents**

- Reading Fluency
- Grammar

6. Reading Fluency (15 minutes)

Ask students a general question about the story **Fruits**. For example, ‘What was the text about?’ or ‘What do you remember about how fruits change colour?’

Ask a few students to respond.

Read **Fruits**. Read like you speak, stressing key words and syllables and pausing after full stops and commas. Make sure students follow as you model fluent reading.

Ask pairs to take turns reading **Fruits** with accuracy and appropriate expression.

Move around and monitor students. Ask one or two students to read in front of the class. Praise students and provide feedback.

7. Grammar (25 minutes)

Read the information in the Grammar Spot in the student book out loud.

Tell students that they are going to practise using adjectives in sentences.

Tell students to work with a partner to make a list of adjectives that describe fruits. Tell them

to think of words that can be used to describe the colours, shapes and tastes of fruits.

Move around and assess students. Ask a few pairs to share their lists. Write their adjectives on the board. Praise students and provide feedback.

Tell students to write sentences about fruit using the list of adjectives they just created.

Move around and assess students. Ask a few students to share their sentences. Write their sentences on the board. Praise students and provide feedback.

Week 7**Day 4****Daily Contents**

- Vocabulary
- Speaking

8. Vocabulary (15 minutes)

Read the words **circle**, **orange**, **cabbage**, **potato** and **tomato** out loud. Say each syllable slowly so that students can hear the different sounds at the beginning, middle and end of the word. /s/ as circle, /k/ as carrot, cabbage // as cabbage-final // as tomato-final

Ask students to repeat after you as a chorus to say the words.

Tell students to practise saying each word out loud with a partner.

Move around and correct any students with wrong pronunciation.

Ask a few students to practise in front of the class. Give praise and feedback.

Tell students to work with a partner to write sentences using the words.

Move around and assess their sentences while they are writing. Ask some students to share their sentences. Praise students and write some of their sentences on the board.

9. Speaking (25 minutes)

Tell students to look at the pictures of fruits and vegetables in the student book.

Tell them to talk with a partner about what the different fruits and vegetables have in common. Remind them to talk about how their shapes, colours, or feels are the same or different.

Example:

Oranges and potatoes are both round.

Example:

Carrots and potatoes are hard, but lettuce and tomatoes are soft.

Move around and assist pairs having difficulty.

Then ask one or two pairs to share their responses in front of the class. Give praise and feedback.

Move around and assist pairs having difficulty.

Then ask one or two pairs to share their responses in front of the class. Give praise and feedback.

Week 7

Day 5

Daily Contents

- Reading Fluency
- Writing

10. Reading Fluency (10 minutes)

Ask students to tell a partner what they remember from the story **Fruits**.

Ask a few students to share their answers with the class.

Read **Fruits**. Read like you speak, stressing key words and syllables and pausing after full stops and commas. Make sure students follow as you model fluent reading.

Ask students to read with you as you read **Fruits** again.

Ask pairs to take turns reading **Fruits** with accuracy and appropriate expression.

Move around and make sure students do not speak too quickly.

Ask one or two students to practise in front of the class.

11. Writing (30 minutes)

Tell students that they are going to write sentences describing the taste, shape and colour of fruits.

Ask students to work with a partner to make a list of fruit names and adjectives.

Move around and assist students having difficulty. Ask some students to share their lists and write them on the board.

Tell students to look at the pictures and write four or five sentences describing what is happening in the pictures. Tell students to focus on writing the names and descriptions of the fruits. Tell them to look at the examples in their student book to get ideas.

Move around and assist students having difficulty. Write other examples or words they can use on the board if students need more guidance.

Tell students to form small groups of three or four.

Tell students to show their group their sentences. The group members should read the sentences and suggest ways to improve them. Tell groups to focus on correct spelling, capitalisation and punctuation marks.

Have students improve their sentences based on group feedback.

Move around and assist groups having difficulty.

Week 8

In the Garden

Week Objectives

By the end of the week, students will be able to:

- listen to a text about vegetables in the garden and answer questions;
- talk about what people do in the garden;
- pronounce words correctly;
- read a text and answer questions;
- read a paragraph with fluency (accuracy, expression and rate);
- use **some** and **any** appropriately in sentences;
- write short sentences about vegetables; and
- write correct sentences from substitution tables.

Week 8

Day 1

Daily Contents

- Listening
- Speaking

1. Listening (20 minutes)

Pre-listening (5 minutes)

Ask students to talk with a partner and make a prediction about the story based on the title and picture.

Ask some pairs to share their predictions with the class.

Ask students to talk with their partner about words they expect to hear in the story based on the title, picture and their predictions.

While-listening (5 minutes)

Ask students to copy the sentences from the student book into their exercise books.

Tell students to be ready to listen to the story and fill in the gaps with the correct information from the story.

Read the story out loud with correct accuracy, appropriate expression and rate.

Read the story again, pausing after commas and full stops and stressing key words. Glance at students during pauses to assess their understanding.

Move around the room to see if students are filling in the gaps correctly.

Read the story once more. Allow students one more minute to finish writing their answers.

Ask students to share their answers. Praise students and complete the sentences correctly on the board. Allow them to make corrections in their exercise books.

Vegetables in the Garden

My name is Ahmed. I live with my mother. My mother's name is Kedija. She grows cabbages, carrots and lettuce in her garden. She plants these vegetables every year. She digs them up with a spade. Carrots grow underground. Cabbages and lettuce grow above the ground. She uses fertile soil so the vegetables grow well. She waters them every day. Sometimes, I water the vegetables when my mother is not home.

Answers:

- | | |
|------------|-----------|
| 1. garden | 3. spade |
| 2. carrots | 4. waters |

Post-listening (10 minutes)

Ask students to read and answer the questions in their student book.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and give feedback

Possible Answers:

Accept any reasonable answers

2. Speaking (20 minutes)

Tell students that they will practise describing how vegetables look, taste and feel.

Demonstrate the example dialogue in the student book with a student.

Tell students to practise the dialogue several times with a partner.

Move around and assist students having difficulty.

Allow students to continue. Then ask one or two pairs to practise in front of the class. Give praise and feedback.

Tell students to think of the vegetables they know. Tell them to think of words that describe them.

Example:

Leafy, green, hard, soft

Move around and assist students having difficulty.

Allow students to continue. Then ask one or two students to share their lists of words. Give praise and feedback.

Tell students that they will create their own dialogue about what people do in the garden. Tell them to use the names and descriptions of vegetables in their dialogue.

Move around and assist students having difficulty.

Allow students to continue. Then ask one or two pairs to practise in front of the class. Give praise and feedback.

Week 8**Day 2****Daily Contents**

- Word Study
- Reading
- Vocabulary

3. Word Study (5 minutes)

Read the words **planting**, **watering**, **looking** and **working** out loud. Stress the final **-ing** sound in each word.

Ask students to repeat each word out loud after you.

Ask students to identify the final sound in each word.

Tell students to practise saying each word out loud with a partner.

Move around and correct any students with wrong pronunciation. Ask some students to practise saying the words in front of the class.

4. Reading (25 minutes)**Pre-reading (5 minutes)**

Ask students to talk with a partner and make a prediction about the story based on the title.

Ask some pairs to share their predictions with the class.

While-reading (7 minutes)

Ask students to copy the questions from the student book into their exercise books.

Tell students to be ready to match the answers with the questions when they read the story.

Tell students to read the story **Our Garden** silently. Tell them to match the answers to the questions after reading.

Move around and assess their answers while they are matching. Ask some students to share their answers.

Praise students and complete the correct matching on the board. Allow them to make corrections in their exercise books.

Answers:

1. Digs, plants and weeds.
2. Waters the vegetables.
3. Bogale and Hirut.
4. Spade.
5. The green leaves.

Post-reading (13 minutes)

Ask students to talk with a partner about the questions in their student book.

Move around and assess their answers while they are talking. Ask some students to share their answers. Praise students and provide feedback.

Possible Answers:

Accept any reasonable answers

5. Vocabulary (10 minutes)

Ask students to copy the sentences from the student book into their exercise books.

Tell students to read the words from the Word Bank and look at the pictures in the student book.

Ask students to choose a word from the Word Bank to fill in the gap in each sentence. Tell

students that the pictures will help them to choose the correct word for each sentence.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and complete the sentences correctly on the board. Allow them to make corrections in their exercise books.

Answers:	
1. digging	3. watering
2. planting	4. hoe

Week 8

Day 3

Daily Contents

- Reading Fluency
- Grammar

6. Reading Fluency (15 minutes)

Ask students a general question about the story **Our Garden**. For example, ‘What does Hirut do in the garden?’ or ‘What does her father do in the garden?’

Ask a few students to respond.

Read **Our Garden**. Read like you speak, stressing key words and syllables and pausing after full stops and commas. Make sure students follow as you model fluent reading.

Ask students to read with you as you read **Our Garden** again.

Ask pairs to take turns reading **Our Garden** with accuracy and appropriate expression.

Move around and make sure students do not speak too quickly.

Ask one or two students to practise in front of the class.

7. Grammar (25 minutes)

Read the information in the Grammar Spot in the student book out loud.

Tell students that they are going to practise using **some** and **any** in sentences.

Tell students to copy the sentences from the student book into their exercise books. Tell students to look at the pictures in the student book. Ask students to fill in the gaps with either **some** or **any**.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and complete the sentences correctly on the board. Allow them to make corrections in their exercise books.

Answers:	
1. any	3. any
2. some	4. some

Tell students to work with a partner to create a dialogue about the fruits and vegetables you have in your home using **some** or **any**.

One student should ask a question using **some** or **any**. The other student should answer using **some** or **any**.

Tell students to look at the example to get ideas.

Move around and assist students having difficulty.

Then ask one or two pairs to practise in front of the class. Give praise and feedback.

Week 8**Day 4****Daily Contents**

- Vocabulary
- Speaking

8. Vocabulary (15 minutes)

Write the numbers 51, 52, 53, 54 and 55 on the board.

Read the numbers **fifty-one, fifty-two, fifty-three, fifty-four** and **fifty-five** out loud as you point to the correct number on the board.

Ask students to repeat each number out loud after you.

Tell students to practise saying each number out loud with a partner.

Move around and correct any students with wrong pronunciation. Ask some students to practise saying the numbers in front of the class.

Tell students that they are going to practice recognising numbers in their written form.

Tell them to write short sentences describing the written numbers.

Tell students to look at the example to get an idea.

Move around and assist students having difficulty.

Then ask students to share their sentences in front of the class. Praise students and match each sentence with the correct word on the board. Allow them to make corrections in their exercise books.

9. Speaking (25 minutes)

Tell students that people grow many different fruits and vegetables in their gardens.

Tell students to work with a partner to create a story about someone who grows a vegetable and fruit garden. Tell them that this story can be based on a real person they know like a family member or neighbour, or it can be made up.

Tell students to name different fruits and vegetables in the story and how they look, feel and taste. They should practice saying the story to each other.

Example:

Mr. Nasir grows many vegetables in his garden. He grows onions, pumpkins and cabbage. They are purple, orange and green. He gives some to my family. They taste fresh.

Move around and assist students having difficulty.

Then ask one or two pairs to practise in front of the class. Give praise and feedback.

Week 8**Day 5****Daily Contents**

- Reading Fluency
- Writing

10. Reading Fluency (10 minutes)

Ask students to tell a partner what they remember from the story **Our Garden**.

Ask a few students to share their answers with the class.

Read **Our Garden**. Read like you speak, stressing key words and syllables and pausing

after full stops and commas. Make sure students follow as you model fluent reading.

Ask students to read with you as you read **Our Garden** again.

Ask pairs to take turns reading **Our Garden** with accuracy and appropriate expression.

Move around and make sure students do not speak too quickly.

Ask one or two students to practise in front of the class.

11. Writing (30 minutes)

Tell students to look at the pictures in the student book.

Tell them to use the table in the student book to write one sentence to describe each picture. Point to the example so students understand how to form the sentences using the words in the table.

Allow students to write for five minutes. Move around and assist students having difficulty.

Ask students to share their answers. Praise students and write the sentences correctly on the board. Allow them to make corrections in their exercise books.

Answers:

1. The man and woman are planting trees.
2. The woman is digging soil.
3. The boy is watering cabbages.
4. The girl is eating a carrot.

Tell students that they are going to write sentences about vegetables.

Ask students to work with a partner to make a list of vegetable names they know.

Allow students to write for five minutes. Move around and assist students having difficulty. Ask some students to share their lists and write them on the board.

Tell students to look at the pictures and write four or five sentences describing what they see in the pictures. Tell students to focus on writing the names and descriptions of the vegetables. Tell them to look at the example in their student book to get ideas.

Move around and assist students having difficulty. Write other examples or words they can use on the board if students need more guidance.

Tell students to form small groups of three or four.

Tell students to show their group their sentences. The group members should read the sentences and suggest ways to improve them. Tell groups to focus on correct spelling, capitalisation and punctuation marks.

Have students improve their sentences based on group feedback.

Move around and assist groups having difficulty.

Week 9**In the Market****Week Objectives**

By the end of the week, students will be able to:

- listen to a text about food and answer questions;
- make predictions;
- talk about items and prices;
- identify the names and sounds of some letters;
- read a text about food and answer questions;
- read a paragraph with fluency (accuracy, expression and rate);
- use **some** and **any** appropriately in sentences;
- pronounce words correctly, and
- write short sentences about items in the market.

Week 9**Day 1****Daily Contents**

- Listening
- Speaking

1. Listening (20 minutes)**Pre-listening (5 minutes)**

Ask students to talk with a partner and make a prediction about the story based on the title and picture.

Ask some pairs to share their predictions with the class.

Ask students to talk with their partner about words they expect to hear in the story based on the title, picture and their predictions.

While-listening (5 minutes)

Ask students to copy the table from the student book into their exercise books.

Tell students to be ready to listen to the story and draw lines matching the fruit or vegetable to the price.

Read the story out loud with correct accuracy, appropriate expression and rate.

Read the story again, pausing after commas and full stops and stressing key words. Glance at students during pauses to assess their understanding.

Move around the room to see if students are matching the fruit or vegetable and price.

Read the story once more. Allow students one more minute to finish matching.

Ask students to share their answers. Praise students and complete the correct matching on the board. Allow them to make corrections in their exercise books.

Zeineba and Ahmed Go Shopping

Zeineba and Ahmed want to go shopping. Zeineba wants to buy fruits and Ahmed wants to buy vegetables. On Saturday, they go to the market. They walk around the shops trying to choose fruits and vegetables. They buy apples, avocados and papayas for Zeineba. The price of a kilo of apples is 50 birr, a kilo of avocados is 30 birr and a kilo of papaya is 25 birr. However, they cannot find vegetables in many places in the market. They walk around and finally they get lettuce, onions and cabbages. They buy cabbages for 8 birr and two kilos of onions for 20 birr. Finally, they go back to their home and cook lunch.

Answers:

1. a kilo of apples - 50 birr
2. a kilo of avocados - 30 birr
3. a kilo of papayas - 25 birr
4. cabbages - 8 birr
5. two kilos of onions - 20 birr

Post-listening (10 minutes)

Ask students to read and answer the questions in their student book.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and give feedback

Possible Answers:

Accept any reasonable answers

2. Speaking (20 minutes)

Tell students that they will practice asking and answering questions about prices in the market.

Demonstrate the dialogue in the student book with a student.

Tell students to practise the dialogue several times with a partner.

Tell students to look at the table in the student book with market items and their prices.

Tell students to work with a partner and create their own dialogue. One student will ask a question about the price of an item. The other student will answer.

Tell students to use the items and prices in the table as a guide to help them.

Example:

Customer: I want one kilo of oranges. How much is it?

Shopkeeper: It is 24 birr. Do you want it?

Customer: Yes, please. I will take one kilo.

Move around and assist students having difficulty.

Then ask one or two pairs to practise their dialogues in front of the class. Give praise and feedback.

Week 9**Day 2****Daily Contents**

- Word Study
- Reading
- Vocabulary

3. Word Study (5 minutes)

Read the words: **screw**, **screen**, **square** and **squad** which begin with **scr-** and **squ-** out loud. Stress the initial sound in each word.

Ask students to repeat each word out loud after you. Ask students to identify the initial sound in each word.

Move around and correct any students with wrong pronunciation. Ask some students to practise saying the words in front of the class.

4. Reading (25 minutes)**Pre-reading (5 minutes)**

Ask students to talk with a partner and make a prediction about the text based on the title and picture.

Ask some pairs to share their predictions with the class.

Ask students to talk with a partner about what people do in a market.

Ask a few pairs to share their answers.

While-reading (7 minutes)

Ask students to copy the sentences from the student book into their exercise books.

Tell students to be ready to identify if the sentences are true or false based on the text.

Ask students to read silently and decide if the sentences are true or false.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and write the answers on the board. Allow them to make corrections in their exercise books

Answers:

1. false
2. false
3. true

Post-reading (13 minutes)

Ask students to talk with a partner about the questions in their student book.

Move around and assess their answers while they are talking. Ask some students to share their answers. Praise students and provide feedback.

Possible Answers:

Accept any reasonable answers

5. Vocabulary (10 minutes)

Ask students to copy the sentences from the student book into their exercise books.

Tell students to read the words from the Word Bank and look at the pictures in the student book.

Ask students to choose a word from the Word Bank to fill in the gap in each sentence. Tell students that the pictures will help them to choose the correct word for each sentence.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and complete the

sentences correctly on the board. Allow them to make corrections in their exercise books.

Answers:	
1. shopkeeper	4. sells
2. customer	5. buys
3. price	

Week 9

Day 3

Daily Contents

- Reading Fluency
- Grammar

6. Reading Fluency (15 minutes)

Ask students a general question about the text **Aryat and Hamid Go to the Market**. For example, ‘Who were the characters in the text?’

Ask a few students to respond.

Read **Aryat and Hamid Go to the Market**. Read like you speak, stressing key words and syllables and pausing after full stops and commas. Make sure students follow as you model fluent reading.

Ask pairs to practise reading **Aryat and Hamid Go to the Market** with accuracy and appropriate expression turn by turn.

Move around and assess students. Ask one or two students to read in front of the class. Praise students and provide feedback.

7. Grammar (25 minutes)

Read the information in the Grammar Spot in the student book out loud.

Tell students that they are going to practise using **some** and **any** in sentences.

Tell students to copy the sentences from the student book into their exercise books. Ask students to fill in the gaps with either **some** or **any**.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and complete the sentences correctly on the board. Allow them to make corrections in their exercise books.

Answers:	
1. some	4. some, some
2. any	5. some, any
3. any	6. any

Tell students to work with a partner to create a dialogue between a shopkeeper and a customer using **some** or **any**.

One student should ask a question using **some** or **any**. The other student should answer using **some** or **any**.

Tell students to look at the example dialogue to get ideas.

Move around and assist students having difficulty.

Then ask one or two pairs to practise in front of the class. Give praise and feedback.

Week 9

Day 4

Daily Contents

- Vocabulary
- Speaking

8. Vocabulary (15 minutes)

Read the words **customer** and **shopkeeper** out loud.

Ask students to repeat each word out loud after you.

Tell students to practise saying each word out loud with a partner.

Tell students to work with a partner to read the short story in the student book. Remind students to be careful to pronounce **shopkeeper** and **customer** correctly.

Move around and correct any students with wrong pronunciation. Ask some students to practise reading the story in front of the class.

Tell students to write two or three sentences using the words **customer** and **shopkeeper**.

Allow students to write for five minutes. Move around and assist students having difficulty.

Ask some students to share their sentences. Praise students and write some sentences on the board.

9. Speaking (25 minutes)

Tell students that they will practice asking and answering questions in the market.

Demonstrate the dialogue in the student book with a student.

Tell students to practise the dialogue several times with a partner.

Example:

Customer: Where can I buy apples?

Shopkeeper: You can buy them here. How many do you want?

Customer: Please, give me a kilo. How much does one kilo of apples cost?

Shopkeeper: It is 50 birr.

Customer: Please, get it for me.

Then ask one or two pairs to practise the dialogues in front of the class. Give praise and feedback.

Week 9

Day 5

Daily Contents

- Reading Fluency
- Writing

10. Reading Fluency (10 minutes)

Ask students to tell a partner what they remember from the text **Aryat and Hamid Go to the Market**.

Ask a few students to share their answers with the class.

Read **Aryat and Hamid Go to the Market**. Read like you speak, stressing key words and syllables and pausing after full stops and commas. Make sure students follow as you model fluent reading.

Ask students to read with you as you read **Aryat and Hamid Go to the Market** again.

Ask pairs to take turns reading **Aryat and Hamid Go to the Market** with accuracy and appropriate expression.

Move around and make sure students do not speak too quickly.

Ask one or two students to practise in front of the class.

11. Writing (30 minutes)

Tell students to use the table in the student book to form sentences. Point to the example so students understand how to form the sentences using the words in the table.

Allow students to write for five minutes. Move around and assist students having difficulty.

Ask students to share their sentences. Praise students and write the sentences correctly on the board. Allow them to make corrections in their exercise books.

Possible Answers:

1. There are bananas in the market.
2. There are oranges in the market.
3. There are shops in the market.
4. There is wheat in the market.

Tell students that they are going to write sentences about items in the market.

Ask students to work with a partner to make a list of items they might find in the market.

Allow students to write for five minutes. Move around and assist students having difficulty. Ask some students to share their lists and write them on the board.

Ask students to write four or five sentences about the items they might find in the market. Tell them to look at the example in their student book to get ideas.

Move around and assist students having difficulty. Write other examples or words they can use on the board if students need more guidance.

Tell students to form small groups of three or four.

Tell students to show their group their sentences. The group members should read the sentences and suggest ways to improve them. Tell groups to focus on correct spelling, capitalisation and punctuation marks.

Have students improve their sentences based on group feedback.

Move around and assist groups having difficulty.

Unit Objectives

By the end of the unit, students will be able to:

- listen to texts about activities;
- read texts about activities and answer questions;
- describe regular activities they do;
- read a paragraph with fluency (accuracy, expression and rate);
- use context clues to determine the meaning of words;
- construct sentences using thematic words;
- ask and answer about a series of activities;
- use sequence words to tell the order of activities;
- write short sentences about a series of activities in a school;
- pronounce thematic words accurately; and
- use capitals and end punctuation marks (full stop and question mark) correctly.

Classroom Activities of School

Week 10

Day 1

Daily Contents

- Listening
- Speaking

1. Listening (20 minutes)

Pre-listening (5 minutes)

Ask students to talk with a partner and make a prediction about the story based on the title and picture.

Ask some pairs to share their predictions with the class.

Ask students to talk with a partner about the activities they do in the classroom.

Ask students to share their answers. Praise students and write some activities on the board.

While-listening (5 minutes)

Ask students to copy the sentences from the student book into their exercise books.

Tell students to be ready to listen to the story and label the sentences from 1 to 6 according to the order that the girl does the activities in

the story. Tell them that the first sentence has already been correctly labelled.

Read the story out loud with correct accuracy, appropriate expression and rate.

Read the story again, pausing after commas and full stops and stressing key words. Glance at students during pauses to assess their understanding.

Move around the room to see if students are labelling the sentence order correctly.

Read the story once more. Allow students one more minute to finish writing their answers.

Ask students to share their answers. Praise students and label the sentence order correctly on the board. Allow them to make corrections in their exercise books.

Shemsia's Day

Shemsia is a grade three student. She wakes up early in the morning. After breakfast, she goes to school. In class, she listens to her teacher closely. She always does classwork in class. As soon as she finishes doing her classwork, she shows her work to her teacher. She always participates in class. She always learns from the corrections the teacher makes. She also copies the homework the teacher writes on the board. At the end of the day, she makes sure all her materials are inside her bag. Finally, she goes home for lunch.

Answers:

1. She wakes up early in the morning.
2. She eats breakfast.
3. She shows her work to her teacher.
4. She learns from corrections the teacher makes.
5. She copies the homework from the board.
6. She checks the materials in her bag.

Post-listening (10 minutes)

Ask students to read and answer the questions in their student book.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and give feedback

Possible Answers:

Accept any reasonable answers

2. Speaking (20 minutes)

Tell students to look at the pictures.

Tell students to work with a partner to talk about what is happening in the pictures.

Example:

The boy and girl are studying for their exam.

Move around and assist students having difficulty.

Then ask one or two pairs to share their ideas in front of the class. Give praise and feedback.

Demonstrate the dialogue in the student book with a student.

Tell students to practise the dialogue several times with a partner.

Tell students to work with a partner and create their own dialogue about the activities they do during the day.

Move around and assist students having difficulty.

Then ask one or two pairs to practise in front of the class. Give praise and feedback.

Week 10

Day 2

Daily Contents

- Word Study
- Reading
- Vocabulary

3. Word Study (5 minutes)

Read the words: **watch**, **match**, **catch** and **fetch** out loud. Stress the final sound in each word.

Ask students to repeat each word out loud after you.

Ask students to identify the final sound in each word.

Tell students to practise saying each word out loud with a partner.

Move around and correct any students with wrong pronunciation. Ask some students to practise saying the words in front of the class.

4. Reading (25 minutes)

Pre-reading (5 minutes)

Ask students to talk with a partner and make a prediction about the story based on the title and picture.

Ask some pairs to share their predictions with the class.

While-reading (13 minutes)

Tell students to read the story **Bagzi's Classroom** silently. After they have finished reading, tell students to list the first three things Bagzi does when he gets to school.

Move around and assess their answers while they are writing. Ask some students to share their answers.

Praise students and complete the list correctly on the board. Allow them to make corrections in their exercise books.

Answers:

- 1st: He takes out his exercise books and textbooks from his bag.
- 2nd: He follows along as his teacher revises the lesson of the previous day.
- 3rd: He copies notes and corrections his teacher writes on the board

Post-reading (7 minutes)

Ask students to talk with a partner about the questions in their student book.

Move around and assess their answers while they are talking. Ask some students to share their answers. Praise students and provide feedback.

Possible Answers:

Accept any reasonable answers

5. Vocabulary (10 minutes)

Tell students that they are going to learn about words that have the same meaning.

Tell students to work with a partner to read the short story. Tell them to pay attention to the underlined words in the story.

Ask students to look at the words in the table. Tell students that each word in the table can be substituted for one underlined word in the story because they have the same meaning.

Tell students to work with a partner to guess which underlined word means the same as a word in the table.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and match the words with the same meaning correctly on the board. Allow them to make corrections in their exercise books.

Answers:
1. copy - write
2. answer - give a reply for
3. follow - listen to

Tell students to look at the pictures in the student book.

Ask them to write three sentences about the pictures using the words **write**, **notes** and **ask**.

Move around and assess students. Tell them to complete the sentences before the next lesson.

Week 10

Day 3

Daily Contents

- Reading Fluency
- Grammar

Homework (5 minutes)

Move around and assess the sentences from the previous day. Make sure each sentence has either the word **write**, **notes** or **ask**.

Ask a few students to share their sentences. Write some good examples on the board.

6. Reading Fluency (15 minutes)

Ask students a general question about the story **Bagzi's Classroom**. For example, 'What activities does Bagzi do at school?'

Ask a few students to respond.

Read **Bagzi's Classroom**. Read like you speak, stressing key words and syllables and pausing after full stops and commas. Make sure students follow as you model fluent reading.

Ask pairs to take turns reading **Bagzi's Classroom** with accuracy and appropriate expression.

Move around and assess students. Ask one or two students to read in front of the class. Praise students and provide feedback.

7. Grammar (20 minutes)

Read the information in the Grammar Spot in the student book out loud.

Tell students that they are going to practise using words that tell the sequence, or order, of activities. These words are important for telling stories because they help someone else understand what happened, first, next and last in the story.

Tell students to copy the sentences from the student book into their exercise books. Ask students to fill in the gaps with a word from the Word Bank.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and complete the sentences correctly on the board. Allow them to make corrections in their exercise books.

Answers:

1. first
2. then
3. lastly

Tell students to work with a partner to ask and answer questions about what activities they do on Saturdays. Tell them to use sequence words such as **first, second, third, next, then** and **lastly** to show the order of activities.

Tell students to look at the example to get ideas.

Move around and assist students having difficulty.

Then ask one or two pairs to practise in front of the class. Give praise and feedback.

Week 10**Day 4****Daily Contents**

- Vocabulary
- Speaking

8. Vocabulary (15 minutes)

Read the words **breakfast, lunch** and **dinner** out loud.

Ask students to repeat after you as a chorus to say the words.

Tell students to practise saying each word out loud with a partner.

Move around and correct any students with wrong pronunciation.

Ask a few students to practise in front of the class. Give praise and feedback.

Tell students to write three sentences using the words **breakfast, lunch** and **dinner**. Tell them to look at the example to get ideas.

Move around and assess their sentences while they are writing. Ask some students to share their sentences. Praise students and write some of their sentences on the board.

9. Speaking (25 minutes)

Tell students to make a list of activities teachers ask students to do.

Example:

Copy notes, clean the classroom, pay attention

Move around and assist students having difficulty.

Then ask one or two pairs to read their list in front of the class. Give praise and feedback.

Demonstrate the dialogue in the student book with a student.

Tell students to practise the dialogue several times with a partner.

Tell students to work with a partner and create their own dialogue between a teacher and student. The teacher should ask the student to do some activities and the student should be willing to do them and ask questions for further explanation.

Move around and assist students having difficulty.

Then ask one or two pairs to practise in front of the class. Give praise and feedback.

Week 10**Day 5****Daily Contents**

- Reading Fluency
- Writing

10. Reading Fluency (10 minutes)

Ask students to tell a partner what they remember from the story **Bagzi's Classroom**.

Ask a few students to share their answers with the class.

Read **Bagzi's Classroom**. Read like you speak, stressing key words and syllables and pausing after full stops and commas. Make sure students follow as you model fluent reading.

Ask students to read with you as you read **Bagzi's Classroom** again.

Ask pairs to take turns reading **Bagzi's Classroom** with accuracy and appropriate expression.

Move around and make sure students do not speak too quickly.

Ask one or two students to practise in front of the class.

11. Writing (30 minutes)

Tell students to look at the sentences in the student book. Tell students that these sentences are out of order.

Ask students to copy the sentences into their exercise books **in the correct order** that they do each activity in the morning.

Move around and assist students having difficulty.

Then ask students to share their answers. Praise students and write the sentences in the correct order on the board. Allow them to make corrections in their exercise books.

Answers:

1. I get up early in the morning.
2. I wash my hands and face.
3. I eat my breakfast.
4. I carry my bag and go to school.
5. I attend the flag ceremony.

Tell students that they are going to write about their daily activities at school.

Ask students to work with a partner to make a list of the sequence words that help to tell the order that activities happened. Tell students to look in the student book for examples.

Allow students to write for five minutes. Move around and assist students having difficulty. Ask some students to share their answers and write them on the board.

Ask students to write four or five sentences about the daily activities they do at school. Remind them to use sequence words to tell the order they do the activities in. Tell them to look at the examples in their student book to get ideas.

Move around and assist students having difficulty. Write other examples or words they can use on the board if students need more guidance.

Tell students to form small groups of three or four.

Tell students to show their group their sentences. The group members should read the sentences and suggest ways to improve them. Tell groups

to focus on correct spelling, capitalisation and punctuation marks.

Have students improve their sentences based on group feedback.

Move around and assist groups having difficulty.

Week 11

On Weekends

Week Objectives

By the end of the week, students will be able to:

- listen to a text about activities and answer questions;
- make predictions;
- talk about what they do every day;
- read compound words correctly;
- read a text about activities and answer questions;
- read a paragraph with fluency (accuracy, expression and rate);
- use frequency adverbs properly, and
- write short sentences about what they do every day.

Week 11

Day 1

Daily Contents

- Listening
- Speaking

1. Listening (20 minutes)

Pre-listening (5 minutes)

Ask students to talk with a partner and make a prediction about the story based on the title and picture.

Ask some pairs to share their predictions with the class.

Ask students to talk with their partner about two activities they do on the weekends.

While-listening (5 minutes)

Ask students to copy the table from the student book into their exercise books.

Tell students to be ready to listen to the story and match when Keadu does activities during the day.

Read the story out loud with correct accuracy, appropriate expression and rate.

Read the story again, pausing after commas and full stops and stressing key words. Glance at students during pauses to assess their understanding.

Move around the room to see if students are matching the activity and time in the table correctly.

Read the story once more. Allow students one more minute to finish matching.

Ask students to share their answers. Praise students and complete the correct matching on

the board. Allow them to make corrections in their exercise books.

On Weekends

I am Keadu. I am a grade four student. On Saturday and Sunday, I don't go to school. On Saturday morning, I do my homework and wash my uniform. I also clean the floor of our home with a broom. In the afternoon, I watch football games on television. In the evening, I revise all the lessons I learnt during the week. At night, I read a book before I sleep.

Answers:

1. In the morning, he washes his uniform.
2. In the afternoon, he watches football games on television.
3. In the evening, he revises his school lessons.
4. At night, he reads his book.

Post-listening (10 minutes)

Ask students to read and answer the questions in their student book.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and give feedback

Possible Answers:

Accept any reasonable answers

2. Speaking (20 minutes)

Demonstrate the dialogue in the student book with a student.

Tell students to practise the dialogue several times with a partner.

Tell students to work with a partner and create their own dialogue about what they do on weekends.

Move around and assist students having difficulty.

Then ask one or two pairs to practise in front of the class. Give praise and feedback.

Week 11

Day 2

Daily Contents

- Word Study
- Reading
- Vocabulary

3. Word Study (5 minutes)

Read the word **classroom** out loud.

Say the word slowly so students can hear the different words that form the compound word.

Tell students that the words in the table are examples of compound words. Compound words are two words that are joined to make one word.

Segment each compound word in the table by saying the individual words slowly and then blending the two words by saying them faster as one whole word.

Ask students to repeat after you as a chorus to segment and then blend the words. Then ask individual students to segment and blend the words on their own. Give praise and feedback

4. Reading (25 minutes)

Pre-reading (5 minutes)

Ask students to talk with a partner and make a prediction about the story based on the title and picture.

Ask some pairs to share their predictions with the class.

While-reading (7 minutes)

Ask students to copy the table from the student book into their exercise books. Tell students to make the boxes big enough so that they can write inside of them.

Tell students to be ready to look for the activities Sara does during the day when they read the story so they can fill in the table.

Tell students to read the story **My Weekly Duties** silently. Tell them to fill the activities Sara does into the table according to the time of day she does them.

Move around and assess their answers while they are writing. Ask some students to share their answers.

Praise students and complete the table correctly on the board. Allow them to make corrections in their exercise books.

Answers: Example

1. Morning: Sara washes her face.
2. Afternoon: Sara brushes her teeth.
3. Evening: Sara does her homework.
4. Night: Sara studies for one hour before bed.

Post-reading (13 minutes)

Ask students to talk with a partner about the questions in their student book.

Move around and assess their answers while they are talking. Ask some students to share their answers. Praise students and provide feedback.

Possible Answers:

Accept any reasonable answers

5. Vocabulary (10 minutes)

Tell students to copy the sentences from the student book into their exercise books. Ask students to fill in the gaps with a word from the Word Bank.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and complete the sentences correctly on the board. Allow them to make corrections in their exercise books.

Answers:

- | | |
|--------------|-------------|
| 1. classwork | 3. homework |
| 2. study | 4. club |

Week 11**Day 3****Daily Contents**

- Reading Fluency
- Grammar

6. Reading Fluency (15 minutes)

Ask students a general question about the story **My Weekly Duties**. For example, ‘What was the story about?’ or ‘What does Sara do every day?’

Ask a few students to respond.

Read **My Weekly Duties**. Read like you speak, stressing key words and syllables and pausing after full stops and commas. Make sure students follow as you model fluent reading.

Ask pairs to take turns reading **My Weekly Duties** with accuracy and appropriate expression.

Move around and assess students. Ask one or two students to read in front of the class. Praise students and provide feedback.

7. Grammar (25 minutes)

Read the information in the Grammar Spot in the student book out loud.

Tell students that they are going to practise using words that tell how often they do actions.

Tell students to look at the frequency adverbs in the Word Bank. Tell students to write five sentences telling about their daily activities. Tell them to use each of the five words in their sentences.

Tell them to look at the example to get ideas.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and give feedback.

Week 11**Day 4****Daily Contents**

- Vocabulary
- Speaking

8. Vocabulary (15 minutes)

Read the words **breakfast**, **sometimes**, **football** and **homework** out loud.

Say each word slowly so students can hear the different words that form the compound word.

Tell students that these words are examples of compound words. Remind students that compound words are two words that are joined to make one word.

Segment the compound words by saying the individual words slowly and then blending the words by saying them faster as one whole word.

Ask students to repeat after you as a chorus to segment and then blend the words. Then ask individual students to segment and blend the words on their own. Give praise and feedback.

Demonstrate the dialogue in the student book with a student.

Tell students to practise the dialogue several times with a partner. Tell them to say each compound word correctly.

9. Speaking (25 minutes)

Demonstrate the dialogue in the student book with a student.

Tell students to practise the dialogue several times with a partner.

Tell students to work with a partner and create their own dialogue about what they do from Monday to Sunday.

Move around and assist students having difficulty.

Then ask one or two pairs to practise in front of the class. Give praise and feedback.

Week 11

Day 5

Daily Contents

- Reading Fluency
- Writing

10. Reading Fluency (10 minutes)

Ask students to tell a partner what they remember from the story **My Weekly Duties**.

Ask a few students to share their answers with the class.

Read **My Weekly Duties**. Read like you speak, stressing key words and syllables and pausing after full stops and commas. Make sure students follow as you model fluent reading.

Ask students to read with you as you read **My Weekly Duties** again.

Ask pairs to take turns reading **My Weekly Duties** with accuracy and appropriate expression.

Move around and make sure students do not speak too quickly.

Ask one or two students to practise in front of the class.

11. Writing (30 minutes)

Tell students that they are going to write about the different activities they do during the week at home and school.

Ask students to copy the table from their students books into their exercise books. Tell students to write at least one activity they do on each day of the week.

Allow students to write for five minutes. Move around and assist students having difficulty. Ask some students to share their answers and write them on the board.

Ask students to write six or seven sentences about the activities they do during the week at home and school. Remind them to write about the activities they brainstormed in the table. Tell them to look at the examples in their student book to get ideas.

Move around and assist students having difficulty. Write other examples or words they can use on the board if students need more guidance.

Tell students to form small groups of three or four.

Tell students to show their group their sentences. The group members should read the sentences and suggest ways to improve them. Tell groups to focus on correct spelling, capitalisation and punctuation marks.

Have students improve their sentences based on group feedback.

Move around and assist groups having difficulty.

Week 12**People at Work****Week Objectives**

By the end of the week, students will be able to:

- listen to a text about activities and answer questions;
- make a prediction;
- talk about activities people do;
- pronounce words correctly;
- read a text about activities and answer questions;
- read a paragraph with fluency (accuracy, expression and rate);
- use the continuous present tense properly, and
- write short sentences about what people are doing.

Week 12**Day 1****Daily Contents**

- Listening
- Speaking

1. Listening (20 minutes)**Pre-listening (5 minutes)**

Ask students to talk with a partner and make a prediction about the story based on the title and picture.

Ask some pairs to share their predictions with the class.

Tell students to discuss the meanings of the words **morning**, **afternoon**, **evening** and **night** with a partner.

Allow three minutes for partners to discuss and then ask one or two pairs to share their answers. Praise students for their efforts and provide the correct answers.

While-listening (5 minutes)

Ask students to copy the table from the student book into their exercise books. Tell students to make the boxes big enough so that they can write inside them.

Tell students to be ready to listen to the story and fill in the table with the name of the person that does each activity in the story.

Read the story out loud with correct accuracy, appropriate expression and rate.

Read the story again, pausing after commas and full stops and stressing key words. Glance at students during pauses to assess their understanding.

Move around the room to see if students are filling in the table correctly.

Read the story once more. Allow students one more minute to finish writing their answers.

Ask students to share their answers. Praise students and complete the table correctly on the board. Allow them to make corrections in their exercise books.

Teklaye and His Uncle

Teklaye is a Grade eight student. He lives with his uncle, Teshome. Teshome is a taxi driver. He drives from 8 o'clock in the morning to 5 o'clock in the afternoon. He has a lunch break at 12 o'clock. He works from Monday to Friday. Teshome has a wife called Lakech. They have one child. Lakeche owns a shop near their home. On the weekends, Teshome looks after their child while Lakech works in the shop. Teklaye helps by taking care of the fruits, vegetables and flowers in the garden. He also cleans the shop on Saturdays.

Answers:

- | | |
|------------|------------|
| 1. Teshome | 3. Lakech |
| 2. Teklaye | 4. Teklaye |

Post-listening (10 minutes)

Ask students to read and answer the questions in their student book.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and give feedback

Possible Answers:

Accept any reasonable answers

2. Speaking (20 minutes)

Demonstrate the dialogue in the student book with a student.

Tell students to practise the dialogue several times with a partner.

Tell students to work with a partner and create their own dialogue about their family member's duties at work and home.

Move around and assist students having difficulty.

Then ask one or two pairs to practise in front of the class. Give praise and feedback.

Week 12

Day 2

Daily Contents

- Word Study
- Reading
- Vocabulary

3. Word Study (5 minutes)

Read the words: **washing, cleaning digging ring, king** and **sing** out loud. Stress the final sound in each word and c-v-c in the word **digging**.

Ask students to repeat each word out loud after you.

Ask students to identify the final sound in each word.

Tell students to practise saying each word out loud with a partner.

Move around and correct any students with wrong pronunciation. Ask some students to practise saying the words in front of the class.

4. Reading (25 minutes)

Pre-reading (5 minutes)

Ask students to talk with a partner and make a prediction about the story based on the title and picture.

Ask some pairs to share their predictions with the class.

Ask students to talk with a partner about what activities they do at home.

Ask a few pairs to share their answers.

While-reading (7 minutes)

Ask students to look at the questions in the student book.

Tell them to be ready to look for the answers to the questions when they read the story.

Tell students to read the story **What are Rowda and Her Father Doing?** silently. Tell them to answer the questions in the student book after reading.

Move around and assess their answers while they are writing. Ask some students to share their answers.

Praise students and complete the questions correctly on the board. Allow them to make corrections in their exercise books.

Answers:

1. She makes him coffee.
2. She waters the plants with her friends.
3. They go to see and smell the colourful flowers.

Post-reading (13 minutes)

Ask students to talk with a partner about the questions in their student book.

Move around and assess their answers while they are talking. Ask some students to share their answers. Praise students and provide feedback.

Possible Answers:

Accept any reasonable answers

5. Vocabulary (10 minutes)

Ask students to copy the sentences from the student book into their exercise books.

Tell students to read the words from the Word Bank and look at the pictures in the student book.

Ask students to choose a word from the Word Bank to fill in the gap in each sentence. Tell students that the pictures will help them to choose the correct word for each sentence.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and complete the sentences correctly on the board. Allow them to make corrections in their exercise books.

Answers:

- | | |
|-------------|-------------|
| 1. washing | 4. planting |
| 2. watering | 5. making |
| 3. sweeping | 6. digging |

Week 12**Day 3****Daily Contents**

- Reading Fluency
- Grammar

6. Reading Fluency (15 minutes)

Ask students a general question about the story

What are Rowda and Her Father Doing? For example, ‘How does Rowda help her father?’ or ‘What does her father do in the story?’

Ask a few students to respond.

Read **What are Rowda and Her Father Doing?** Read like you speak, stressing key words and syllables and pausing after full stops and commas. Make sure students follow as you model fluent reading.

Ask pairs to take turns reading **What are Rowda and Her Father Doing?** with accuracy and appropriate expression.

Move around and monitor students. Ask one or two students to read in front of the class. Praise students and provide feedback.

7. Grammar (25 minutes)

Read the information in the Grammar Spot in the student book out loud.

Tell students that they are going to practise using verbs that end in **-ing** in sentences.

Tell students to look at the pictures. Tell them to work with a partner to talk about what the people in the pictures are doing. One student should ask a question and the other student should give an answer. Tell students to look at the example to get ideas.

Move around and assess their answers while they are talking. Ask some students to share their answers. in front of the class. Praise students and give feedback.

Tell students to copy the sentences from the student book into their exercise books. Ask students to fill in the gaps with a word from the Word Bank.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and complete the sentences correctly on the board. Allow them to make corrections in their exercise books.

Answers:

- | | |
|-----------------|---------------|
| 1. is studying | 3. am cooking |
| 2. are watching | 4. is cutting |

Week 12**Day 4****Daily Contents**

- Vocabulary
- Speaking

8. Vocabulary (15 minutes)

Read the words **doing, watering, cleaning, washing, digging, planning** and **planting** out loud.

Ask students to repeat after you as a chorus to say the words.

Tell students to practise saying each word out loud with a partner.

Move around and correct any students with wrong pronunciation.

Demonstrate the dialogue in the student book with a student.

Tell students to practise the dialogue several times with a partner.

Tell students to write three or four sentences about the activities they do at home. Tell them to use verbs that end in **-ing**. Tell them to look at the example to get ideas.

Move around and assist students having difficulty.

Then ask one or two pairs to share their sentences in front of the class. Give praise and feedback.

9. Speaking (25 minutes)

Tell students that some questions require only a **yes** or a **no** for an answer. These are called closed-ended questions.

Example:

Question: Do you like tomatoes?

Answer: Yes.

Tell students to read the examples of closed-ended questions and answers in the student book.

Tell them to work with a partner to ask and answer their own closed-ended questions.

Move around and assist students having difficulty.

Then ask one or two pairs to practise asking and answering their questions in front of the class. Give praise and feedback.

Tell students that closed-ended questions are different from open-ended questions because open-ended questions require a more detailed answer than just a yes or no.

Example:

Question: Why do you like tomatoes?

Answer: I like them because they are soft and taste nice.

Tell students to read the examples of open-ended questions and answers in the student book.

Tell them to work with a partner to ask and answer their own open-ended questions.

Move around and assist students having difficulty.

Then ask one or two pairs to practise asking and answering their questions in front of the class. Give praise and feedback.

Week 12**Day 5****Daily Contents**

- Reading Fluency
- Writing

10. Reading Fluency (10 minutes)

Ask students to tell a partner what they remember from the story **What are Rowda and Her Father Doing?**

Ask a few students to share their answers with the class.

Read **What are Rowda and Her Father Doing?**. Read like you speak, stressing key words and syllables and pausing after full stops and commas. Make sure students follow as you model fluent reading.

Ask students to read another paragraph as read **What are Rowda and Her Father Doing?** again.

Ask pairs to take turns reading **What are Rowda and Her Father Doing?** with accuracy and appropriate expression.

Move around and make sure students do not speak too quickly.

Ask one or two students to practise in front of the class.

11. Writing (30 minutes)

Tell students to look at the numbers in their student book.

Tell students that every number can be written as a word. Point out how to correctly write the number 55 in words as fifty-five.

Ask students to work with a partner to write the numbers from 55 to 60 as words.

Move around and assess their answers while they are writing. Ask some students to share their answers.

Praise students and write the numbers as words correctly on the board. Allow them to make corrections in their exercise books.

Answers:

- | | |
|----------------|----------------|
| 1. fifty-five | 4. fifty-eight |
| 2. fifty-six | 5. fifty-nine |
| 3. fifty-seven | 6. sixty |

Tell students to look at the pictures in their student books. Tell students that they are going to write sentences describing what the people in the pictures are doing.

Ask students to write one sentence describing what the people in each picture are doing. Remind them to use action words ending in -ing. Tell them to look at the example in their student book to get ideas.

Move around and assist students having difficulty. Write other examples or words they can use on the board if students need more guidance.

Tell students to form small groups of three or four.

Tell students to show their group their sentences. The group members should read the sentences and suggest ways to improve them. Tell groups to focus on correct spelling, capitalisation and punctuation marks.

Have students improve their sentences based on group feedback.

Move around and assist groups having difficulty.

Unit Objectives

By the end of the unit, students will be able to:

- listen to texts about how people help each other and answer questions;
- make a prediction;
- talk about how they feel when helping others;
- pronounce words correctly;
- read texts and answer questions;
- read a paragraph with fluency (accuracy, expression and rate);
- use **wh-** words appropriately, and
- write short sentences about what people are doing.

What I Like

Week 13

Day 1

Daily Contents

- Listening
- Speaking

1. Listening (20 minutes)

Pre-listening (5 minutes)

Ask students to talk with a partner and make a prediction about the story based on the title and picture.

Ask some pairs to share their predictions with the class.

Ask students to talk with their partner about what colour shoes they like to wear.

While-listening (5 minutes)

Ask students to copy the questions from the student book into their exercise books. Tell students to leave enough space so they can write answers.

Tell students to be ready to listen to the story and answer the questions.

Read the story out loud with correct accuracy, appropriate expression and rate.

Read the story again, pausing after commas and full stops and stressing key words. Glance at students during pauses to assess their understanding.

Move around the room to see if students are answering the questions correctly.

Read the story once more. Allow students one more minute to finish writing their answers.

Ask students to share their answers. Praise students and answer the questions correctly on the board. Allow them to make corrections in their exercise books.

I Like Shoes

I am Habtamua. I live with my mother and my sister. My sister's name is Ayantu. My sister and I like to buy shoes.

One day I ask our mother for new shoes. We go to a shoe shop. The shopkeeper shows us different types and colours of shoes. There are red shoes, blue shoes, white sport shoes and black flat shoes in the shoe shop.

I choose the white sports shoes. But my sister chooses the black flat shoes. My mother likes the shoes we choose. She buys the shoes for us. We thank her.

Answers:

1. Habtamua lives with his mother and sister, Ayantu.
2. They go to a shoe shop.
3. Habtamua gets the white sport shoes.
4. Ayantu gets the black flat shoes.

Post-listening (10 minutes)

Ask students to read and answer the questions in their student book.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and give feedback

Possible Answers:

Accept any reasonable answers

2. Speaking (20 minutes)

Tell students to talk with a partner about what they like and dislike. Tell them to talk about what foods, drinks and activities they like and dislike.

Move around and assist students having difficulty.

Then ask one or two pairs to practise in front of the class. Give praise and feedback.

Demonstrate the dialogue in the student book with a student.

Tell students to practise the dialogue several times with a partner.

Tell students to work with a partner and create their own dialogue about what they like and dislike. One student should ask the questions and the other should answer. Then students should switch roles.

Move around and assist students having difficulty.

Then ask one or two pairs to practise in front of the class. Give praise and feedback.

Week 13

Day 2

Daily Contents

- Word Study
- Reading
- Vocabulary

3. Word Study (5 minutes)

Read the words **disobey** and **dislike** out loud.

Say the words slowly so students can hear the prefix **dis-** and the root words separately.

Example:

dis-obey and dis-like.

Tell students that the first part of both words is a prefix. In this case, the prefix **dis-** gives the root word an opposite meaning.

Examples:

Like means to prefer

Dislike means to not prefer

Obey means to do as told

Disobey means to fail to obey

Segment the words by saying them slowly and then blend the words by saying them faster as whole words.

Ask students to repeat after you as a chorus to segment and then blend the words. Then ask individual students to segment and blend the words on their own. Give praise and feedback.

4. Reading (25 minutes)**Pre-reading (5 minutes)**

Ask students to talk with a partner and make a prediction about the story based on the title and picture.

Ask some pairs to share their predictions with the class.

Ask students to talk with a partner about what foods they like and dislike.

Ask a few pairs to share their answers.

While-reading (7 minutes)

Ask students to copy the sentences from the student book into their exercise books.

Tell students to be ready to identify if the sentences are true or false based on the text.

Ask students to read the story **What Does Yohannes Like?** silently and decide if the sentences are true or false.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and write the answers on the board. Allow them to make corrections in their exercise books.

Answers:

- | | |
|----------|---------|
| 1. false | 4. true |
| 2. false | 5. true |
| 3. true | |

Post-reading (13 minutes)

Ask students to talk with a partner about the questions in their student book.

Move around and assess their answers while they are talking. Ask some students to share their answers. Praise students and provide feedback.

Possible Answers:

Accept any reasonable answers

5. Vocabulary (10 minutes)

Tell students to write three sentences using the words **tea**, **food** and **drinks**. Tell them to write about the food and drinks they like. Tell them to look at the example to get ideas.

Move around and assist students having difficulty.

Then ask one or two pairs to share their sentences in front of the class. Give praise and feedback.

Week 13**Day 3****Daily Contents**

- Reading Fluency
- Grammar

6. Reading Fluency (15 minutes)

Ask students a general question about the story **What Does Yohannes Like?** For example, ‘What does Yohannes like?’ or ‘What does Yohannes dislike?’

Ask a few students to respond.

Read **What Does Yohannes Like?**. Read like you speak, stressing key words and syllables and pausing after full stops and commas. Make sure students follow as you model fluent reading.

Ask pairs to take turns reading **What Does Yohannes Like?** with accuracy and appropriate expression.

Move around and monitor students. Ask one or two students to read in front of the class. Praise students and provide feedback.

7. Grammar (25 minutes)

Tell students that they will practice asking and answering questions about the foods and drinks they like and dislike.

Demonstrate the dialogue in the student book with a student.

Tell students to practise the dialogue several times with a partner.

Tell students to work with a partner and create their own dialogue about foods and drinks they like and dislike.

Move around and assist students having difficulty.

Then ask one or two pairs to practise their dialogues in front of the class. Give praise and feedback.

Tell students that they are going to work in partners to practise asking each other specific questions about what foods or drinks they like and dislike.

Tell students to look at the example in the student book to get ideas.

Move around and assist students having difficulty.

Then ask one or two pairs to practise their questions and answers in front of the class. Give praise and feedback.

Week 13**Day 4****Daily Contents**

- Vocabulary
- Speaking

8. Vocabulary (15 minutes)

Read the words **cook, drink, tea, food** and **like** out loud.

Ask students to repeat after you as a chorus to say the words.

Tell students to practise saying each word out loud with a partner.

Move around and correct any students with wrong pronunciation.

Demonstrate the dialogue in the student book with a student.

Tell students to practise the dialogue several times with a partner.

Tell students to copy the sentences from the student book into their exercise books. Ask students to fill in the gaps with a word from the Word Bank.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and complete the sentences correctly on the board. Allow them to make corrections in their exercise books.

Answers:

1. like
2. tea
3. cooks

9. Speaking (25 minutes)

Demonstrate the dialogue in the student book with a student.

Tell students to practise the dialogue several times with a partner.

Tell students to work with a partner and create their own dialogue about what they like and dislike. One student should ask the questions and the other should answer. Then students should switch roles.

Move around and assist students having difficulty.

Then ask one or two pairs to practise in front of the class. Give praise and feedback.

Week 13

Day 5

Daily Contents

- Reading Fluency
- Writing

10. Reading Fluency (10 minutes)

Ask students to tell a partner what they remember from the story **What Does Yohannes Like?**

Ask a few students to share their answers with the class.

Read **What Does Yohannes Like?**. Read like you speak, stressing key words and syllables and pausing after full stops and commas. Make sure students follow as you model fluent reading.

Ask students to read with you as you read **What Does Yohannes Like?** again.

Ask pairs to take turns reading **What Does Yohannes Like?** with accuracy and appropriate expression.

Move around and make sure students do not speak too quickly.

Ask one or two students to practise in front of the class.

11. Writing (30 minutes)

Tell students that they are going to write about the foods and drinks they like and dislike.

Ask students to copy the table from their students books into their exercise books. Tell students to write three foods they like, three foods they dislike, three drinks they like and three drinks they dislike.

Allow students to write for five minutes. Move around and assist students having difficulty.

Ask some students to share their answers and write them on the board.

Ask students to write one sentence about the three foods they like and another sentence about the three foods they dislike. Remind them to use the foods they identified in their table. Tell them to look at the examples in their student book to get ideas.

Move around and assist students having difficulty. Write other examples or words they can use on the board if students need more guidance.

Tell students to form small groups of three or four.

Tell students to show their group their sentences. The group members should read the sentences and suggest ways to improve them. Tell groups to focus on correct spelling, capitalisation and punctuation marks.

Have students improve their sentences based on group feedback.

Move around and assist groups having difficulty.

Week 14

Our Clean House

Week Objectives

By the end of the week, students will be able to:

- listen to a text about cleaning and answer questions;
- make a prediction;
- talk about objects used to clean
- pronounce words correctly;
- read a text and answer questions;
- match words to pictures;
- complete sentences with words;
- read a paragraph with fluency (accuracy, expression and rate); and
- write short sentences about cleaning.

Week 14**Day 1****Daily Contents**

- Listening
- Speaking

1. Listening (20 minutes)**Pre-listening (5 minutes)**

Tell students that you will read them a story called **Diriba Cleans His House**. Write the title on the board and ask students to look at the picture in their student book.

Ask students to make a prediction about the story based on the title and picture.

Ask some students to share their predictions with the class.

While-listening (5 minutes)

Ask students to look at the pictures in the student book.

Tell students to be ready to write a sentence that describes each picture.

Read the story out loud with correct accuracy, appropriate expression and rate.

Read the story again, pausing after commas and full stops and stressing key words. Glance at students during pauses to assess their understanding.

Move around the room to see if students are writing appropriate sentences for the pictures.

Read the story once more. Allow students one more minute to finish.

Ask some students to share their sentences. Praise students and write some sentences on the

board. Allow them to make corrections in their exercise books.

Diriba Cleans His House

Diriba has a little sister. Her name is Bontu. She is five years old. She likes playing in the house. She plays football on the floor. She also plays with pieces of paper and plastic. She makes the room dirty.

When the room is dirty, mother tells Diriba to clean the house. Diriba sweeps the floor of the house. He also washes Bontu's hands and feet. When Bontu's fingernails are dirty, Diriba cuts her fingernails. He tells her not to make the house so dirty. Finally, the house is clean again.

Possible Answers:

1. Diriba cuts Bontu's fingernails.
2. Diriba sweeps the floor of the house.
3. Bontu plays with a football on the floor.
4. Diriba washes Bontu's hands and feet.

Post-listening (10 minutes)

Ask students to read and answer the questions in their student book.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and give feedback.

Possible Answers:

Accept any reasonable answers

2. Speaking (20 minutes)

Tell students to name items they know that are used for cleaning the house.

Examples:

cloth, water, broom

Move around and assist students having difficulty.

Allow students to continue. Then ask one or two students to share their lists of words. Give praise and feedback.

Tell students that they will practice talking about what they do to help clean the house.

Demonstrate the dialogue in the student book with a student.

Tell students to practise the dialogue several times with a partner.

Tell students to work with a partner and create their own dialogue about what they do to help clean the house and the cleaning items they use.

Move around and assist students having difficulty.

Then ask one or two pairs to practise their dialogues in front of the class. Give praise and feedback.

Week 14**Day 2****Daily Contents**

- Word Study
- Reading
- Vocabulary

3. Word Study (5 minutes)

Read the words **clean**, **collect**, **scarf** and **scan** out loud.

Say the words slowly so students can clearly hear the sounds.

Ask students to repeat after you as a chorus to segment and then blend the words.

Tell students to practise saying each word out loud with a partner.

Move around and correct any students with wrong pronunciation. Ask some students to practise saying the words in front of the class. Give praise and feedback.

4. Reading (25 minutes)**Pre-reading (5 minutes)**

Ask students to talk with a partner and make a prediction about the story based on the title and picture. Also tell them to answer the two questions in the student book.

Ask some pairs to share their predictions and answers with the class.

While-reading (7 minutes)

Ask students to copy the table from the student book into their exercise books. Tell students to make the boxes big enough so that they can write inside of them.

Tell students to be ready to look for the missing information when they read the story so they can fill in the gaps in the table with the correct person or cleaning activity.

Tell students to read the story **Keeping Our House Clean** silently. Tell them to fill in the gaps in the table after reading.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and complete the table correctly on the board. Allow them to make corrections in their exercise books.

Answers:	
Person	Cleaning activity
Mulatu's father	sweeps the floor and cleans the ceiling
Mulatu's mother	washes the floor with water twice a week
Mulatu and his sister	clean their bedroom in the morning
Mulatu's mother	washes the windows

Post-reading (13 minutes)

Ask students to talk with a partner about the questions in their student book.

Move around and assess their answers while they are talking. Ask some students to share their answers. Praise students and give feedback.

Possible Answers:
Accept any reasonable answers

5. Vocabulary (10 minutes)

Tell students to look at the pictures and words in the student book.

Tell them to match each word to a picture.

Move around and assess their answers while they are matching. Ask some students to share their answers. Praise students and write the answers on the board. Allow them to make corrections in their exercise books.

Answers:	
1. c	4. f
2. d	5. b
3. a	6. e

Tell students to copy the sentences from the student book into their exercise books. Ask students to fill in the gaps with a word from the Word Bank.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and complete the sentences correctly on the board. Allow them to make corrections in their exercise books.

Answers:	
1. broom	3. bed
2. basket	4. roof

Week 14

Day 3

Daily Contents

- Reading Fluency
- Grammar

6. Reading Fluency (15 minutes)

Ask students a general question about the story **Keeping Our House Clean**. For example, 'What activities does Mulatu do at home?'

Ask a few students to respond.

Read **Keeping Our House Clean**. Read like you speak, stressing key words and syllables and pausing after full stops and commas. Make sure students follow as you model fluent reading.

Ask students to read with you as you read **Keeping Our House Clean** again.

Ask pairs to take turns reading **Keeping Our House Clean** with accuracy and appropriate expression.

Move around and make sure students do not speak too quickly.

Ask one or two students to practise in front of the class.

7. Grammar (25 minutes)

Read the information in the Grammar Spot in the student book out loud.

Demonstrate the dialogue in the student book with a student.

Tell students to practise the dialogue several times with a partner.

Move around and assist students having difficulty.

Allow students to continue. Then ask one or two pairs to practise in front of the class. Give praise and feedback.

Tell students to work with a partner and create their own dialogue. Tell students to use the words **excuse me** and **pardon me** in their dialogues.

Move around and assist students having difficulty.

Then ask one or two pairs to practise in front of the class. Give praise and feedback.

Tell students that they are going to practise using **and** and **but** in sentences.

Tell students to copy the sentences from the student book into their exercise books. Ask students to fill in the gaps with either **and** or **but**.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and complete the sentences correctly on the board. Allow them to make corrections in their exercise books.

Answers:

1. She cleans tables, but she doesn't clean windows.
2. He studies hard and he answers every question correctly.
3. She watches films, but she doesn't play tennis.
4. The water is pure and I want to drink it.
5. She drinks tea, but she doesn't drink coffee.

Week 14

Day 4

Daily Contents

- Vocabulary
- Speaking

8. Vocabulary (15 minutes)

Tell students to say the words **floor, roof, basket, broom, collect, morning, window** and **together** out loud.

Tell students to write the meaning of each of these words in their exercise books. Tell students that they can either write a sentence to describe the meaning of these words or they can draw a picture.

Move around and monitor students. Ask a few students to share their meanings or pictures. Praise students and provide feedback.

Tell students to copy the sentences from the student book into their exercise books. Ask students to fill in the gaps with a word from the Word Bank.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and complete the sentences correctly on the board. Allow them to make corrections in their exercise books.

Answers:	
1. windows	3. basket
2. morning	4. together

9. Speaking (25 minutes)

Tell students that they will practice asking and answering questions about what they use to clean the house.

Tell students to look at the example questions and answers in the student book.

Tell students to work with a partner to ask and answer their own questions about what objects they use to clean the house. One student will ask a question about what object is used to clean. The other student will answer.

Move around and assist students having difficulty.

Then ask one or two pairs to practise their questions and answers in front of the class. Give praise and feedback.

Tell students that they will practice asking and answering questions about what their family members use to clean the house.

Tell students to look at the example questions and answers in the student book.

Tell students to work with a partner to ask and answer their own questions about what objects their family members use to clean the house. One student will ask a question about what their family member uses to clean. The other student will answer.

Move around and assist students having difficulty.

Then ask one or two pairs to practise their questions and answers in front of the class. Give praise and feedback.

Week 14

Day 5

Daily Contents

- Reading Fluency
- Writing

10. Reading Fluency (10 minutes)

Ask students to tell a partner what they remember from the story **Keeping Our House Clean**.

Ask a few students to share their answers with the class.

Read **Keeping Our House Clean**. Read like you speak, stressing key words and syllables and pausing after full stops and commas. Make sure students follow as you model fluent reading.

Ask students to read with you as you read **Keeping Our House Clean** again.

Ask pairs to take turns reading **Keeping Our House Clean** with accuracy and appropriate expression.

Move around and make sure students do not speak too quickly.

Ask one or two students to practise in front of the class.

11. Writing (30 minutes)

Ask students to work with a partner to list objects used for cleaning. Tell them to read the examples to get ideas.

Allow students to write for five minutes. Move around and assist students having difficulty. Ask some students to share their answers and write the words on the board.

Tell students that they are going to practise joining sentences using the conjunctions **and** or **but**. Tell students to look at the example to get an idea of how they will do this.

Tell students to read the pairs of sentences. Tell them to rewrite each pair of sentences as one sentence that uses either the word **and** or **but** to join them.

Move around and assist students having difficulty.

Then ask some students to share their sentences. Praise students and write the answers on the board. Allow them to make corrections in their exercise books.

Answers:

1. Fatuma goes to school on foot, but Jemila goes to school by bus.
2. Abeba chooses a white t-shirt but my sister chooses a red T- shirt.
3. Gemeda goes to the market in the morning but Aster goes to the market in the afternoon.

Ask students to write five or six sentences about what they do or don't do to get ready in the

morning. Tell them to use the words **and** and **but** in their sentences. Tell them to look at the examples in their student book to get ideas.

Move around and assist students having difficulty. Write other examples or words they can use on the board if students need more guidance.

Tell students to form small groups of three or four.

Tell students to show their group their sentences. The group members should read the sentences and suggest ways to improve them. Tell groups to focus on correct spelling, capitalisation and punctuation marks.

Have students improve their sentences based on group feedback.

Move around and assist groups having difficulty.

Week 15

Helping Others

Week Objectives

By the end of the week, students will be able to:

- listen to a text about helping others and answer questions;
- make a prediction;
- talk about how it feels to help others;
- pronounce words correctly;
- read a text and answer questions;
- read a paragraph with fluency (accuracy, expression and rate);
- use **wh-** words appropriately, and
- write short sentences about helping others.

Week 15

Day 1

Daily Contents

- Listening
- Speaking

1. Listening (20 minutes)

Pre-listening (5 minutes)

Tell students that you will read them a story called **Almaz and the Old Woman**. Write the

title on the board and ask students to look at the picture in their student book.

Ask students to make a prediction about the story based on the title and picture.

Ask some students to share their predictions with the class.

While-listening (5 minutes)

Ask students to look at the sentences in the student book.

Tell students to be ready to identify if the sentences are true or false based on the story.

Read the story out loud with correct accuracy, appropriate expression and rate.

Read the story again, pausing after commas and full stops and stressing key words. Glance at students during pauses to assess their understanding.

Move around the room to see if students are identifying the true and false sentences correctly.

Read the story once more. Allow students one more minute to finish.

Ask some students to share their answers. Praise students and write the answers on the board. Allow them to make corrections in their exercise books.

Almaz and the Old Woman

Almaz lives near an old woman. Almaz always meets the old woman in front of her front gate. The old woman makes dresses, shorts and trousers for children. She also repairs old clothes which have been torn and sells them again. Many neighbours give the old woman torn clothes that their children do not need anymore. This helps the old woman to earn money. She lives on the money that she gets from this job.

Almaz wants to help the old woman with her house chores. She asks the old woman, ‘How can I help you?’ The old woman says, ‘Can you please clean my bedroom?’ Almaz says, ‘Yes, I can do it. What else can I do to help you?’ The old woman says, ‘I want to drink tea. I would be happy if you made me tea.’ Almaz is happy to help and she makes tea for her.

Answers:

- | | |
|----------|----------|
| 1. true | 3. false |
| 2. false | 4. true |

Post-listening (10 minutes)

Ask students to read and answer the questions in their student book.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and give feedback.

Possible Answers:

Accept any reasonable answers

2. Speaking (20 minutes)

Tell students that they will practice talking about what they do to help others and how it makes them feel.

Demonstrate the dialogue in the student book with a student.

Tell students to practise the dialogue several times with a partner.

Tell students to work with a partner and create their own dialogue about what they do to help others and how it makes them feel.

Move around and assist students having difficulty.

Then ask one or two pairs to practise their dialogues in front of the class. Give praise and feedback.

Week 15**Day 2****Daily Contents**

- Word Study
- Reading
- Vocabulary

3. Word Study (5 minutes)

Read the words: **spoon, stop, study, sport, smart, smell** and **small** out loud which begin with **sp-**, **st-** and **sm-**

Ask students to repeat each word out loud after you.

Tell students to practise saying each word out loud with a partner.

Move around and correct any students with wrong pronunciation. Ask some students to practise saying the words in front of the class.

4. Reading (25 minutes)**Pre-reading (5 minutes)**

Ask students to talk with a partner and make a prediction about the story based on the title.

Ask some pairs to share their predictions with the class.

Ask students to talk with a partner about how to help people who need assistance. Ask a few pairs to share their answers.

While pairs are answering, write their answers on the board.

While-reading (7 minutes)

Ask students to copy the questions from the student book into their exercise books. Tell students to leave enough space so they can write answers.

Tell students to be ready to look for the answers to the questions when they read the text.

Tell students to read the text **An Old Man** silently. Tell them to answer the questions according to the text.

Move around and assess their answers while they are writing. Ask some students to share their answers.

Praise students and write the correct answers on the board. Allow them to make corrections in their exercise books.

Answers:

1. There are four people in the story: Tizeta, Kemal, the old man and his daughter.
2. The old man is blind and he lost his daughter in the market.
3. Kemal waits with the old man while Tizeta goes to look for the daughter.
4. They feel good because they were able to help the old man.

Post-reading (13 minutes)

Ask students to talk with a partner about the questions in their student book.

Move around and assess their answers while they are talking. Ask some students to share their answers. Praise students and give feedback.

Possible Answers:

Accept any reasonable answers

5. Vocabulary (10 minutes)

Tell students to look at the pictures and words in the student book.

Tell them to match each word to a picture.

Move around and assess their answers while they are matching. Ask some students to share their answers. Praise students and write the answers on the board. Allow them to make corrections in their exercise books.

Answers:

1. C
2. B
3. A

Tell students to copy the sentences from the student book into their exercise books. Ask students to fill in the gaps with a word from the Word Bank.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and complete the sentences correctly on the board. Allow them to make corrections in their exercise books.

Answers:

- | | |
|------------|---------------|
| 1. fetch | 3. huts |
| 2. clothes | 4. look after |

Week 15**Day 3****Daily Contents**

- Reading Fluency
- Grammar

6. Reading Fluency (15 minutes)

Ask students a general question about the story **An Old Man**. For example, ‘Who are the main characters?’

Ask a few students to respond.

Read **An Old Man**. Read like you speak, stressing key words and syllables and pausing after full stops and commas. Make sure students follow as you model fluent reading.

Ask students to read with you as you read **An Old Man** again.

Ask pairs to take turns reading **An Old Man** with accuracy and appropriate expression.

Move around and make sure students do not speak too quickly.

Ask one or two students to practise in front of the class.

7. Grammar (25 minutes)

Read the information in the Grammar Spot in the student book out loud.

Demonstrate the dialogue in the student book with a student.

Tell students to practise the dialogue several times with a partner.

Move around and assist students having difficulty.

Allow students to continue. Then ask one or two pairs to practise in front of the class. Give praise and feedback.

Tell students to work with a partner and create their own dialogue. Tell students to use the **wh- words** to ask each other questions in their dialogue.

Move around and assist students having difficulty.

Then ask one or two pairs to practise in front of the class. Give praise and feedback.

Tell students that they are going to practise making question and answer sentences using the **wh- words**.

Tell students to read the example questions and answers to get ideas.

Tell students to work with a partner to ask and answer questions about what you both do during your free time. Use the words **who, what, where, when, why, which** and **whom**.

Move around and monitor students. Ask a few pairs to share their sentences. Write their sentences on the board. Praise students and provide feedback.

Week 15

Day 4

Daily Contents

- Vocabulary
- Speaking

8. Vocabulary (15 minutes)

Ask students to copy the sentences from the student book into their exercise books.

Tell students to read the words from the Word Bank in the student book.

Ask students to choose a word from the Word Bank to fill in the gap in each sentence.

Move around and assess their answers while they are writing. Ask some students to share their answers. Praise students and complete the sentences correctly on the board. Allow them to make corrections in their exercise books.

Answers:

1. alone
2. gates
3. neighbour

Tell students to write three of their own sentences using the words **alone, gates** and **neighbour**.

Move around and monitor students. Ask a few students to share their sentences. Write their sentences on the board. Praise students and provide feedback.

9. Speaking (25 minutes)

Tell students that they will practice using the expressions **excuse me** and **pardon me** to ask for more information or for someone to repeat themselves.

Demonstrate the dialogue in the student book with a student.

Tell students to practise the dialogue several times with a partner.

Tell students to work with a partner and create their own dialogue using the words **excuse me** and **pardon me**.

Move around and assist students having difficulty.

Then ask one or two pairs to practise their dialogues in front of the class. Give praise and feedback.

Week 15**Day 5****Daily Contents**

- Reading Fluency
- Writing

10. Reading Fluency (10 minutes)

Ask students to tell a partner what they remember from the story **An Old Man**.

Ask a few students to share their answers with the class.

Read **An Old Man**. Read like you speak, stressing key words and syllables and pausing after full stops and commas. Make sure students follow as you model fluent reading.

Ask students to read with you as you read **An Old Man** again.

Ask pairs to take turns reading **An Old Man** with accuracy and appropriate expression.

Move around and make sure students do not speak too quickly.

Ask one or two students to practise in front of the class.

11. Writing (30 minutes)

Tell students that they are going to write sentences about what they do to help others and how it makes them feel.

Tell students to write three or four sentences about what they do to help others. Tell them to write another three or four sentences about how this makes them feel. Tell them to look at the examples in their student book to get ideas.

Move around and assist students having difficulty. Write other examples or words they can use on the board if students need more guidance.

Tell students to form small groups of three or four.

Tell students to show their group their sentences. The group members should read the sentences and suggest ways to improve them. Tell groups to focus on correct spelling, capitalisation and punctuation marks.

Have students improve their sentences based on group feedback.

Move around and assist groups having difficulty.

Grade 3 English Language Syllabus

Grade 3 English Language Syllabus

Theme	MLCs of the following skills		Language items and social expressions	vocabulary	Learning activities and resources	Assessment	Learning outcomes
School: Getting ready for school; First day at school; School Days, What we do in a school	Listening	Listen to stories /dialogues/poems) and respond to questions	Present simple Agreement: This is my pen; These are books Prepositions (e.g., on, in, under, near, behind, in front of, as in <i>The duster is on the table</i>) Imperatives (e.g., Listen, do, show, look, point, touch, tell, as in <i>Point at the door</i>);	enter, clean, sit, touch, this, that, these, and those, “rubber, duster, ruler, door, chair” Monday, Tuesday, Wednesday, Thursday, Friday, this, that, these, and those timetable, periods, learn, play, clean card, classroom, together, classroom, call, timetable”	(pre-listening: vocabulary, prediction, experience); Listen and repeat (words, ideas; Listen and do/draw/ show/ tell; role play/ tick/ label/complete/ answer questions Classroom objects, pictures/drawings; flash card; Handbook of school rules and regulations	Rising words: Students write answer on a small slate and place it in front of them for the teacher to see on a regular basis Identifying words; Retelling words/main ideas	Talk/write about school rules, objects, where they are located
	Speaking	Give and respond to instructions Tell place and position of things and people Introducing oneself/ others, permission, advice, greetings suggestions	Greetings (e.g., Hi, hello, Good morning, good afternoon, Introducing oneself (as in My name is/I am Selam/Grade 3.) Obligation (<i>You must/mustn’t do this.</i> Suggestion/ advice: You should/shouldn’t...); Permission (e.g., <i>Can I ...</i>); adverbs (e.g., <i>every day, always, every morning, etc.</i>)		(Pre-speaking: vocabulary, prediction, experience); Name objects; Role play; Locate classroom objects, things, etc. are; Ask for things; exchange short greetings; Listen and say the words (this, that, etc.) correctly (Teacher models, repeats with students and lets them say one by one), self introducing Tell time; ask for permission; question and answer about school rules; express obligation based on school rules;	Turn and talk: Students turn and share responses and reactions with one or two students nearby as the teacher monitors progress. Naming objects and where they are; telling 1or 2 things about their classroom /school	Listen to texts about objects and answer questions
	Reading	Read short and simple texts(poems/tales/skit/passag e) and draw pictures/match them with pictures or pictorial scenes	/k/ as in classroom, card, and come /ð/ as in this, that, etc. Capitalization and end marks (in imperatives) /-lk/ walk, talk, chalk		Pre-reading (vocabulary, prediction, experience); Read and match/label/identify/list/answer questions (specific information, details); read and transfer information/short sentences with appropriate rate, accuracy and expression	Follow up: The teacher moves around as students work and notes progress and problems Reading and answering questions; reading and labelling	Read short and simple passage about rules and regulation as well as people and objects and answer questions

Grade 3 English Language Syllabus

	Writing	<p>Label pictures of classroom objects</p> <p>Write list of related objects</p> <p>Write short sentences about what they do/don't do regularly and what is allowed/is not allowed in their schools</p>			<p>(Pre-writing: vocabulary, experience, list ideas); list names of classroom objects; write short sentences about their classroom and/or school; sentence completion (prepositions); label objects</p> <p>Write ordinal numbers in words; write short sentences about school rules; complete sentences (always/everyday); use capitals and end marks</p>	<p>Dictation – Students write words (and use capitalization and marks) as the teacher dictates; Rising words; Exit cards: students write (words, sentences and marks) on small slips of paper cards and hand to the teacher or leave near the door them in the classroom.</p>	
Food: Fruits and Vegetables , In the garden; In the Market	Listening	<p>Listen to a text and name fruits and vegetables (e.g., orange, banana, cabbage etc.)</p> <p>Listen to a text and answer questions</p>	<p>Quantifiers: some/any (as in Do you have some/any oranges?), how many (as in How many bananas do you need/have?); much (e.g., How much is a kilo of oranges?)</p> <p>quantity (number, amount, kilo)</p> <p>Adjective: shape and colors</p> <p>Requests (Can I have ...?) and replies (Yes/No; Thanks, thanks a lot)</p>	<p>curve, red, round, green, yellow, circle, carrot and cabbage, orange and cabbage, potato and tomato soil, hoe, cabbage, carrot, axe, water, watering, plant, planting, and numbers 51- 55 price, sell, buy, fruits, customer, and shopkeeper</p>	<p>Pre-listening (experience, vocabulary, prediction); Listen and fill in missing info/draw/list / name items/match/tell details/ label</p> <p>Audio/visual materials; pictures/drawings; flash card</p>	<p>Rising words:Listening and identifying items; listening and telling</p>	<p>Listen to a text and identify types of fruits and vegetables</p> <p>Ask for quantities of items and identify their basic shapes</p> <p>Read short sentences about fruits and vegetables</p>
	Speaking	<p>Naming and identifying fruits... pictures, describing colours, asking and telling what people are doing, request, describing items at a market, exchanging ideas about vegetables</p>	<p>Requests (Can I have ...?) and replies (Yes/No; Thanks, thanks a lot)</p> <p>/s/ as in circle and /k/ as in carrot/can</p>	<p>Pre-speaking (vocabulary, prediction, experience); Say items correctly; Role play (shopping); discuss items to be purchased; discuss and decide items to take for a visit, describing color, shape, etc. Listen and say the words (circle, carrot, etc.) correctly (Teacher models, repeats with students and lets them say one by one)</p>	<p>Informal follow up: The teacher moves around the room to find out who understands and who needs more support</p> <p>Assuming roles properly; talk on items needed</p>		

Grade 3 English Language Syllabus

	Reading	Read short and simple texts(poems/tales/skit/passag e) and draw pictures/match them with pictures or pictorial scenes	The comma (listing, yes/no replies) /kn/ and /wr/ silent the first letter (know, wrong, knife, write, knot, wrist)		Pre-reading (vocabulary, prediction, experience); Read and transfer information (specific, details, items)/match/label; read short sentences with appropriate rate, accuracy and expression	Reading and transferring information; reading and answering questions	and match them with pictures Write short sentences about what they have and don't have
	Writing	Label pictures Write short sentences about they have and don't have			Pre-writing (vocabulary, experience, list ideas/words); Write numbers in words/short sentences about quantity of things; list of fruits; complete sentences (some/any; many/much); write about what they have and don't have; describe items using simple sentences; use capitals (upper case) and end marks (the end marks) correctly	Exit cards/Rising words: Writing words correctly (spelling, punctuation); writing short sentences; using language items correctly	
People: Clothes in our area; clothes of Holidays in our area: Uses	Listening	Listen to short descriptions of people, simple scenes, and clothes and repeat the main details Listen to information and match to pictures or printed words	Adjectives to describe people (e.g. <i>tall, short, thin, fat</i>) and clothes (e.g. long, big, small, colour); Present simple (am/is/are, as in <i>She is tall</i> ; has/have, as in <i>She has long hair</i> ;	different, similar, scarf, shorts, shirt, sweater, jacket, clothes, trousers, sweater holidays, Easter, Id Al Fitir, New Year, but, however,	Pre-listening (experience, vocabulary, prediction); Listen to descriptions of dressing style and identify them in pictures/fill in missing info/ list names of clothes/match/tell details label/complete/ answer question Audio/visual materials; pictures/drawings; flash card	Listening and Matching descriptions with pictures; listening short texts about clothes and identifying features	Listen to a short text about people and identify features Describe people

Grade 3 English Language Syllabus

Speaking	Give simple descriptions of people, and clothes (using colours, numbers, size, length, and shapes)	Present continuous, as in <i>He is wearing shorts</i> Comparison (-er), as in <i>She is thinner than...</i> ; Compliments (You look good/pretty...; Thank you; Thanks) Final /s/ and /z/, as in shorts/skirts and trousers/uniforms, Initial sound /θ/as in thin (think vs. tin/sink) -er (as in thinner, taller, longer)	traditional, Ramadan, occasions jacket, coat, light, heavy, uniform	Pre-speaking (vocabulary, prediction, experience); Describe pictures; Tell names and colours of clothes; Ask and answer about the clothes they wear; tell differences in pictures; Give and reply compliments, exchange ideas about clothes in cold and hot areas	Describing and identifying clothes; exchanging compliments Turn and talk	Read a text about people and their clothes and answer questions
	Reading	Read short and simple passages about people, and clothes and answer questions		Pre-reading (vocabulary, prediction, experience); Read and identify clothes and styles/ transfer information (specific, details, items)/match/answer questions/interpret pictures; read short sentences with appropriate rate, accuracy and expression	Graphic organizers: Students organize information, make connections, and note relationships through the use of various graphic organizers Reading and identifying clothes and styles; transferring information; reading fluently	

Grade 3 English Language Syllabus

	Writing	Write short sentences about people's dressing styles; Write guided sentences of comparison on real people/clothes			Pre-writing (vocabulary, experience, list ideas/words); Write a list of the kind and colour of clothes they see/short sentences about what they are wearing; complete sentences (adding details/missing words); Compare clothes, individuals, items, etc.; describe items using adjectives	Writing names and colours of clothes; writing short sentences about themselves
Family: People in a family; Family Roles, Helping Family	Listening	Listen to short descriptions of family and every day activities and repeat the main details Listen and respond to questions about short stories/tales	Present simple (as in, <i>I live with my sister</i>) has/have (as in, <i>I have two sisters and one brother.</i>), this/that (as in, <i>That is my brother.</i>), is/my,	sister, brother, <i>father, mother, uncle, aunt, grandfather, grandmother</i> , this, that. cooking, childcare, fetching, aunt, uncle, grandfather, and parents advice, obey, important and because	Listening and repeating words correctly, Listening to texts and answering questions	Talk/write about their family, where they live and who they live with Listen to a text about family and identify family ties Read a text about family and answer questions
	Speaking	Give and ask for personal details Introducing (others) (as in, <i>This is my friend. His name is...</i>) , Talk about family roles, asking for information with wh- words, exchanging ideas... parents	Wh- questions (e.g., <i>Where do you live? how many brother/s do you have?</i>) Regular verbs: live, talk, Giving advice: advise, tell		Turn and talk: Introducing peers Telling one or two things about their family	
	Reading	Read short and simple passages/stories/poems about family and answer questions/match to pictures/fill in table	Introducing (others) (as in, <i>This is my friend. His name is...</i>) /g/ as in go, girl /j/ as in gentle,		Reading texts and answer questions; Reading and transferring information	

Grade 3 English Language Syllabus

	Writing	Write short sentences about themselves, family and/or responsibilities; Complete sentences by filling in missing words	Practice three letter sounds /thr- and str-/ (three, throw, strong) Nice, nephew		Exit cards: Writing short sentences about their family Put thematic words using graphic organizer		
Animals: Foods of Domestic animals , Products of domestic animals, Uses of Domestic animals	Listening	Listen to texts/words and discriminate amounts/number of animals/products. Listen and respond to questions about short stories/tales	Present simple (e.g., <i>A donkey carries wood/crops.</i>) Wh' questions (e.g., <i>Where does a cow live?</i>), Can/can't for ability (e.g., <i>I can ride a horse; I can't ride a cart.</i>) This/that (e.g., <i>This is a black cow.</i>) That is a big camel. these/those,(e.g., <i>Those are three cows.</i>) singulars, e.g. <i>cow, goat, camel, ox</i> ; plurals, such as <i>cows, goats camels, oxen</i>)	hay, grass, meat, maize, wheat, barley, camels, cows, mules hen, cock, slaughter, wool, leather, cows, goats, oxen, camels plough, thresh, pull, farm, food, camels, cows, donkeys, goats, horses, mules	Pre-listening (Vocabulary, prediction, experience); listen and discriminate amounts/number of animals or crops/answer questions/say key points/ match/name/ complete/ label Listen and say the words (e.g., goats versus cows, etc.) correctly (Teacher models, repeats with students and lets them say one by one) Audio/visual materials; pictures/drawings; flash card	Turn and talk: Identifying amounts and numbers; listening and saying key points; listening and naming	Talk/write about farm animals/products Listen to a short text about animals and crops and answer questions Read a text about farming and answer questions
	Speaking	Give descriptions of animals (colours, size, numbers) and crops Recite a poem/Sing a song		Pre-speaking (Vocabulary, experience); recite a poem; say one or two things about domestic animals, ask and answer about what they can/can't do; look at pictures of animals and say what they can/ can't do; what and where they eat, discuss the characteristics of domestic animals, describe pictures	Reciting a poem; saying about things they do; talking about themselves		

Grade 3 English Language Syllabus

	Reading	Read texts and identify key features of animals Read short and simple paragraphs and identify main points or particular information	/s/ and /z/, as in goats/products/crops and cows/camels Spelling (e.g., <i>donkey, ox, camel</i>)		Pre-reading (Vocabulary, prediction, experience); read texts and identify key features of animals/identify specific/main information; read/identify singulars and plurals/match / answer questions: read short sentences with appropriate rate, accuracy and expression	Reading and identifying features; identifying singulars/plurals/ and answering questions
	Writing	Label pictures Write down grade-level thematic words and phrases			Pre-writing (Vocabulary, list words/ideas, experience); write 4-5 thematic words; write short sentences about what they can/can't do; complete sentences using this, that, etc. write (spell/punctuate) 2-3 correct sentences	Writing key thematic words/graphic organizer; short sentences about what they can do; punctuating simple sentences :exit cards
Social issues: What I like, Lets keep our house clean. Helping others	Listening	Listen and respond to information/confirmation questions Listen to short texts and answer questions	like/don't /doesn't like (as in <i>I like drinking milk; I don't like playing volley ball</i>), Conjunctions: and/but, like + '- ing' Asking for repetition (as in <i>pardon, excuse me</i>)	food, porridge, tea, softdrinks, cook, animal paper, basket, broom, ceiling, floor, roof, morning	Pre-listening (Vocabulary, prediction, experience); listen and confirm appropriately/retell main ideas/answer questions/match/ label/ list / identify others' likes/dislikes Audio/visual materials; pictures/drawings; flash card	Responding to confirm and provide information; listening and retelling key ideas; listening and stating others' likes/dislikes Express/wr ite what they like and don't like Listen to a passage about likes/dislikes of

Grade 3 English Language Syllabus

Speaking	Express likes/dislikes	Likes/dislikes (as in <i>What do you like most? which sport do you dislike?</i>) Final sound /ŋ/ as in jumping, jogging, and playing/sing Spelling (hyena, green, blue, football)	fetch, clothes, hut, excuse me, please, pardon	Pre-speaking (Vocabulary, experience); tell about what they like/dislike; ask for repetition; exchange ideas about likes/dislikes; ask and respond to yes/no questions	Turn and talk: Telling about likes/dislikes; asking for repetition/ information; responding to yes/no questions	people and answer the questions Read a text about likes/dislikes of people and answer questions
	Reading	Read short and simple passages/stories/poems/skit about people and answer questions/match to pictures/fill in table Read aloud short dialogues and act out assuming roles		Pre-reading (Vocabulary, prediction, experience); read texts and transfer information/identify specific/main information/match/answer questions: read short sentences with appropriate rate, accuracy and expression	Transferring information; reading and identifying information; Rubrics: The teachers Assesses and grades students' performances according to a set of criteria as "developing", "good", "very good", and "excellent". reading short sentences fluently	
		Writing	Write short sentences about themselves or friends		Pre-writing (Vocabulary, list words/ideas, experience); write 2-3 sentences about what they like/dislike; join words and sentence parts using 'and' and 'but'; complete profile of students likes and dislikes	

Grade 3 English Language Syllabus

Time: Days of the week; Months of the year; seasons of the year	Listening	Listen to words and identify days, months, etc. Listen and respond to questions about short stories/tales/poems	/simple present/simple future/Simple past (was/were as in <i>He was here yesterday</i>), prepositions (e.g., <i>in, on</i>); Wh- question: What holiday do we have in September? Adverbs of time: (e.g., <i>Yesterday, Today, tomorrow</i>) amounts (e.g., <i>how many?</i>) Farewells (e.g., <i>good bye, bye, see you</i>) Silent sounds (hour, Wednesday, Autumn) Capitalization, comma, spelling (Days of the week)	time, noon, sun, moon, numbers 60- 67 holiday, celebrate, Christmas, Easter, Id al Ad ha, Mowlid, October, and December cloudy, windy, sunny, hot, wet, dry, Autumn, Winter, Spring, and Summer	Pre-listening (Vocabulary, prediction, experience) Listen and match/answer questions/ transfer information/ list/ identify days and months Audio/visual materials; pictures/drawings; flash card	Listening and answering questions/identifying days and months	Talk about days and months
	speaking	Use numbers to talk about days and months. Say short sentences using familiar words in relation to time			Pre-speaking (Vocabulary, experience) Ask and respond; exchange ideas	Turn and talk: Asking and responding to short questions	Listen/read a text about events in the months and answer questions
	Reading	Read short and simple sentences and match them with periods Read short and simple paragraphs and identify the main points or particular information			Pre-reading (Vocabulary, prediction, experience) Read and tell/transfer information; read short paragraph and answer questions; Read 2-3 sentences with appropriate fluency	Transferring information; reading short sentences properly	Write short sentences about their daily activities
	Writing	Write names of months and days of the week Write lists of related ideas or words			Pre-writing (Vocabulary, list words/ideas, experience) Write months of a year and days of a week with capitals; write simple sentences about months of a year and days of a week	Rising words: Writing months and days correctly	

Grade 3 English Language Syllabus

Activities: Classroom activities; My weekly duty; people at work	Listening	<p>Listen to short descriptions of everyday activities/people and repeat the main details</p> <p>Listen and respond to questions about short stories/tales</p> <p>Listen and respond to information/confirmation questions</p>	<p>Present simple (e.g., as in <i>I go to school every morning</i>), ‘wh-’ (e.g., <i>What day is today?</i>)</p> <p>Yes/no questions (e.g., <i>Is today Monday?</i>);</p> <p>Adverbs of frequency (e.g., <i>always, never, sometimes, as Do you always go to school?</i>),</p> <p>Sequence words (e.g., <i>next, then, first, second, last</i>)</p> <p>Present continuous (as in, <i>They are reading.</i></p> <p>Contractions as in I’m, He can’t);</p> <p>Permission (as in, <i>can I/may I ...?</i></p> <p>Classroom questions (as in <i>can I ask..?</i> for permission);</p> <p>politeness (as in <i>please, excuse me</i>)</p> <p>Full and contracted forms (as in I am/ I’m a student)</p> <p>Final sound (as in father, mother)</p>	<p>follow, copy, write, note, ask, answer, breakfast, lunch, dinner</p> <p>study, homework, classwork, club, football, breakfast</p> <p>washing, cleaning, planting, digging, making, watering, doing</p>	<p>Pre-listening (Vocabulary, prediction, experience); listen and answer questions</p> <p>(match/repeat/sequence series of events/ reply to questions about feelings/ list/complete)</p>	<p>Replying to expressions about feelings properly</p>	<p>Talk/write about their daily activities and describe feelings and needs</p> <p>Listen to a short passage about what and when people do things</p> <p>Read a text about when and why people do things</p>		
	Speaking	<p>Ask and respond to questions for information about activities/ plan</p> <p>Permission, yes/ no questions</p>			<p>Audio/visual materials; pictures/drawings; flash card</p>			<p>Pre-speaking (Vocabulary, experience); say how often things are done; say 2-3 things about what they regularly do/profession; say the days of the week and the months of the year with clear accent; exchange about regular activities</p> <p>Say common activities with clear accent; express permissions properly</p>	<p>Turn and talk: Telling 2-3 things about what they regularly do</p> <p>Replying to questions about common jobs</p>
	Reading	<p>Read short and simple texts/stories /poems and answer questions/ identify main/specific details/match/fill in</p>			<p>Pre-reading (Vocabulary, prediction, experience);read(scan/skim) short texts and answer questions/match; read 2-3 sentences with appropriate fluency</p>			<p>Rubrics: Reading 2-3 sentences with appropriate fluency</p>	
	Writing	<p>Write names of days and what they do regularly</p> <p>Write grade-level thematic words regularly</p>			<p>Pre-writing (Vocabulary, list words/ideas, experience); write 2-3 sentences about their daily activities; write short description about their feelings and people at work</p>			<p>Follow up: Writing short sentences by using adverbs and sequence words about regular activities</p>	

Grade 3 English Language Syllabus

Health and safety: brushing ones teeth; Cleaning our school ; Let us save ourselves from hurt	Listening	<p>Listen to short descriptions of parts of the body and functions and repeat the main details Listen to instructions and respond accordingly</p>	<p>This/these, is/are, (e.g., <i>This is my nose.</i>) Ability (e.g., <i>I can't speak Arabic. I can brush my teeth.</i>) Imperatives (e.g., <i>Clean the board. Wash your hands before you eat.</i>),</p>	<p>stick, brush, toothbrush, teeth, healthy floor, sweep, broom, and roof razor, needle, fork, saw, knife, scissors, garbage, pieces, collect</p>	<p>Pre-listening (Vocabulary, prediction, experience); listen and answer questions/ match/ label/ fill in/ identify body parts/reply to advice; Audio/visual materials; pictures/drawings; flash card</p>	<p>Listening and identifying body part; rising words; listening and responding questions</p>	<p>Explain functions of parts of body and how we keep them clean Listen to a short passage about how to keep parts of body clean and answer questions Read a text about function of the body parts and answer questions Write sentences about personal hygiene</p>	
	Speaking	<p>Say short sentences using familiar and everyday words Ask and respond to questions for information and confirmation about personal hygiene</p>	<p>‘Wh-’ questions (e.g., <i>Why do we wash our body?</i>) Obligation with must: You must clean your seat. Offering advice (e.g., <i>Clean your table. You should brush your teeth after you eat.</i>)</p>		<p>Pre-speaking (Vocabulary, experience); express ability and give advice Listen and say the words (knee, write, and wrong) correctly (Teacher models, repeats with students and lets them say one by one) describe pictures, discuss</p>			<p>Turn and talk: Expressing ability with peers; offering pieces of advice</p>
	Reading	<p>Read short and simple sentences and draw pictures/match them with pictures or pictorial scenes Read short paragraphs and identify the main points or particular information</p>	<p>Initial silent sounds: (as in knee, write, wrong)</p>		<p>Pre-reading (Vocabulary, prediction, experience); read and answer questions/draw/match/identify body parts/reply to advice; read 2-3 sentences with appropriate fluency</p>			<p>Exit card: Reading and matching body parts and actions; Rubrics: reading a text with appropriate fluency</p>
	Writing	<p>Label pictures Write short sentences about what they do regularly</p>			<p>Pre-writing (Vocabulary, list words/ideas, experience); write short sentences about parts of the body; prepare a list of pieces of advice</p>			<p>Graphic organizer: Writing a group of thematic words</p>

Grade 3 English Language Syllabus

Jobs: Jobs of family members; Family members' workplaces ; What we do at home	Listening	<p>Listen to instructions and respond accordingly Listen to short descriptions and identify buildings and jobs</p>	<p>Present simple (e.g., <i>My father works in a hospital</i>), 'wh-' (e.g., What does your mother do?) and 'yes/no' questions (e.g., <i>Is your mother is a teacher?</i>) Present continuous: is/am/are + -ing Requests (e.g., <i>Can you show me the director's office?</i>)</p>	<p>farmer, cook, dentist, waitress, waiter, teacher, doctor, carpenter school, clinic, police station, hotel, office, near, in front of, opposite, next, ground floor, first floor</p>	<p>Pre-listening (Vocabulary, prediction, experience); listen and identify/name jobs and workplaces; listen and respond to questions and requests/ complete/ match/ label/ transfer information Listen and say the words (teacher, farmer, etc.) correctly (Teacher models, repeats with students and lets them say one by one) Audio/visual materials; pictures/drawings; flash card</p>	<p>Systematic practice: Listening and identifying jobs/replying to requests properly</p>	<p>Talk/write about people's jobs Listen to a text about jobs and people and answer questions</p>
	Speaking	<p>Talk about professions of family members Tell jobs and work places</p>	<p>Final sound (as in teacher, farmer, doctor) Punctuation (comma, question mark, period)</p>	<p>repair, bake, spin, remove, plant, water, cook</p>	<p>Pre-speaking (Vocabulary, experience) ask and answer simple questions; express requests and reply properly; tell one or two things about jobs, describe pictures</p>	<p>Turn and talk: Expressing and replying to short requests</p>	<p>Read a text about professions and workplaces and answer questions</p>
	Reading	<p>Read texts and identify key features of professions and buildings Read short and simple texts about people and work places and answer questions</p>			<p>Pre-reading (Vocabulary, prediction, experience); read and identify key features/answer questions; read 2-3 sentences with appropriate fluency</p>	<p>Rubrics: Reading and identifying key features; reading with appropriate fluency</p>	
	Writing	<p>Write names of people's jobs and workplaces Write 2-3 short sentences about jobs and workplaces of family members</p>			<p>Pre-writing (Vocabulary, list words/ideas, experience); write one or two things about jobs and workplaces; write at least two requests about where people work</p>	<p>Rising words/exit cards: Writing one or two things about jobs, workplaces</p>	