



# English For Ethiopia

**Teacher Guide**  
**Grade 1 Book 1**

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## 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 the 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 have also been made, and continued 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, guider and facilitator. To assist this, teachers have been given, and they will be given continuous 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.

## **General Introduction**

This English for Ethiopia Grade One material is prepared based on the revised syllabus and scope and sequence of the English curriculum materials. The materials intend to provide students with necessary vocabularies and language items so that students can use the language as a medium of instruction in the later grades. In order to help students acquire the relevant language competence at this level, the contents included in the material and the language learning pedagogy suggested to be followed are also revised.

## **Organization of the Material**

The contents are organized in thematic units. The units are further divided into weekly contents. The weekly content has six periods of 40 minute lessons which have three contents/topic: oral language, vocabulary, letter sounds, reading and writing.

The main objective of the oral language section is to help students develop their oral skills and vocabulary. This section provides students with the necessary vocabularies and language items. The vocabularies include sight words and thematic words that help students to develop their oral skills for daily language use. Since the main objective of language learning at this level is to develop and use vocabularies in the language, the sight words and the thematic vocabularies are recycled in the reading and the writing sections.

The phonemic awareness and phonics sections are based on a systematic approach to learning letter sounds and letter sound relationships, concepts of print and application of that knowledge through word learning, listening to text, reading text and demonstrating comprehension in varied ways.

The language items treated in this material are functions and expressions such as greeting and departing, introducing and describing. The students practise these items in the oral language section and recycle them in the writing section. In many instances, the oral language contents are presented in songs so that students become familiar with the rhythm and rhyme of the English language.

The reading section addresses phonemic awareness and phonics, reading fluency and reading comprehension. This section assists students' ability to read a foreign language with ease and speed. Students are expected to practise individual letter sounds, diagraphs, diphthongs, blends and irregular sounds.

In the writing section, pre-writing exposes students to the print environment and allows them to exercise pencil handling and hand movement. The pre-writing section provides opportunities for students to use lines and shapes to prepare for letter writing and give students opportunities to learn shapes of letters prior to writing them beginning in week 13. The writing section includes letter writing (both capital and small letters) and writing words and sentences.

The language learning pedagogy suggested in this material is student-centered cooperative learning. In this approach, most of the activities are done by the students while the teacher has a facilitation role. As a result, most of the lessons are organized around tasks where the teacher follows I DO, WE

DO and YOU DO. The teacher models the lesson, the teacher and the students perform activities together and then students do it by themselves. The students and teachers will be engaged in total physical response activities which require learning by doing. The teacher guide provides detailed procedures and suggested answers and presentations for the teacher. Teachers are encouraged to use the teacher guide as much as possible.

## **Assessment Techniques and Feedback Provision**

Teachers are advised to make use of diverse but constructive feedback at every level of the interactions. The assessment must be continuous with the purpose of assisting students with their learning. The assessment mainly provides support and encourages students to try and even assess their progress. Since teachers should follow the progresses of each student throughout the course of the lessons, teachers are advised to use the following assessment techniques:

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

**Exit Cards:** Small paper cards that students hand to the teacher or leave 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 responded individually.

**Turn and Talk:** Students turn and share their responses and reactions with one or two students nearby sharing their predictions, making connections to their own experiences, etc. The teacher moves around the class to monitor progress.

**Informal Monitoring:** The teacher moves around the room to understand which children need support and how to adjust classroom instruction to meet the needs of all students.

**Graphic Organizers:** Students organize information, make connections and note relationships through the use of various graphic organizers.

**Presentation:** Students have an opportunity to demonstrate their understanding to the teachers and/or to the class.

**Summaries and Reflections:** Students stop and reflect, make sense of what they have listen to or read and/or derive personal meaning from their learning experience.

**Formal Continuous Assessment:** class work, homework, quizzes, tests and examinations.

**Enrichment:** Some students may perform beyond the expected level of performance. Once identified, some additional challenging tasks should be provided.

## **Inclusiveness: Gender and Disability**

This teaching material attempts to represent diverse groups of people and address the needs of different students using various strategies. More specifically, gender and disability are considered to make the document inclusive. In this curriculum material, teachers are encouraged to respond to students in a gender neutral way and support to students with different learning needs. They are also advised to use differential instructional strategies for students with special needs. For example, reading can be used as oral activity for visually impaired students and the oral activities can be presented in total physical response forms.

Texts and illustrations are designed to avoid perpetuating negative stereotypes and are written in a way that students/teachers with special needs can benefit from them in certain ways. The materials include teaching strategies that support students with diverse needs by including explicit and systematic literacy instruction, frequent review, use of multiple modes of instruction and assessment and use of engaging reading materials.

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## Unit Objectives

At the end of this unit, students will be able to:

- answer to and use simple classroom instructions;
- exchange greetings and give personal details;
- hold and use writing tools correctly;
- use a pencil to draw vertical and horizontal lines that are used in forming English letters;
- know the sounds that letters make, and
- recognize letters in spoken words.

## Week 1

## Lesson 1

### Lesson Contents

- Oral Language
- Vocabulary
- Concepts of Print

### 1. Oral Language (20 minutes)

Introduce students to the student book by showing them the cover and reading the title.

Explain how to locate and use the following student book features: Table of Contents, page numbers, and each feature of the student book as you talk about it.

#### 1. Table of Contents

Explain that the Table of Contents shows the unit number, the title of the unit, and the page number where each unit starts.

#### 2. Page numbers

Explain that the page numbers are the numbers at the bottom of each page.

The numbers are in order, starting with the number one.

Explain that students will start to read at the top of the page and move from the left side of the page to the right side of the page.

#### 3. Unit numbers

Explain that there are nine units in this book. Each unit has six separate lessons.

Each lesson has its own number.

Tell students that they will learn English words and sentences for greeting and departing. They will also learn how to ask a question and tell their names using English sentences and learn many other concepts.

Ask students to look at the pictures in Unit One, Lesson One. Ask students to point to the page number for this lesson. Explain that the

pictures show what students do when they first see and want to greet each other. In English this is called **greeting**. Ask students to look at the pictures in Lesson 1. Show them each picture of greeting in the morning and in the afternoon. Show them the meaning of the words morning, and afternoon by pointing out where the sun is in each picture.

Use your hands to show students that they must stand up as you say: **Stand up**.

Say **good morning**.

Move your hands to show that all students are to speak out loud at the same time.

Repeat together as needed for understanding.

Say **good afternoon**.

Move your hands to show that all students are to speak out loud at the same time.

Repeat together until students understand. Walk around the classroom and say **good morning** or **good afternoon** to individual students. Each student will answer by repeating the greeting.

Gesture with your hands and say: **sit down**.

Model greetings. Point to yourself and say: **My name is \_\_\_\_\_**.

Point to individual students and say: **My name is \_\_\_\_\_**. **What is your name?**

Bring some students, in pairs, to the front of the class. Say: **Come here**. Motion with your hands.

Instruct them to take turns and say: **My name is \_\_\_\_\_**. **What is your name?**

Ask all students to work with a partner and take turns saying: **My name is \_\_\_\_\_**. **What is your name?**

Walk around the classroom to assess learning and provide additional instruction to those who need it.

## 2. Vocabulary (15 minutes)

Tell students that they are learning to use the words: **greeting, departing, good morning, good afternoon, goodbye, name, stand up, sit down**.

Practise the words orally until students can fluently say the words and have an understanding of each meaning. Explain to students that **goodbye** is the word used when people depart from one another.

Use gestures and body movements to tell students to **stand up**. Say **good morning/good afternoon** to students who will answer with the same greeting. Then use gestures as you ask students to **sit down** and then **stand up**. Practise this several times.

Teach the sight words: **is, my**.

Explain that sight words are words that readers can recognize instantly and effortlessly. They are sometimes called high frequency words because they appear so often in English printed materials. Automatically recognizing sight words helps students become faster and more fluent readers.

Students will learn to recognize the sight words and pronounce them. Write the words **is** and **my** on the board. Use oral activities to teach the sight words: **is, my**. Say the word **is**. Ask students to repeat the word several times after you say the word.

Hold up a pencil and say: **This is a pencil**. Ask students to repeat after you say: **This is a pencil**. Do this several times. Walk around the classroom and ask several students to answer.

Ask: **What is this?** (while holding up a pencil). They will say: **That is a pencil.** Ask students what new word they learned. Students should say: **is.** Accept all reasonable answers.

Teach the word **my** by holding up a pencil, pointing to yourself and saying, **This is my pencil.** Be sure to emphasise the word **my** by saying it loudly and clearly.

Ask one student to come to the front of the classroom. Give the student a pencil. The student will say: **This is my pencil.** Do this with several students. Give them the pencil, and they will answer: **This is my pencil.**

### 3. Concepts of Print (5 minutes)

Use an English student book to demonstrate and explain concepts of print.

front cover

back cover

Table of Contents

how to turn pages

pictures

letters and words

reading from top to bottom

reading left to right

Point to each of these features again, and ask students to show to each feature in their books as you name it. Repeat if necessary.

End the lesson with the “Goodbye Song.”

Goodbye, goodbye teacher. I will see you again.

Goodbye, goodbye teacher. I will see you again.

## Week 1

## Lesson 2

### Lesson Contents

- Oral Language
- Vocabulary
- Concepts of Print

### 1. Oral Language (20 minutes)

Greet students with **good morning** or **good afternoon.** Ask them to **stand up** while gesturing to them to stand. Say **good morning** or **good afternoon** again and ask them to repeat after you several times. Ask them to **sit down** while gesturing to them to sit down.

For review, ask students to open their books and look at the pictures of two people greeting each other in Unit One, Lesson One. Ask students to point to the pictures where greetings are shown. Students will repeat the greetings with you as everyone looks at the pictures in the student book. Do this several times.

Then, ask students to point to the picture in Lesson Two where departing is shown.

Model for students how to use English words to depart from someone. Say:

**My name is \_\_\_\_\_.**

**What is your name? Goodbye.** Tell students that the word **goodbye** means that you are departing or leaving.

Ask students to look at the picture of Almaz and Abebe departing. Explain again that they use the word **goodbye** as they are departing.

Orally practise the dialogue with your students. First, model the dialogue by saying it fluently with a student you ask to come to

the front of the room. Repeat this several times then ask students to practise the dialogue with a partner.

**Student A:** Good morning.

**Student B:** Good morning.

**Student A:** My name is \_\_\_\_\_.

What is your name?

**Student B:** My name is \_\_\_\_\_.

**Student A:** Goodbye \_\_\_\_\_.

**Student B:** Goodbye \_\_\_\_\_.

Read the dialogue below to the students and ask all students together to repeat each line after you. Gesture to two students while you say: **Come here.** Student A and Student B will take turns saying the dialogue with you. Ask two different students to say the dialogue with you. Remind students to speak loudly and fluently.

**Student A:** Good morning. My name is \_\_\_\_\_.

What is your name?

**Student B:** Good morning. My name is \_\_\_\_\_.

**Student A:** Good afternoon. My name is \_\_\_\_\_.

What is your name?

**Student B:** Good afternoon. My name is \_\_\_\_\_.

## 2. Vocabulary (15 minutes)

Teach the words: **up, down.** Introduce the word: **across.**

Use gestures and body movements to tell your students to **look up** and **look down.**

Walk across the room and say as you walk: **I am walking across the room.**

Ask a student to come to the front of the classroom and **look up, look down,** and **walk across** the room.

Tell students to **stand up.** Ask all students to **look up** and **look down.** Ask them to pretend that they are walking **across** the room. Model some gestures to show them how to do this. Then say together out loud: **I am walking across the room.**

Teach the sight words: **you, I, am.**

Explain again that sight words are words that readers can recognize instantly and effortlessly.

Students will learn the meanings of the words and how to pronounce them. Use oral activities to teach the sight words: **you, I, am.** Say the word **you.** Point to a student and say: **You stand up.** The student should stand up.

Point to another student and say: **You stand up.** The student will stand up. Say the word **you** loudly and hesitate before **you** say the rest of the sentence.

Ask students to repeat after you, say: **You stand up.** Walk around the classroom and ask several students to stand up as the rest of the class repeats after you saying: **You stand up.**

Explain the meanings of the words **boy** and **girl.** Use the pictures in the student book to orally teach the words **boy** and **girl.** Teach the words **I am** by pointing to yourself and saying: **I am a girl (boy).** Be sure to emphasise the words **I am** by saying them loudly and clearly.

Ask one student to come to the front of the classroom. Ask him/her to point to himself or herself and say: **I am a girl (boy).** Do this with several students. Ask all students to do this with a partner. Walk around the classroom to assess and provide assistance if needed.

### 3. Concepts of Print (5 minutes)

Use a storybook to demonstrate and explain concepts of print:

front cover

back cover

how to turn pages

pictures

letters and words

reading from top to bottom

reading left to right.

Show the students the pictures in their student book. Tell the students that the pictures they are looking at represent the story. Ask them to look at the pictures and predict what will happen in the story. Then read the story to the students.

## Week 1

## Lesson 3

### Lesson Contents

- Oral Language
- Vocabulary
- Concepts of Print

### 1. Oral Language (20 minutes)

Begin this oral language lesson by teaching the students the “Good Morning Song.” Ask them to look at the picture in their student book that shows the morning in Lesson One. Talk with them about the meaning of morning (when the sun rises). Ask students what happens in the morning at their house. Sing the song to them several times. Then ask students to sing with you line-by-line several times with fluency. Then ask students to sing the song all together.

#### Good Morning Song

Good Morning.

Good Morning.

How are you?

I am fine, thank you.

I am fine, thank you.

And you?

Explain what the song is about. Point out the lines: **How are you? I am fine**, thank you. Explain the meaning of these sentences. Practise the song a few more times together out loud.

Tell students that they will learn how to give other personal information when greeting someone such as **grade, father’s name and years old**.

Explain the meaning of the word **father**. Ask students to repeat after you several times.

**My name is \_\_\_\_.** **My father’s name is \_\_\_\_.**

Ask students to talk in pairs. Tell them to say:

**My name is \_\_\_\_.** **My father’s name is \_\_\_\_.**

Explain that when students start school, they are in grade one. To tell what grade they are in, say: **I am in grade one.**

Ask students to repeat this sentence to a partner several times. Walk around the room and check for correct pronunciation.

Teach students the word **hello**. Also explain the meaning of the question: **How old are you?** Teach students how to answer this question using the language pattern: **I am \_\_\_\_ years old.**

Model how to combine personal details into a greeting by repeating what you say. Ask two students to come to the front of the room. Ask

them to be Student 1 and Student 2 and repeat after you.

**Student 1:** Hello \_\_\_\_\_ good morning/  
good afternoon. What is your name?

**Student 2:** My name is \_\_\_\_\_.

**Student 1:** What grade are you in school?

**Student 2:** I am in grade one.

**Student 1:** How old are you?

**Student 2:** I am seven years old.

**Student 1:** What is your father's name?

**Student 2:** My father's name is \_\_\_\_\_.

Divide the class into two sections. Ask one section to ask the questions as Student 1 and the other section to answer as Student 2. Each section will repeat the words you say from the dialogue box. Do this several times by reversing the roles of the sections.

## 2. Vocabulary (15 minutes)

Use gestures as you ask students to **stand up** and **sit down**. Review the words **years**, **old**, **father's name**.

Teach students how to say the place where they were **born** by using the language pattern:

**I was born in \_\_\_\_\_.**

Practise the following sentences.

**My name is \_\_\_\_\_.**

**My father's name is \_\_\_\_\_.**

**I am \_\_\_\_\_ years old.**

**I was born in \_\_\_\_\_.**

**I am in grade one.**

Ask students to repeat the sentences after you. Tell students to turn to a partner and say the sentences several times after you say them.

Teach the sight words: **in**, **was**

Say the word **in**. Explain the meaning of the word **in**. Hold up a box with a ball **in** it. Say: **This is a box. This is a ball. The ball is in the box.** Ask students to repeat the word **in** several times. Put a book **in** the box, and show it to the class. Say: **The book is in the box.** Ask students to repeat several times after you: **The ball is in the box. The book is in the box.**

Say the word **was**. Explain the meaning of the word **was**. Take the ball out of the box and say: **The ball was in the box.** Take the book out of the box and say: **The book was in the box.**

## 3. Concepts of Print (5 minutes)

Ask students to practise concepts of print using their student book to reinforce what has been taught. Ask students to demonstrate the following:

Front (cover) of book and back of book,

Opening a book right side up,

How to hold a book,

How to turn the pages,

Awareness of reading directionality: reading from left to right,

Understanding word, letter, beginning of sentence and top of page,

Understanding the use of simple punctuation marks at the end of a group of words (sentence), and

Understanding bottom of page.



**Week 1****Lesson 4****Lesson Contents**

- Oral Language
- Vocabulary
- Phonemic Awareness

**1. Oral Language (20 minutes)**

Use gestures while telling students to **stand up**. Sing the “Good Morning Song” together out loud with fluency. Sing the song two times. Use hand gestures while telling students to **sit down**.

Use the following steps for the “Good Morning Song.”

Use gestures to help emphasise the words and comprehend the word meanings.

Sing the song line-by-line and ask students to repeat after you. Do this several times.

Sing the whole song together.

Have groups of students sing the song, if possible, without your help.

Sing the whole song together out loud again.

Check students’ understanding by asking individual students to explain the meaning of the song. Encourage students to practise the “Good Morning Song” in pairs after class.

Introduce personal pronouns by telling students that they are going to learn English words that identify people but do not give their names. Present these personal pronouns by asking students to listen to the word and watch your gestures (movements).

Say the word **I** while pointing to yourself. Repeat the word two times for each of the new words presented.

Say the word **you** while pointing to a student.

Say the word **he** while pointing to a boy.

Say the word **she** while pointing to a girl.

Say the word **it** while pointing to the board or some other object in the classroom.

Ask several students to come to the front of the classroom, wave your hand across the students and yourself and say the word **we**.

Ask the students to stand away from you, point to the students and say the word **they**.

Ask students to copy the motion that you make and repeat the words several times after you say the words.

Point to yourself and say the word **I**. Students will repeat the word **I** several times while pointing to themselves.

Ask students to point to someone else in the classroom and say the word **he** several times. Do the same with the words **she, it**.

Put students in pairs. Ask them to point to themselves and to their partner and say the word **we**.

Put students in groups of three. Ask one person to point to the other two students and say the word **they**.

Accurately say the words **I, you, he, she, it, we, they**. Ask students to repeat after you several times.

## 2. Vocabulary (10 minutes)

Review the vocabulary words: **father's, name, years, old, born.** Point to yourself and say:

**My name is \_\_\_\_\_.**

**I am \_\_\_\_\_ years old.**

**My father's name is \_\_\_\_\_.**

**I was born in \_\_\_\_\_.**

Repeat this several times. Ask students to repeat each sentence after you say it.

Then say: **Come here.** to four students (two boys and two girls) who will come to the front of the classroom. Ask each student to repeat the sentences after you by filling in his/her name, his/her age, his/her father's name and where born.

Ask students in pairs to take turns saying the sentences and filling in the gaps.

Walk around the classroom to assess and provide feedback and assistance when needed.

Tell students that the sight word **please** shows that you are polite. Ask students to repeat the word after you several times.

Then use the word in a sentence. Example: **Please come here.** Ask students to repeat the sentence all together after you say it. Then ask individual students to: say **Please come here.** They will follow your command and walk to where you are standing. Then you can ask all students to: **Please stand up. Please sit down.** Repeat this several times.

## 3. Phonemic Awareness (10 minutes)

Sing "The Alphabet Song" to the students.

Explain that each letter in the song has a sound; and that when you put the different sounds together, they can make a word. Ask students to open their books. Show them how to point to the letters in words.

Sing the song again two times and ask students to try to sing along with you.

### The Alphabet Song

a	b	c	d	e	f	g		
h	i	j	k	l	m	n	o	p
q	r	s	t	u	v			
w	x	y	and	z.				

Now I know my a, b, cs.

Next time won't you sing with me.

## Week 1

## Lesson 5

### Lesson Contents

- Oral Language
- Pre-writing

## 1. Oral Language (20 minutes)

Introduce the lesson by telling students that you will review greeting and departing.

Use gestures while telling students to **stand up.** Sing the "Good Morning Song" together out loud with fluency. Sing the song two times. Use your hand gestures while telling students to **sit down.**



Review how to put personal details into a greeting. Ask students to repeat the questions and sentences from the dialogue below.

Ask two students (a girl and a boy) to come to the front of the room. Ask them to be Student A and Student B and to repeat after you. Then ask them to switch roles. Student A becomes Student B.

**Student A:** Hello/Good morning/Good afternoon. My name is \_\_\_\_\_.  
What is your name?

**Student B:** My name is \_\_\_\_\_.

**Student A:** What grade are you in school?

**Student B:** I am in grade one. What grade are you in?

**Student A:** I am in grade two. How old are you?

**Student B:** I am seven years old. How old are you?

**Student A:** I am eight years old. What is your father's name?

**Student B:** My father's name is \_\_\_\_\_.

**Student A:** Goodbye

**Student B:** Goodbye

Divide the class into two or more sections depending on the class size. Ask one section to answer as Student A and the other section to answer as Student B. Each section will repeat the words you say from the dialogue box. If necessary, do this several times by switching the roles of the sections.

## 2. Pre-writing (20 minutes)

Explain to students that writing letters and words begins with drawing lines and other shapes.

Explain to students how to hold their pencils.

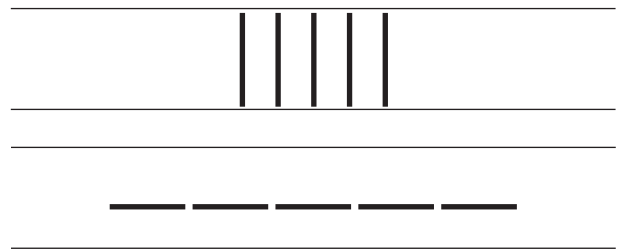
Tell students that they are going to draw **vertical** and **horizontal** lines. On the board, show them what vertical and horizontal lines look like.

Then show the strokes that need to be used. Say: **A line can be drawn from top to bottom or from left to right.** Demonstrate this on the board.

Draw the line patterns below on the board. Ask students to use their fingers to trace the line patterns in their student book. Model this at the board.

Ask students to practise drawing the lines on their desk top with their fingers. Model this.

Model drawing lines in the air. Ask students to draw the horizontal and vertical lines in the air several times.



Walk around the classroom and observe students as they make the lines. Praise them and encourage them to improve their motions.

## Week 1

## Lesson 6

### Lesson Contents

- Oral Language
- Phonemic Awareness
- Pre-writing

### 1. Oral Language (10 minutes)

Use gestures while telling students to **stand up**.

Sing the “Good Morning Song” together out loud with fluency. Sing the song two times.

Use hand gestures while telling students to **sit down**.

Discuss the meaning of the song with the class.

## 2. Phonemic Awareness

**(20 minutes)**

Explain to students that they will learn the sounds of the 26 English letters one-at-a-time and that learning the sounds of letters will help them learn to read and write words in English. Begin with the letter **t**. The letter **t** makes the sound /t/. Repeat the sound several times. Say: **This is the sound of the letter t** (make the sound). Say the name of the letter and the sound and ask students to repeat after you many times.

Ask students to listen for the sound of the letter **t** in the words you will say. Say the words **fat**, **talk**, **sit** emphasising the letter **t**. Ask students to repeat the words several times emphasising the letter **t**. Do the same with the names: Tigist, Tensay, Tekle. Be sure to emphasise the sound of the letter **t**.

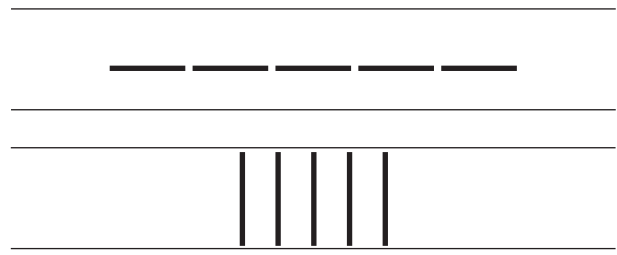
## 3. Pre-writing (10 minutes)

Remind students how to hold their pencils.

Tell students that they are going to draw vertical and horizontal lines. On the board show them what vertical and horizontal lines look like by drawing them on the board.

Then show the strokes that need to be used. Say: **A line can be drawn from top to bottom or from left to right**. Demonstrate this on the board.

Model drawing lines in the air. Ask students to draw the horizontal and vertical lines in the air several times.



Show them on the board how to write the line patterns in their exercise book.

Have students practise writing the patterns in their exercise book.

Then ask students to form the letter **t** in the air. Say the name of the letter and the direction of the movement as you show how to form the letter **t**. This is the letter t-down across. Using strokes, have students practise this several times in the air.

**Week 2**

**Lesson 1**

### Lesson Contents

- Oral Language
- Vocabulary
- Concepts of Print

## 1. Oral Language (20 minutes)

Review greeting and departing. Sing the “Good Morning Song” with students. Then tell students that they are going to learn a new song, “Good Afternoon Song.” Discuss the meaning of the word **afternoon**. If necessary ask them to look at the pictures in Week One Lesson One in their student book as a review of **morning** and **afternoon**. Ask students what happens in the afternoon in their community. Ask them what happens in the afternoon at school.

Teach the “Good Afternoon Song.”

Memorise the song before you go to class.

Sing the song out loud a few times.

Use gestures to help students understand the words.

Sing the song line-by-line and ask students to repeat each line. Do this many times.

When you feel the students are ready, sing the whole song together.

Ask groups of students to sing the song, if possible, without your help.

Sing the whole song together out loud.

### Good Afternoon Song

Good afternoon.

Good afternoon.

How are you?

I am fine, thank you.

I am fine, thank you.

And you?

Listen as students sing the song. Notice who needs help and provide assistance and feedback when needed.

## 2. Vocabulary (10 minutes)

Explain to students that the following greeting expressions are used for polite communication:

**Good afternoon. Good night. Good evening**  
**How are you?**

Explain that formal or informal communication also can begin with greetings such as **hello, hi, Good to see you, Nice to see you.**

Say the words listed above separately out loud several times. Ask students to repeat the words after you. Then ask students to say the words

together. For example, say: **good**. Students will repeat the word: **good**. Then say: **afternoon**. The students will say: **afternoon**. Put the two words together and say: **good afternoon**. Students will repeat the phrase **good afternoon** several times.

Ask all students to work with a partner and take turns saying: **My name is \_\_\_\_\_. What is your name?** Listen to students and assess for fluency (accuracy, rate and expression).

Review the previously taught sight words **is, you, I, am, in, was**. Explain the meaning of the word **student**. Point to yourself and point to the students and say: **I am a teacher, and you are students**. Students should repeat after you and say: **I am a student, and you are a teacher**. Ask individual students to point to himself/herself and say: **I am a student, and you are a teacher** while pointing to the teacher.

Teach the sight word **my**. Hold up a pencil and say: **This is my pencil**. Tell individual students to hold up their pencils and say: **This is my pencil**. Repeat this several times together out loud. To practise the sight words **in** and **was**, take a pencil from a bag and ask students to repeat after you several times: **My pencil was in my bag**. Make more sentences to practise the sight words. Then ask students with a partner to practise saying the sight words they have learned.

Walk around the classroom and observe students practising the sight words.

### 3. Concepts of Print (10 minutes)

Teach students the directionality of print:

1. that print is written and read from left to right on a page.
2. that print is written and read from top to bottom on a page.
3. how to match voice to print by pointing to each word as it is read aloud.

Hold up a book and use your hand and fingers to show each of the concepts. Example: slide your finger from left to right, top to bottom, and point to each word as you read a sentence.

Sing the “Good Afternoon Song.” Model this. Encourage students to practise singing the song in pairs. Observe if they sing fluently (with accuracy, rate and expression) as you modeled.

## Week 2

## Lesson 2

### Lesson Contents

- Oral Language
- Vocabulary
- Letter Sound

### 1. Oral Language (15 minutes)

Tell students that they are going to learn to sing a new song. To reinforce previous learning, sing the “Good Morning Song” for the students. Then sing the “Good Afternoon Song.” Tell them that they will learn a new song today titled the “Good Evening Song.” Discuss the words morning, afternoon, evening and night. Ask students what they do in the evening.

#### Good Evening Song

Good evening.

Good evening.

How are you?

I am fine, thank you.

I am fine thank you.

And you?

Once students have learned the “Good Evening Song,” ask them to sing the “Good Morning Song” and “Good Afternoon Song” with you together out loud. Then ask students to sing all three songs with a partner.

Observe if students can sing the “Good Morning Song,” “Good Afternoon Song” and “Good Evening Song” songs together. Provide assistance and feedback if necessary.

Compare the meanings of morning, afternoon, night. Talk about where the sun is at each time. Draw this on the board and discuss.

Sing the three songs together out loud.

Teach students motions that represent morning, afternoon, evening and night. Explain that students’ stretched arms will represent the sun. First, stretch your right arm out to the side and say: good morning. Move your hand straight up above your head and say: Good afternoon. Move your right arm across your body to your left side and say: good evening. Bring your hand down to your right leg and say: Good night.

Review some of the previously taught sight words (**I, you, my, is, am, in, was**) and teach the sight words **are** and **around** by using the classroom.

Hold up a duster and say: **This is my duster.** Tell a student to hold up his or her pencil and say: **This is my pencil.** Ask students repeat this

several times together. Then point to yourself and point to the students and say: **I am a teacher, and you are students.** Students should say: **I am a student, and you are a teacher.** Ask a student to point to himself/herself and say: **I am a student, and you are a teacher.**

Say: **I will walk around the desk.** Then walk around a desk. Ask students to practise saying the sight words in pairs. Walk around the classroom and observe students practising sight words. Say: **I am walking around the classroom.** Provide assistance and feedback when needed.

## 2. Vocabulary (20 minutes)

Explain the meaning of the word **night** to students. Ask them what they do at night. Explain how to use the phrase **How are you?** when meeting another person.

Tell students to practise the phrase. Say the phrases several times out loud. Ask students to say the phrase after you. Ask individual students to say the phrase fluently.

## 3. Letter Sound (5 minutes)

Ask students to practise the /t/ sound by saying the names of each picture in the student book: **table, tap, pot.** Repeat this several times.

### Week 2

### Lesson 3

#### Lesson Contents

- Oral Language
- Vocabulary

## 1. Oral Language (20 minutes)

Tell students that they are going to learn a new version of the greeting songs they have

already learned. Model the phrases and words orally and ask students to practise them out loud: **Good morning. Good afternoon. Good evening. Good night. How are you? great, fine, not good.**

#### Good Morning, Good Afternoon, Good Evening, Good Night

Good morning.

Good morning.

How are you?

I am fine, thank you.

I am fine, thank you.

And you?

Good afternoon.

Good afternoon.

How are you?

I am fine, thank you.

I am fine, thank you.

And you?

Good evening.

Good evening.

How are you?

I am great, thank you.

I am great, thank you.

And you?

Good night.

Good night.

Check learning by asking students to sing the song. Provide assistance and feedback.

Explain to students the meanings of the phrases **I am fine. I am good. I am great.**

Ask some students to explain how they feel when they say: **I am fine. I am good. I am great.** Ask students how the last two verses are different from the first two in the song. Ask them the difference between feeling **fine** and feeling **great**.

Ask a student to come to the front of the classroom and practise the dialogue with you. Explain that the student can choose the phrase that matches how he/she feels. Then ask students to practise the same dialogue with a partner. Walk around the classroom and provide assistance when needed.

**A:** Hi.

**B:** Hi, how are you?

**A:** I'm fine, thank you.

And you?

**B:** I'm fine, thank you.

**A:** Goodbye.

**B:** Goodbye.

## 2. Vocabulary (20 minutes)

Review the phrases and sentences: **Good morning. How are you? Good evening. Goodbye. Good night. I'm fine, thank you.** Model how to use expression when reading the phrases and sentences. Then encourage students to practise reading the phrases orally to a small group or partner until they understand and can use the greeting expressions

Review the sight words **am, I, you, around, are** by using classroom contexts or situations. Walk across the classroom and observe students practising the sight words.

Hold up a duster and say: **This is my duster.** Tell individual students to hold up his or her pencil and say: **This is my pencil.** Ask students

repeat this several times together. Then point to yourself and point to the students and say: **I am a teacher, and you are students.** Students should say: **I am a student and you are a teacher.** Ask individual students to point to themselves and say: **I am a student, and you are a teacher.** Do this several times. Assess students understanding by asking questions such as:

**Is this your pencil or my pencil?**

**I am a teacher. What are you?**

**You are a student. What am I?**

You may need to practise the questions several times using motions (gestures) so that students understand what you are asking.

## Week 2

## Lesson 4

### Lesson Contents

- Oral Language
- Vocabulary
- Phonemic Awareness
- Pre-writing

## 1. Oral Language (10 minutes)

To reinforce previous learning and oral language skills, sing all versions of the songs learned with students.

Introduce the lesson by telling personal details about yourself. Do this several times. Then invite students to tell you about themselves by providing similar information.

Teach the meaning of the words **village, town** and **city** by using the pictures in the student book. Teach the sentences to students using information about you.



Then ask individual students to practise the sentences using information about themselves. Ask students to talk about themselves using the sentences: **My name is \_\_\_\_\_. I am \_\_\_\_\_ years old. I live in a \_\_\_\_\_ (village/town/city).**

In pairs ask students to introduce themselves in English to the class. Provide assistance and feedback.

## 2. Vocabulary (10 minutes)

Ask students to practise completing sentences that help them give information about themselves. Say parts of the sentence several times out loud. Then ask students to repeat the expressions after you. **My name is \_\_\_\_\_. I am \_\_\_\_\_ years old. I live in a \_\_\_\_\_ (village/town/city).**

Review sight words: **I, am, my, in, you, across, around** by using classroom contexts. Use classroom contexts to teach the sight word: **in**. Assume that everybody has a bag and everyone uses it to hold their school materials. Tell students to put their pen **in** their bag. Ask a student: **Where is the pen?** He/she will say: **It is in my bag.** or **My pen is in my bag.** Repeat this several times with individual students. Hold up a duster and put it **in** a box. Ask students: **Where is the duster?** Students should answer by saying: **The duster is in the box.** Ask individual students to repeat this several times out loud. Ask students to practise with a partner.

Show students the word **across**. Say: **I will walk across the classroom and walk around the classroom.** Draw a line across the board. Say: **I will draw a line across the board and will walk in a line from here to there (pointing at the beginning and end of the drawn line).**

Draw a circle on the board. Say: **The circle goes around.** Point to a beginning point on the circle and then follow the circle around with your finger until you end up where you began.

Ask individual students to repeat your actions by drawing a line or circle in the air as you say: **This is around.** Ask students to think about and name objects that go **around**. Ask them to compare the names of the objects they name with the objects their partner names.

## 3. Phonemic Awareness (10 minutes)

**When teaching fluency:**

Provide opportunities for **oral repeated reading** with support and feedback.

Monitor student progress in both rate and accuracy by keeping a written record for each student.

Model fluent reading with expression and require students to practise.

**Use the techniques below to teach letter sound correspondence (phonemic awareness).**

Orally introduce a letter and its sound.

Ask students to think of words that start with that sound.

Provide practise and review of the letter sound.

Give students many opportunities to listen to the letter sound in meaningful words.

Explain again to students that they will learn the sounds of English letters one-at-a-time and that learning the sounds of letters will help them learn to read and write words in English.

Say: **Today we are going to review the sound of the letter t and learn and practise the sound of letter c.**

The letter **t** makes the sound /t/. Repeat the sound several times. Say: **This is the sound of the letter t** (make the sound). Say the name of the letter **t** and ask students to repeat after you several times.

Ask students to listen for the sound of the letter **t** in the words: **cat, sit, tell, greet, talk...** Be sure to emphasise the sound of the letter **t**. Then ask students to say the words after you emphasising the letter sound **t** just as you emphasised it.

Tell students that now they will learn the sound of the letter **c**. The letter **c** makes the sound /k/. Repeat the sound several times. Say: **This is the sound of the letter c** (make the sound /k/). Say the name of the letter **c** and make its sound /k/. Then ask students to repeat after you many times.

Ask students to listen for the sound of the letter **c** in the words you will say. Say the word **cat**, emphasising the letter **c** and ask students to repeat the word several times emphasising the letter **c**. Do the same with the words **coat, car, can, cap**. Be sure to emphasise the sound of the letter **c**.

Ask students to practise the letter sound /c/ by saying the name of each picture: **car, cup, cat**.

#### 4. Pre-writing (10 minutes)

Tell students that they are going to learn to form the letter **c**. Use the following steps to teach how to form the letter **c**. You will need to discuss the meaning of the words **round to the left**.

Face the board and show how to form this letter in the air using big movements. As you form the letter say: **This is the letter c. It makes the sound /k/.**

Ask students to stand up. Tell them form the letter **c** in the air with you several times. Say the

name of the letter and say the direction of the movement as you show how to form it. **This is the letter c - round to the left.**

Ask students to show a partner how to make the letter **c** in the air. As they make the letter ask them to say: **This is the letter c – round to the left.**

Ask students to use two fingers to form the letter **c** on the top of their desk while saying the name of the letter and the movements needed to form the letter. **This is the letter c – round to the left.**

Ask students to form the letter several times in the air.

Ask individual students to stand up and come to front. Then ask them to form the letter **c** in the air.

As they form the letter, each student should say: **This is the letter c – round to the left.**

Tell students to open their student book and look at the pre-writing activity. They will use their fingers to trace the letter between the lines. Show them again how to make the letter. Then tell students to use their fingers to practise writing the letter in the boxes.

Observe students to assess students ability to form the letter **c**.



**Week 2****Lesson 5****Lesson Contents**

- Oral Language
- Vocabulary
- Phonemic Awareness
- Pre-writing

**1. Oral Language (10 minutes)**

Ask students to introduce themselves to a partner.

**Use the following steps:**

Review by modelling a greeting dialogue orally with fluency.

Select two students, a boy and a girl. Ask them to practise the dialogue together. Give students time to practise the dialogue with their partner. Observe students and assess learning.

**Dialogue:**

**Ojulu:** Hello.

**Selam:** Hello.

**Ojulu:** What is your name?

**Selam:** My name is \_\_\_\_\_. What is your name?

**Ojulu:** My name is \_\_\_\_\_.

Assess through observation students' ability to practise the dialogue with a partner.

Look at the picture in the student book of two students greeting each other. Ask students to turn to a partner and say the greeting to match the picture.

**2. Vocabulary (10 minutes)**

Assess if students say sight words provided fluently and clearly. Apply the same procedure used in previous lessons to practise the words listed.

Review the sight words: **across, around, I, am, you, in, my, is, was.**

**3. Phonemic Awareness (10 minutes)**

Use the following instructional techniques to review letter-sound correspondence for the letters **t** and **c**.

Review the letters and their sounds. Say: **The letter t makes the sound /t/.**

Sound **t** as in **tag**. Sound **t** as in **took**. Sound **t** as in **toe**.

Say: **The letter c makes sound /k/.**

Sound /k/ as in **cat**. Sound /k/ as in **cap**. Sound /k/ as in **can**.

Tell students that they will learn the sound of the letter **a**. The letter **a** makes the sound /a/. Repeat the sound several times. Say: **This is the sound of the letter a** (make the sound /a/). Say the name of the letter **a** and make its sound /a/. Then ask students to repeat after you many times.

Ask students to listen for the sound of the letter **a** in the words you will say. Say the word **hat**, emphasising the letter **a** and ask students to repeat the word several times emphasising the letter **a**. Do the same with the words: **bat, arm, hat**. Be sure to emphasise the sound of the letter **a**.

## 4. Pre-writing (10 minutes)

Tell students that they are going to learn to form the letter **a**. Use the following steps to teach how to form the letter **a**. You will need to discuss the meaning of the words **round, down**.

Face the board and show how to form this letter in the air using big movements. As you form the letter say: **This is the letter a – round, down.**

Ask students to **stand up**. Tell them to form the letter **a** in the air with you several times. Say the name of the letter and say the direction of the movement as you show how to form it. **This is the letter a – round, down.**

Ask students to show a partner how to make the letter **a** in the air. As they make the letter ask them to say: **This is the letter a – round, down.**

Ask students to use two fingers to form the letter **a** on the top of their desk while saying the name of the letter and the movements needed to form the letter. **This is the letter a – round, down.**

Ask students to form the letter several times in the air.

Ask individual students to stand up and come to front. Then ask them to form the letter **a** in the air.

As they form the letter, each student should say: **This is the letter a – round, down.**

Tell students to open their student book and look at the pre-writing activity. They will use their fingers to trace the letter between the lines. Show them again how to make the letter. Then tell students to use their fingers to practise writing the letter in the boxes.

Observe students to assess student ability to form the letter **a**.

## Week 2

## Lesson 6

### Lesson Contents

- Oral Language
- Vocabulary
- Phonemic Awareness
- Concepts of Print

### 1. Oral Language (15 minutes)

Review previous learning to reinforce understanding. Tell students they are going to learn a new song. First, review the following language patterns with the students. Say the following sentences orally a few times and then ask students to repeat them after you.

**My name is \_\_\_\_\_.**

**I am \_\_\_\_\_ years old.**

**I live in \_\_\_\_\_ village/town/city.**

Follow the steps used in previous lessons to teach the song. Before teaching the song, teach the pronouns **his** and **her**. Use examples. Walk over to a boy. Say: **His name is \_\_\_\_\_**. Walk over to a girl. Say: **Her name is \_\_\_\_\_**. Walk around the room pointing to boys and say **His name is \_\_\_\_\_**. Then walk around the room pointing to girls and say **Her name is \_\_\_\_\_**. Then point randomly to boys and girls and say the appropriate sentence using the language patterns.

#### What is Your Name?

What is your name?

My name is Ali.

What is your name?

My name is Kidist.

What is your name?

My name is Almaz.

What is his name?

His name is Hailu.

What is her name?

Her name is Tigist.

## 2. Vocabulary (5 minutes)

Use the procedure used in previous lessons to review the sight words: **is**, **my**. Ask students to use the words in short sentences.

Walk around the classroom and assess if students can say the sight words in sentences.

## 3. Phonemic Awareness (15 minutes)

Practise the sounds of the letters **t**, **c**, **a** by asking students to say each of the words after you say them. Make sure to emphasise the sounds /t/ /k/ /a/ in each word you say.

<b>t</b>	<b>c</b>	<b>a</b>
top	cat	ant
ten	car	mat
tag	cap	fat
tall	can	rat

## 4. Concepts of Print (5 minutes)

Ask students to open their books and practise direction: left to right, top to bottom, pointing to words.

## Unit Objectives

At the end of the unit students will be able to:

- identify and name body parts;
- learn the letter sounds e,m,f,s;
- draw patterns of curved lines and vertical and horizontal strokes related to letter formation; and
- respond to and use simple instructions.

## Week 3

## Lesson 1

### Lesson Contents

- Oral Language
- Vocabulary

### 1. Oral Language (20 minutes)

Teach the body parts by pointing to each as you say the body part words: **eye, ear, face, head, hair, mouth, tooth, nose.**

After you name the body part, ask students to repeat the name after you together out loud. As students name the body part, have them point to that body part on their own body and say: **This is my \_\_\_\_\_.**

Ask students to repeat the name of each body part again together out loud after you say: **This is my \_\_\_\_\_.** Repeat the words several times until students can say them fluently (accuracy, rate, and expression).

Ask students to follow your instructions as you model how to identify different body parts say:

**Show me your \_\_\_\_\_.**

Say each of the body part names from the list above. Students will point to his/her correct body part and say: **This is my \_\_\_\_\_.**

Ask students to say the sentence together out loud with you several times, naming a different body part each time.

Tell students to work with a partner and take turns saying:

**This is my \_\_\_\_\_.** **Show me your \_\_\_\_\_.**

Ask pairs of students to come to the front of the class and model this activity.

Ask all students do this activity as you walk around the room and assess whether the correct English word is being used to name each body part.

Ask students to work in small groups to practise using body part words in sentences. Ask some

groups to come to the front of the classroom and share their sentences with the class:

**This is my \_\_\_\_\_. Show me your \_\_\_\_\_.**

Walk around the classroom and check that the correct word is being used to name the body part being identified. Provide assistance when needed.

Ask students with a partner to identify the body parts in the picture in their student book.

## 2. Vocabulary (20 minutes)

Use the following words to review and teach parts of the body: **eye, ear, face, hair, mouth, tooth/teeth, nose, head**. Use a picture from Lesson One in the student book to help students identify the body parts. Ask students to point to the picture of the correct body part as you say its name. Ask students to stand up and point to their partners' body part as you say its name.

Model the meaning of the words and phrases and then ask students to practise the words: **touch, in pairs, round, down, up, show me**. Example: Say the word **touch** as you touch the desk, a book or other objects. For the phrase **in pairs**, ask several students to come to the front of the class then put them in groups of two. Point to each pair and say: **They are in pairs**.

Teach sight words: **this, your, me, review, is, my**. Use the words in sentences: **This is my book. This is your book**. Ask students to repeat the sentences after you several times.

## Week 3

## Lesson 2

### Lesson Contents

- Oral Language
- Vocabulary

### 1. Oral Language (20 minutes)

Teach the following body part names: **finger, foot/feet, hand, toe, leg, arm, neck**. Use a procedure similar to that previously used. Ask students to match the body part names as you say by pointing to the pictures in their student book.

Ask students to identify the body parts labeled with arrows in the student book. Use the body part name in oral sentences using the language patterns: **This is my \_\_\_\_\_. Show me your \_\_\_\_\_.**

### 2. Vocabulary (20 minutes)

Review the body part words: **finger, foot/feet, hand, toe, leg, arm, neck**. Touch your arm and say: **This is my arm**. Touch each of the other body parts named and say: **This is my \_\_\_\_\_.**

Review that touch means to feel something by using your hand. Touch your finger and say: **This is my finger. I am touching my finger.**

Review or teach the sight words: **this, your, me, my**. Follow similar procedures to those already used in Lesson One in which sight words were taught and reviewed using the context of the classroom. Example: **This is my pencil. This is your book.**

**Week 3****Lesson 3****Lesson Contents**

- Oral Language
- Vocabulary

**1. Oral Language (20 minutes)**

Review body part names by saying the words and asking students to repeat the body part name and then point to the body part either in a picture in the student book or on their own bodies. Ask individual students to come to the front of the room and point to their own body parts as another student names the body part.

Ask students to look at the picture of a man with the body parts: **eye, ear, leg, arm, hand, foot, finger, toe**. Say the name of each body part and ask students to touch the body part on the picture in their student book after you say its name. Do this several times for each body part.

**2. Vocabulary (20 minutes)**

Read the body part words listed below. As you read each word, the students will touch each body part and say:

eye	finger	foot
leg	toe	
arm	hand	

**This is my \_\_\_\_\_.**

Model this several times. Ask students to work with a partner and do this for each of the body parts. One student will say a body part name and the other will point to that body part and use the language pattern to say the name: **This is my \_\_\_\_\_.**

Do this several times with different partners.

**Week 3****Lesson 4****Lesson Contents**

- Oral Language
- Vocabulary

**1. Oral Language (20 minutes)**

Ask students to look at the pictures in the student book. Teach students the meaning of the words **shoulder** and **knee**. Review **head** and **toe**.

Tell students they will learn a song titled “Head, Shoulders, Knees and Toes.” Sing the song using motions.

Teach the song line-by-line with actions. When a body part is named in the song, students will touch that part of their body with both hands. First students will touch their head, then their shoulders, then their knees, and last their toes. Sometimes they will touch their knees and toes again. Ask all students to sing the song together.

Sing the song again at different speeds (faster, slower).

Ask pairs or groups of students to sing the song together. Provide support if needed.

**Head, Shoulders, Knees and Toes**

Head, Shoulders, Knees and Toes

Head, shoulders, knees and toes, knees and toes.

Head, shoulders, knees and toes, knees and toes.

Eyes and ears and mouth and nose.

Head shoulders knees and toes, knees and toes.

## 2. Vocabulary (20 minutes)

Review the words: **head, shoulder, knee, toe**. Ask students to say each word accurately after you several times. Ask students why body parts are important and how to take good care of body parts (washing your body, exercising). Accept all reasonable answers.

Review the words and phrases: **round, down, up, in pairs, touch, show me**. Use gestures to show the meaning of each word.

Draw a circle with your hand and say: **This is round.**

Draw a vertical line in the air from top to bottom and say: **This is down.**

Draw a vertical line from bottom to top and say: **This is up.**

Touch your head and say: **I touch my head.**

Point to someone and say: **Show me your arm.**

Ask students to copy the gestures you model as you repeat the sentences several times.

Review sight words: **this, your, is, my, me** by using classroom contexts.

To review the sight words: **is** and **your**, walk up to a student at her desk. Point to the desk and say: **This is your desk**. Point to your own desk and say: **This is my desk**. Point to her pencil and say: **This is your pencil**. Hold up your own pencil and say: **This is my pencil**.

Ask all students to point to a nearby student's desk and say: **This is your desk**. Then they will point to their own desk and say: **This is my desk**. Ask them to repeat this several times.

Hold up a book and say: **This book belongs to me**. Explain the meaning of **belongs**. Ask students to hold up their books and say several times: **This book belongs to me**.

Ask students to repeat each of the sight words after you several times: **this, your, is, my, me**.

Ask students to **stand up**. Ask them to sing "Head, Shoulders, Knees and Toes." Tell students that every time they hear the name of a body part they must touch it, or them, with both hands.

Sing the song once more. Sing the song line-by-line with actions. Say the words in the line and ask students to repeat each line in the song and do the actions.

## Week 3

## Lesson 5

### Lesson Contents

- Oral Language
- Vocabulary
- Phonemic Awareness
- Pre-writing

## 1. Oral Language (10 minutes)

Ask students to look at the picture of the woman in their student book that shows the following body parts: **fingers, neck, hands, feet, legs, toes, arms, knees**.

Ask students to work in small groups or pairs and ask students to take turns saying the names of the body parts shown in the picture in their student book. Tell them to use the language patterns when identifying body parts. Teach students that when referring to one body part, the language pattern is: **This is a \_\_\_\_\_**.

Explain to students that when referring to more than one body part, the language pattern is: **These are \_\_\_\_\_**. Tell them that the letter **s** that makes the /s/ sound is added to most body part



words when talking about more than one (**toe/toes**). Explain that we do not say **foots** or **tooths**, but we say **feet** or **teeth** instead. Practise with students by pointing to one body part (nose) and saying: **This is a nose**. Then point to more than one body part (two hands) and say: **These are hands**. Students will repeat after you.

Observe students as they are working and listen for correct pronunciation and identification of body part words.

## 2. Vocabulary (10 minutes)

Review sight words: **this, your, is, me, my** by using classroom contexts. To review the sight words: **this, is, your** walk up to a student and point to her bag. Say: **This is your bag**. Point to her pencil and say: **This is your pencil**. Ask all students to point to a nearby student book and say: **This is your book**. Ask them to repeat the sentences several times.

Point to yourself and say: **This is my pen**. Say this several times. Ask all students to point to their pencil and say several times: **This is my pencil**.

Hold up a pen and say: **This pen belongs to me**. Ask students to hold up a pencil and say several times: **This pencil belongs to me**. Ask students to repeat each of the sight words after you several times: **this, your, is, my, me**. Point to students and say: **you**. Point to yourself and say: **me**.

## 3. Phonemic Awareness (10 minutes)

Review and reinforce letter-sound correspondence for the letters **t, c, a**.

Review the letters and their sounds. Say: **The letter t makes the sound /t/**.

Sound **/t/** as in **tag**. Sound **/t/** as in **toe**.

Say: The letter **c** makes sound **/k/**.

Sound **/k/** as in **cat**. Sound **/k/** as in **cap**.

Say: The letter **a** makes the sound **/a/**.

Sound **/a/** as in **apple**. Sound **/a/** as in **ask**.

Ask students to practise the letter sounds using the words you choose.

Tell students that now they will learn the sound of the letter **e**. The letter **e** makes the sound **/e/**. Repeat the sound several times. Say: **This is the sound of the letter e** (make the sound **/e/**). Say the name of the letter **e** and make its sound **/e/**. Then ask students to repeat after you many times.

Ask students to listen for the sound of the letter **e** in the words you will say. Say the word **egg**, emphasising the letter **e** and ask students to repeat the word several times emphasising the letter **e**. Do the same with the words **leg, beg, get, hen, pen, bed, ten, end**... Be sure to emphasise the sound of the letter **e**. Ask students to think of some names that start with the **/e/** sound. Ask students to repeat the names after they are said and emphasise the **/e/** sound.

Ask students to look at the three pictures in the student book that show an **egg**, a **hen** and a **pen**.

Tell students that you will teach them English words that have the sound of the letter **e**. Ask students to point to each picture as you say the name of the object.

Ask students to point to the pictures and say the names of the objects many times: **hen, egg, pen**.



#### 4. Pre-writing (10 minutes)

Tell students that they are going to learn to form the letter **e**. Use the following steps to teach how to form the letter **e**. You will need to discuss the meaning of the words **across, round**.

Face the board and show how to form this letter in the air using big movements. As you form the letter say: **This is the letter e – across, round.**

Ask students to stand up. Tell them form the letter **e** in the air with you several times. Say the name of the letter and say the direction of the movement as you show how to form it. **This is the letter e – across, round.**

Ask students to show a partner how to make the letter **e** in the air. As they make the letter ask them to say: **This is the letter e – across, round.**

Ask students to use two fingers to form the letter **e** on the top of their desk while saying the name of the letter and the movements needed to form the letter. **This is the letter e – across, round.**

Ask students to form the letter several times in the air as you modelled.

Ask individual students to stand up and come to front. Then ask them to form the letter **e** in the air as they face the board.

As they form the letter, each student should say: **This is the letter e – across, round.**

Tell students to open their student book and look at the pre-writing activity. They will use their fingers to trace the letter between the lines. Show them again how to make the letter. Then tell students to use their fingers to practise writing the letter in the boxes.

## Week 3

## Lesson 6

### Lesson Contents

- Oral Language
- Vocabulary
- Phonemic Awareness
- Pre-writing

#### 1. Oral Language (10 minutes)

With a partner students will review the body part words they learned. Ask students to **stand up**. As you say a body part word, each student will point to the part or parts on his/her partner. Use the following body part words: **finger, fingers, arm, arms, neck, leg, legs, hand, hands, toe, toes, foot, feet, eye, eyes, head, mouth, ear, ears, tooth, teeth**. When you say a plural body part word, students should point to more than one of those parts. For example, when you say the word **fingers**, the student should point to one finger and then another.

#### 2. Vocabulary (10 minutes)

Review all sight words taught so far: **you, am, in, was, we, they, he, she, it, write, what, his, her, are, around**. Use classroom contexts to review the words as in previous lessons.

Ask students to work with a partner. One student will say: **Show me your \_\_\_\_\_**. The other student will respond: **This is my \_\_\_\_\_**. Students will take turns asking and answering the question about the following body parts: **finger, arm, neck, leg, hand, toe, feet, eye, ear, face, hair, mouth, tooth, nose, head**.

### 3. Phonemic Awareness (10 minutes)

Review and reinforce letter-sound correspondence for the letters **c**, **a**, **e**.

Say: **The letter c makes sound /k/.**

Sound /k/ as in **cat**. Sound /k/ as in **cap**. Sound /k/ as in **can**.

Say: **The letter a makes the sound /a/.**

Sound /a/ as in **apple**. Sound /a/ as in **act**. Sound /a/ as in **ask**.

Ask students to practise identifying the letter sounds in the words you say.

Tell students that now they will learn the sound of the letter **m**. The letter **m**, makes the sound /m/. Repeat the sound several times. Say: **This is the sound of the letter m** (make the sound /m/). Say the name of the letter **m** and make its sound /m/. Then ask students to repeat after you many times.

Ask students to listen for the sound of the letter **m** in the words you will say. Say the word **meet**, emphasising the letter **m** and ask students to repeat the word several times emphasising the letter **m**. Do the same with the words **mat**, **mug**, **man**. Be sure to emphasise the sound of the letter **m**. Now ask students to think of some names that start with the /m/ sound. Ask students to repeat the names after they are said and emphasise the /m/ sound.

Ask students to look at the three pictures in the student book that show a **map**, a **mug** and **man**.

Tell students that you will teach them English words that have the sound of the letter **m**. Ask students to point to each picture as you say its name.

Ask students to point to the pictures and say the names of the objects many times: **map**, **mug**, **man**.

Say a list of words **man**, **mat**, **egg**, **to**, **milk**. Students will clap once if they hear the sound of the letter **m**. If they do not hear the sound of the letter **m** they will put their hands on their heads.

### 4. Pre-writing (10 minutes)

Tell students that they are going to learn to form the letter **m**. Use the following steps to teach how to form the letter **m**.

Face the board and show how to form this letter in the air using big movements. As you form the letter say: **This is the letter m – down, up, round and down, up, round and down.**

Ask students to **stand up**. Tell them form the letter **m** in the air with you several times. Say the name of the letter and say the direction of the movement as you show how to form it. **This is the letter m - down, up, round and down, up, round and down.**

Ask students to show a partner how to make the letter **m** in the air. As they make the letter ask them to say: **This is the letter m – down, up, round and down, up, round and down.**

Ask students to use two fingers to form the letter **m** on the top of their desk while saying the name of the letter and the movements needed to form the letter. **This is the letter m – down, up, round and down, up, round and down.** Ask students to form the letter several times in the air as you modelled.

Ask individual students to stand up and come to front. Then ask them to form the letter **m** in the air as they face the board.

As they form the letter, each student should say: **This is the letter m – down, up, round and down, up, round and down.**

Tell students to open their student book and look at the pre-writing activity. They will use their fingers to trace the letter between the lines. Show them again how to make the letter. Then tell students to use their fingers to practise writing the letter in the boxes.

## Week 4

## Lesson 1

### Lesson Contents

- Oral Language
- Vocabulary

### 1. Oral Language (20 minutes)

Explain to students that some body parts are in pairs, or two, and some are only one. Point to your nose. Tell students that you only have one nose. Say: **This is my nose. I have one nose.** When you say **one**, hold up one finger. Point to your hands.

Explain that we change the way the sentence is written or spoken to accommodate plural words. Say: **These are my hands. I have two hands.** When you say **two**, hold up two fingers. Explain that some body parts are only one and some are two or more.

Review the body parts: **eyes, ears, mouth, nose, hands, knees, shoulders, toes, head.** Put picture cards of the body parts on the board or in a shash board. Each card will show only one body part or two body parts (pairs). Divide the board or shash board. On one side put picture cards of singular body parts (one) and on the other side picture cards of body parts that are

pairs (two). The pictures of the body parts are sorted in the student book.

One Body Part	Two Body Parts
mouth	eyes
head	ears
nose	shoulders
	hands
	knees
	legs
	arms

Point to each picture card and say each body part word. Ask students to repeat after you. Use the language pattern: **This is my (mouth). These are my (hands).** Hold up one hand and say: **This is one hand.** When you say **one**, hold up one finger. Hold up two hands and say: **These are two hands.** When you say **two**, hold up two fingers. Do this with each body part so they begin to understand one and more than one body part. Do the singular body parts first and then the pairs. Then tell students to turn to a partner and name each picture in the student book using the language patterns: **This is one (head). These are two (hands). This is one (knee). These are two (knees).**

### 2. Vocabulary (20 minutes)

Teach the meaning of the words: **hear, smell, eat, look.** Point to your ears and say: **I hear with my ears** (cup your ears). Point to your nose and say: **I smell with my nose** (tip your head back and smell). Point to your mouth and say: **I taste with my mouth** (pretend to eat). Point to your eyes and say: **I see with my eyes** (point out from your eyes). Do this again and

ask all students to practise the motions and the sentences with you several times.

Tell students they will learn to sing "My Body Works Right." Tell them that this song uses the words **look, hear, smell, taste** and that they are known as senses.

Explain what it means for something to work correctly. Another word for correctly is right. For example: A bicycle with a flat tire does not work right. A bicycle with air in the tires works right. A light with a bulb works right. A light without a bulb does not work right.

Ask students to listen to the words as you sing the song two times. Follow the procedures previously used to teach songs. After learning the song, ask students to touch each of the body parts named while they are singing.

### My Body Works Right

My body! My body! My body works right!

Two little eyes to look around

Look! Look! Look around.

Two little ears to hear each sound

Hear! Hear! Hear each sound.

One little nose to smell what is sweet

Smell! Smell! Smell what is sweet.

One little mouth likes to taste food to eat.

Taste! Taste! Taste food to eat

My body! My body! My body works right!

## Week 4

## Lesson 2

### Lesson Contents

- Oral Language
- Vocabulary

### 1. Oral Language (20 minutes)

Practise singing "My Body Works Right." Tell students they are going to learn a new body part word, some number words and a new song.

Ask students to look at the pictures in the student book of a child that shows **fingers, toes, arms, nose, mouth, ears, eyes, head, feet, chin**. Review each body part with the students.

Explain the meaning of the word **chin**. Discuss the location of the chin: the lower portion of the face below the lower lip. Point to your chin and say: **This is my chin**. Ask students to repeat after you.

Remind students that feet is plural for foot. Discuss the number words **ten, two, one**. You will have to show students the meanings of these numbers. Hold up one pencil and say: **This is one pencil**. Point to your two eyes. Say: **These are two eyes**.

Remind students that the plural of **This is** is **These are**. Then tell students they have ten fingers and ten toes. They can count in English while repeating after you. Emphasise that there are ten fingers and ten toes on a body.

Tell students they will learn a new song. Ask students to predict what the song is about based on the title and the picture in the student book. Teach the song using procedures previously used.

**Me Complete**

I have ten little fingers and ten little toes.

Two little arms and one little nose.

One little mouth and two little ears.

Two little eyes for blinks and tears.

One little head and two little feet.

One little chin, that is me complete.

**2. Vocabulary (20 minutes)**

Ask students to look at the picture in the student book of a child with **fingers, arms, ears, eyes, head, chin, nose, mouth, legs, feet**.

Use the picture to teach and review body part words. Point to each body part and say: **This is a (finger)**. Ask students to repeat after you several times.

Do this for each body part in the picture. Students should repeat the sentences after you as they point to the correct body part.

Then they should get in small group and point to a body part on the child while saying: **This is a \_\_\_\_\_**.

**Week 4****Lesson 3****Lesson Contents**

- Oral Language
- Vocabulary

**1. Oral Language (20 minutes)**

Ask students to look in the student book at the pictures of body parts. Touch a picture or touch a real body part. Ask: **Is it a/an \_\_\_\_\_?** Do this for each body part several times until students learn the language pattern. If the answer is **yes**, students should respond by standing up

or remain standing and saying: **Yes, it is a/an \_\_\_\_\_**.

If the answer is **no**, students will respond by staying seated or sitting down and saying: **No, it is not a/an \_\_\_\_\_**. **It is a/an \_\_\_\_\_**. The game will end when several body parts are named.

Choose a student to come to the front of the class and touch a part of his/her body and ask the same question.

Students should respond in the same way that they responded in the example above. Do this with three or four students.

Ask students to get into groups of five and take turns being the teacher for this activity. This game may be played inside or outside of the classroom.

**2. Vocabulary (20 minutes)**

Teach the sight words: **yes, no, a, an** by using body part words in sentences that require students to respond with the words: **yes** or **no**.

For example: Point to your nose and ask: **Is this a mouth?** Students will respond: **No, it is a nose**.

Point to your eye and ask: **Is this an eye?** Students will respond: **Yes, it is an eye**.

Do this with other body parts until students know how to use the words **yes, no**.

Explain that **an** is used instead of **a** when the next word starts with **a, e, i, o, u**.

Sing "Me Complete."

## Week 4

## Lesson 4

### Lesson Contents

- Oral Language
- Phonemic Awareness
- Pre-writing

### 1. Oral Language (20 minutes)

Tell students they are going to play a game called “Solomon Says.” Explain that this game is also called “Simon Says.” Tell them it is important to listen carefully and follow directions.

Explain to students that if you say, **Solomon says** before the command, they must do what you say. Example: **Solomon says, touch your nose.** All students must touch their nose.

Next say: **Touch your hair.** Tell students that no one should touch his/her hair because you did not say, **Solomon says** before the command.

Tell students to touch different body parts. Sometimes you will say **Solomon says**. Sometimes you will not say **Solomon says**. The students will stand up for this game. If a student touches a body part when you have not said **Solomon says**, he or she must sit down.

The winners are the students who are still standing when you stop the game.

### 2. Phonemic Awareness (10 minutes)

Review and reinforce letter-sound correspondence for the letters **t, c, a, e, m**, if needed.

Preview the letters and their sounds. Say: **The letter t makes the sound /t/.**

Sound /t/ as in tag. Sound /t/ as in took. Sound /t/ as in toe.

Ask students to practise the letter sound using the words you say.

Say: **The letter c makes the sound /k/.**

Sound /k/ as in cat. Sound /k/ as in cap. Sound /k/ as in can.

Ask students to practise the letter sound using the words you say.

Say: **The letter a makes the sound /a/.**

Sound /a/ as in apple. Sound /a/ as in act. Sound /a/ as in ask.

Ask students to practise the letter sound using the words you say.

Say: **The letter e makes the sound /e/.**

Sound /e/ as in egg. Sound /e/ as in hen. Sound /e/ as in bed.

Ask students to practise the letter sound using the words you say.

Say: **The letter m makes the sound /m/.**

Sound /m/ as in **man**. Sound /m/ as in **mat**. Sound /m/ as in **milk**.

Ask students to practise the letter sound using the words you say.

Tell students that now they will learn the sound of the letter **f**. The letter **f** makes the sound /f/. Repeat the sound several times. Say: **This is the sound of the letter f** (make the sound /f/). Say the name of the letter **f** and make its sound /f/. Then ask students to repeat after you many times.

Ask students to listen for the sound of the letter **f** in the words you will say. Say the word **fox**, emphasising the letter **f** and ask students to repeat the word several times emphasising the



letter **f**. Do the same with the words **frog, fat, fan, five, foot, food**... Be sure to emphasise the sound of the letter **f**. Now ask students to think of some names that start with the /f/ sound. Ask students to repeat the names after they are said and emphasise the /f/ sound.

Ask students to look at the pictures in the student book that show a **fox, frog, flag**.

Tell students that you will teach them English words that have the sound of the letter **f**. Ask students to point to each picture as you say the name of the object.

Ask students to point to the pictures and say the names of the objects many times: **fox, frog, flag**.

Tell students they are going to play the **Odd One Out game**. You will say several words. Ask students to listen carefully and say the word which does not begin with the /f/ sound.

fat	fix	truck
frog	flag	fox
top	to	tap
tan		

### 3. Pre-writing (10 minutes)

Tell students that they are going to learn to form the letter **f**. Use the following steps to teach how to form the letter **f**. You will need to discuss the meaning of the words **round, down, across**.

Face the board and show how to form this letter in the air using big movements. As you form the letter say: **This is the letter f – round, down, across**.

Ask students to **stand up**. Tell them to form the letter **f** in the air with you several times. Say the name of the letter and say the direction of the

movement as you show how to form it. **This is the letter f – round, down, across**.

Ask students to show a partner how to make the letter **f** in the air. As they make the letter ask them to say: **This is the letter f – round, down, across**.

Ask students to use two fingers to form the letter **f** on the top of their desk while saying the name of the letter and the movements needed to form the letter. **This is the letter f – round, down, across**.

Ask students to form the letter several times in the air as you modelled.

Ask individual students to stand up and come to front. Then ask them to form the letter **f** in the air while facing the board.

As they form the letter, each student should say: **This is the letter f – round, down, across**.

Tell students to open their student book and look at the pre-writing activity. They will use their fingers to trace the letter between the lines. Show them again how to make the letter. Then tell students to use their fingers to practise writing the letter in the boxes.

## Week 4

## Lesson 5

### Lesson Contents

- Oral Language
- Vocabulary
- Phonemic Awareness
- Pre-writing

### 1. Oral Language (20 minutes)

Reinforce learning of body parts and of following oral directions by singing the “Body Part Pairs”

song. In the previous lesson, students followed specific directions while playing Solomon Says, and they identified body parts. Teach the song using the procedures used in previous lessons.

### Body Part Pairs

Two things makes a pair.(hold up two fingers)

And on me, I'll show you where. (point to self)

I have two ears and I have two eyes. (point to ears and eyes)

All are important to make me wise!

I have two holes in my nose. (point to the nose)

That let me smell a beautiful rose. (printed to smell rose)

I have two hands that clap. (clap hands)

I have two feet that tap. (tap feet)

## 2. Vocabulary (5 minutes)

Teach students meanings of the words: **clap**, **tap**, **left**, **right** by showing them the motions or positions. You may have to explain the meanings of **left** and **right**.

For example:

Clap your hands and say: **I clap**. Point to students and say: **You clap**. Then gesture for them to clap. Repeat this several times. Then individual students can take turns leading the activity. Repeat this activity with the word **tap**.

Face the board and raise your left hand. Say: **This is my left hand**. Ask students to raise their left hand and say together out loud: **This is my left hand**. Teach students the word **right** using the same procedure. Then ask individual students to come to the front of the room. Say:

**Show me your right hand**. or **Show me your left hand**. Individual students can take turns being the teacher. Then students can work in pairs or small groups and take turns asking their partners or group members to clap, tap or show their left or right hands.

## 3. Phonemic Awareness

### (10 minutes)

Review and reinforce letter-sound correspondence for the letters **t, c, a, e, m, f**.

Review the letters and their sounds. Say: **The letter t makes the sound /t/**.

Sound /t/ as in tag. Sound /t/ as in toe.

Ask students to practise the letter sounds using the words you say.

Say: **The letter c makes sound /k/**.

Sound /k/ as in cat. Sound /k/ as in cap.

Ask students to practise the letter sound using the words you say.

Say: **The letter a makes the sound /a/**.

Sound /a/ as in apple. Sound /a/ as in ant.

Ask students to practise the letter sound using the words you say.

Say: **The letter e makes the sound /e/**.

Sound /e/ as in egg. Sound /e/ as in hen.

Ask students to practise the letter sound using the words you say.

Say: **The letter m makes the sound /m/**.

Sound /m/ as in man. Sound /m/ as in mat. Sound /m/ as in milk.

Ask students to practise the letter sound using the words you say.

Say: **The letter f makes the sound /f/**.



Sound /f/ as in foot. Sound /f/ as in fox.

Ask students to practise the letter sound using the words you choose.

Tell students that now they will learn the sound of the letter **s**. The letter **s** makes the sound /s/. Repeat the sound several times. Say: **This is the sound of the letter s** (make the sound /s/). Say the name of the letter **s** and make its sound /s/. Then ask students to repeat after you many times.

Ask students to listen to the sound of the letter **s** in the words you will say. Say the word **sat** emphasising the letter **s** and ask students to repeat the word several times emphasising the letter **s**. Do the same with the words **sun, sit, sell**. Be sure to emphasise the sound of the letter **s**. Now ask students to think of some names that start with the /s/ sound. Ask students to repeat the names after they are said and emphasise the /s/ sound.

Ask students to look at the two pictures in the student book that show the **sun** and someone **sitting** on a wheel chair.

Tell students that you will teach them English words that have the sound of the letter **s**. Ask students to point to each picture as you say its name.

Ask students to point to the pictures and say the name of the animal and tell what the person is doing (sit) many times.

Say a list of words **sit, fox, talk, sun, safe**. Students will clap once if they hear the sound of the letter **s**. If they do not hear the sound of the letter **s** they will put their hands on their heads.

#### 4. Pre-writing (5 minutes)

Tell students that they are going to learn to form the letter **s**. Use the following steps to teach how to form the letter **s**. You will need to discuss the meaning of the words **round to the left and round to the right**.

Face the board and show how to form this letter in the air using big movements. As you form the letter say: **This is the letter s – round to the left and round to the right**.

Ask students to stand up. Tell them to form the letter **s** in the air with you several times. Say the name of the letter and say the direction of the movement as you show how to form it. **This is the letter s – round to the left and round to the right**.

Ask students to show a partner how to make the letter **S** in the air. As they make the letter ask them to say: **This is the letter s – round to the left and round to the right**.

Ask students to use two fingers to form the letter **S** on the top of their desk while saying the name of the letter and the movements needed to form the letter. **This is the letter s – round to the left and round to the right**.

Ask students to form the letter several times in the air as you modelled.

Ask individual students to **stand up** and come to front. Then ask them to form the letter **S** in the air as they face the board.

As they form the letter, each student should say: **This is the letter s – round to the left and round to the right**.

Tell students to open their student book and look at the pre-writing activity. They will use their fingers to trace the letter between the lines. Show them again how to make the letter.

Then tell students to use their fingers to practise writing the letter in the boxes.

## Week 4

## Lesson 6

### Lesson Contents

- Oral Language
- Vocabulary

### 1. Oral Language (25 minutes)

Ask students to review body parts and follow commands by singing “Body Part Pairs” from Lesson Five. Ask students to sing the song aloud. They should do the motions that accompany the lines in the song. After students sing the song, ask them to sing it in pairs or small groups.

Review pictures of body parts in the student book. To review identifying body parts from pictures, ask everyone to sit on the floor. (You may only be able to do this activity with one small group at a time depending on space and number of students in your classroom.)

Give each student one or two cards with the picture of a body part. Randomly say a body part name. Students who have the picture of the body part should do an action from the list and show his/her card. Use different actions for different body words.

**feet:** Tap.

**ears:** Point to ears.

**nose:** Pretend to smell something.

**hands:** Clap hands together.

**eyes:** Blink or wink.

**hair:** Pull on hair.

**tooth:** Smile and point to tooth.

**arms:** Wave them in the air.

**legs:** Wiggle them.

### 2. Vocabulary (15 minutes)

Reinforce the meaning of the action words by working with a partner and demonstrating the actions: **stand up, sit down, touch, clap, tap.**

Also review the words **yes, no, left, right.**

## Week 5

## Lesson 1

### Lesson Contents

- Oral Language
- Vocabulary

### 1. Oral Language (25 minutes)

Tell students they will learn to use the adjectives **tall** and **short** to describe physical appearance.

Tell students that they will be discussing height, size, shape and age. Ask students to look again at the pictures and illustrations in the student book. Ask individual students what they notice about the size of people in the picture.

Tell students that two English words used to describe size are **tall and short**. Point to the tall girl in the picture and say: **She is tall.**

Point to the boy who is short in the picture and say: **He is short.**

Repeat each sentence. Ask students to repeat the sentences together out loud.

Tell students to look at the pictures in the student book and decide who is tall and who is short. Ask: **Who is tall?**

The students will point to the picture of the person who is tall and answer together out loud. **She is tall.**

Then ask: **Who is short?** The students will point to the picture of the person who is short and answer together out loud: **He is short.**

Ask two students who are different heights to stand up and come to the front of the classroom.

Ask: **Who is short?**

The class should point the person who is short and answer together out loud: **He /She is short.**

Then ask: **Who is tall?** The class should point to the person who is tall and answer together out loud: **He/She is tall.**

Ask another student to stand up and come to the front of the classroom. Ask individual students to describe whether this student is **tall or short** by saying: **He/She is short/tall.**

## 2. Vocabulary (15 minutes)

Read the words: **short, tall** out loud.

Ask students to say the words out loud with you.

Ask students to say each word several times.

Ask students to use the sentence patterns to practise the adjectives **tall** and **short** in small groups. Ask students to take turns standing up in pairs. One of the students will ask the group: **Who is tall?** The group members will point to the taller student and say: **He/She is tall.** Then the other student in the pair will ask the group: **Who is short?** The group members will point to the shorter student and say: **He/She is short.** Model this several times before students do this activity in small groups.

Use pictures to reinforce the words **he, she, is.** Ask students which word refers to a female and which word refers to a male. Tell them that the word **is** refers to something about the person.

Use pictures with people of different sizes to help students differentiate between: **tall, short.**

Review the pictures with the students. Ask individual students to come to the front of the classroom, point to a picture and, using complete sentences, say who is tall and who is short.

Then ask students to turn to a partner and point to different students in the classroom and say the sentences. **He is short. She is tall.** Assess if students can say and use the words **tall, short, he, she, is** in oral sentences.

## Week 5

## Lesson 2

### Lesson Contents

- Oral Language
- Vocabulary

## 1. Oral Language (25 minutes)

Review the words **tall** and **short** using the picture of the group of people in the student book. Ask students: **Who is tall? Who is short?** Tell students to point to a person in the picture that answers each question and respond: **He/She is tall. He/She is short.** Then tell students to work with a partner and take turns asking and answering the same questions.

Tell students that they will learn the meaning of **thin** and **fat** and be able to use the words in sentences.

Tell students that two English words for describing size are **thin** and **fat.** Ask students to look at the pictures in their student book. Point to a the picture of the thin person and say: **She is thin.**

Ask students to repeat the sentence together out loud. Point to the person in the picture who is fat and say: **He is fat.**

Ask students to repeat the sentences together out loud while pointing to each matching picture.

Ask two students who are different sizes to stand up and come in front of the classroom and ask: **Who is fat?**

Tell students to point the person who is fat and say: **He/She is fat.**

Ask students: **Who is thin?**

Tell students to point to the person who is thin and say: **He/ She is thin.**

Repeat this activity several times with different pairs of students. Tell students to look at the pictures in the student book of thin and fat people. Ask: **Who is thin?**

The students will point to a person in the picture who is thin and answer together out loud: **He/ She is thin.**

Then repeat the activity. This time ask the students: **Who is fat?** They will point to a person in the picture who is fat and say: **He/ She is fat.**

## 2. Vocabulary (15 minutes)

Ask students to say the words **thin** and **fat** out loud accurately. Help them to use the words in the sentence pattern orally. **He is fat. She is fat. He is thin. She is thin.**

They will repeat the sentences several times. Then they will turn to a partner and say the sentences.

Use pictures to teach the sight words: **he, she.**

Ask students to match pictures with the words **tall, short, fat, thin, he, she.** Ask the students to say each word accurately.

Explain that **thin** and **fat** and **tall** and **short** are opposites.

## Week 5

## Lesson 3

### Lesson Contents

- Oral Language
- Vocabulary

### 1. Oral Language (25 minutes)

Tell students that they are going to learn how to describe the shape of a face.

Ask them to turn to the pictures of faces in the student book. Say the words **oval, round** and **square** out loud several times. Then tell students to say them out loud together.

Ask them to point to the first picture. Tell students if the face is **oval, round** or **square**. Do this with all the pictures of faces in the student book.

After you teach students the word **oval**, match it to one of the faces in the student book. Also draw an oval on the board. Point to the oval face and say oval, then point to the board and say oval. Use this same procedure for the words **round** and **square** until students understand the meanings.

Ask individual student to come to the front of the classroom and point to a picture of an oval face and/or to the oval on the board. Repeat this for the words **round** and **square**.

Ask a student with a round face, a student with an oval face and a student with a square face to come to the front of the classroom. Point to each student and say the shape of his/her face: **She has a/an \_\_\_\_\_ face. He has a/an \_\_\_\_\_ face.**

Then point to each student and ask the students to say the sentences with you. Then point to

each student in a different order and see if the class can say the correct sentences to describe the shape of each student's face.

Ask several groups of three students to come to the front of the class and repeat the activity until you feel students understand how to describe the shapes of faces in English.

Ask students to work with a partner and tell the shape of his/her face. They will use the language pattern: **You have a/an \_\_\_\_\_ face.** Before you pair students, ask some pairs to come to the front of the classroom and model the activity.

Walk around the classroom to assess learning and provide assistance when needed.

## 2. Vocabulary (15 minutes)

Say the sentences out loud and ask students to repeat several times.

She has an **oval** face. He has an **oval** face.

She has a **round** face. He has a **round** face.

She has a **square** face. He has a **square** face.

Ask individual students to repeat the sentences several times to a partner while the partner points to pictures in the student book that match each sentence. Then partners will switch roles.

Remind students that the word **an** is used in a sentence instead of **a** when the next word starts with a certain letter. (a e i o u).

Use the sight words in sentences: **he, a, she, an, is.**

Point to some students and say: **He is a boy.** She is a girl. And then point to another student with an oval shaped face and say: **He/She has an oval face.** Continue practising the sight words in sentences students have learned in previous activities.

Ask students to repeat the sight words until they say them accurately and clearly.

## Week 5

## Lesson 4

### Lesson Contents

- Oral Language
- Vocabulary

## 1. Oral Language (20 minutes)

Tell students that they will practise oral language by singing a song about a square. Review the shapes **oval**, **square** and **round** on the board.

Then show students pictures of people's faces in magazines or in the pictures from other lessons in the student book to review the shape words. Teach the song with methods you have used to teach songs in past lessons.

### Square Song

I am a square, that is my name.  
I have four sides that are all the same.  
I have four corners.  
How can that be?  
Watch the teacher,  
And you will see.

## 2. Vocabulary (20 minutes)

Ask students if they learned about **squares** in mathematics. If yes, find out what they know. Show the shape of square to the students. Draw the picture of square on the board and say the word several times out loud. Identify the sides and the corners. Then ask individual students to come to the front of the classroom and point to the sides and the corners. Ask students to say the word **square** together several times.

**I have \_\_\_\_\_.**

**She/ He has \_\_\_\_\_.**

**I am \_\_\_\_\_.**

Review how to use the pronouns **I, she, he**. Use the language patterns and ask students to practise the language patterns. Say: **I have a pen**. Point to individual students and say: **She/ He has a pencil**. Ask students to repeat the sentences after you out loud. Point to yourself and Say: **I am a teacher**. And ask individual students to point to themselves and say: **I am a student**. Do this several times.

Ask students to repeat sentences with the pronouns **I, she, he** until they say them fluently.

## Week 5

## Lesson 5

### Lesson Contents

- Oral Language
- Vocabulary
- Phonemic Awareness
- Pre-writing

### 1. Oral Language (20 minutes)

Review the shape words **oval, square, round**. Use magazines, the board and pictures for review. and tell students that they are going to learn the “Circle Song.” Teach the song with methods you have used to teach songs in previous lessons.

#### Circle Song

A circle is a shape that goes round,

A circle is a shape that goes round,

A circle is a shape that goes round,

And round and round.

A circle is a shape that goes round.

Put your finger on the circle and go round,

Put your finger on the circle and go round,

Put your finger on the circle,

And go round and round and round.

Put your finger on the circle and go round.

Show how to trace the circle with your fingers.

Ask students to trace the circles.

### 2. Vocabulary (10 minutes)

Say the word **around** and **circle** to the students several times. Ask students to say the words out loud together. Ask individual students to model the words by saying them accurately and clearly.

Use the classroom context to teach the sight words **is, that, and, the, on** and provide different examples to the students. Point to something in the classroom that is away from you and say: **That is a ball. That is a student. That is a duster**. several times. Ask students to repeat the sentences after you.

Then tell the students the position or location of an object. Say: **The book is on the desk. The board is on the wall**. Say the sentences several times out loud as you point to the objects and where they are placed.

Teach the use of the word **and**. Explain that it connects two or more words in a sentence. Say: **That is a book and that is a pen. That is a**



**circle. That is a square.** Ask students to repeat each sentence after you several times.

Check if students can say each sentence clearly and fluently.

### 3. Phonemic Awareness (5 minutes)

Review and reinforce letter-sound correspondence for the letters **t, c, a, e, m, f, s**.

Review the letters and their sounds. Say: **The letter t makes the sound /t/.**

Sound /t/ as in **tag**. Sound /t/ as in **took**. Sound /t/ as in **toe**.

Ask students to practise the letter sound using the words you say.

Say: **The letter c makes the sound /k/.**

Sound /k/ as in **cat**. Sound /k/ as in **cap**. Sound /k/ as in **can**.

Ask students to practise the letter sound using the words you say.

Say: **The letter a makes the sound /a/.**

Sound /a/ as in **apple**. Sound /a/ as in **act**. Sound /a/ as in **ask**.

Ask students to practise the letter sound using the words you say.

Say: **The letter e makes the sound /e/.**

Sound /e/ as in **egg**. Sound /e/ as in **hen**. Sound /e/ as in **bed**.

Ask students to practise the letter sound using the words you say.

Say: **The letter m makes the sound /m/.**

Sound /m/ as in **man**. Sound /m/ as in **mat**. Sound /m/ as in **milk**.

Ask students to practise the letter sound using the words you say.

Say: **The letter f makes the sound /f/.**

Sound /f/ as in **foot**. Sound /f/ as in **fox**.

Say: The letter /s/ make the sound /s/.

Sound /s/ as in **sat, sit, sew**.

Ask students to practise the letter sound using the words you choose.

Tell students that now they will learn the sound of the letter **d**. The letter **d** makes the sound /d/. Repeat the sound several times. Say: **This is the sound of the letter d** (make the sound /d/). Say the name of the letter **d** and make its sound /d/. Then ask students to repeat after you many times.

Ask students to listen for the sound of the letter **d** in the words you will say. Say the word **dog**, emphasising the letter **d** and ask students to repeat the word several times emphasising the letter **d**. Do the same with the words **desk, drum, day, dip, ...** Be sure to emphasise the sound of the letter **d**. Now ask students to think of some names that start with the /d/ sound. Ask students to repeat the names after they are said and emphasise the /d/ sound.

Ask students to look at the pictures in the student book that show a **dog, desk, drum**.

Tell students that you will teach them English words that have the sound of the letter **d**. Ask students to point to each picture as you say the name of the object. Ask students to point to the pictures and say the names of the objects many times: **dog, desk, drum**.

Tell students they are going to play the Odd One Out game. You will say several words. Ask students to listen carefully and say the word which does not begin with the /d/ sound.



dog	desk	door
door	donkey	can
cat	dance	dog
doll		

#### 4. Pre-writing (5 minutes)

Tell students that they are going to learn to form the letter **d**. Use the following steps to teach how to form the letter **d**. You will need to discuss the meaning of the words **round up**.

Face the board and show how to form this letter in the air using big movements. As you form the letter say: **This is the letter d – round up**.

Ask students to stand up. Tell them to form the letter **d** in the air with you several times. Say the name of the letter and say the direction of the movement as you show how to form it. **This is the letter d – round up**.

Ask students to show a partner how to make the letter **d** in the air. As they make the letter ask them to say: **This is the letter d – round up**.

Ask students to use two fingers to form the letter **d** on the top of their desk while saying the name of the letter and the movements needed to form the letter. **This is the letter d – round up**.

Ask students to form the letter several times in the air as you modelled.

Ask individual students to stand up and come to front. Then ask them to form the letter **d** in the air as they face the board.

As they form the letter, each student should say: **This is the letter d – round up**.

Tell students to open their student book and look at the pre-writing activity. They will use their fingers to trace the letter parts in the boxes

and the letter between the lines. Show them again how to make the letter.

## Week 5

## Lesson 6

### Lesson Contents

- Oral Language
- Vocabulary
- Phonemic Awareness
- Pre-writing

#### 1. Oral Language (5 minutes)

Tell students they will practise oral language by learning a new song. Review shapes **oval**, **square**, **round**. Use the board, magazines and pictures. Teach the song using the same steps used to teach the other shape songs this week. Explain the meaning of the words **rain**, **drop**, **egg** and **avocado** before teaching the song.

#### Oval Song

I am Olive the Oval,  
I am something you see.  
A rain drop, an egg, an avocado are me!

Assess if students can sing the song and provide assistance if needed.

#### 2. Vocabulary (15 minutes)

Ask students to say the word **oval** several times. Use pictures and let student say the word out loud and correctly.

Draw an oval on the board. Ask students to draw an oval in the air several times.

Use the sight words: **an**, **I**, **am**, **me**, **not** in short sentences. Say: **I am a teacher. Show me your pen.** He/She is **not** tall/short. Say these

sentences out loud with the students several times.

Ask students to work with a partner. Have them repeat the sentences you say by taking turns.

### 3. Phonemic Awareness (15 minutes)

Review and reinforce letter – sound correspondence for the letters **t, c, a, e, m, f, s, d**.

Review the letters and their sounds. Say: **The letter t makes the sound /t/.**

Sound /t/ as in tag. Sound /t/ as in took. Sound /t/ as in toe.

Ask students to practise the letter sound using the words you say.

Say: **The letter c makes the sound /k/.**

Sound /k/ as in cat. Sound /k/ as in cap. Sound /k/ as in can.

Ask students to practise the letter sound using the words you say.

Say: **The letter a makes the sound /a/.**

Sound /a/ as in apple. Sound /a/ as in act. Sound /a/ as in ask.

Ask students to practise the letter sound using the words you say.

Say: **The letter e makes the sound /e/.**

Sound /e/ as in egg. Sound /e/ as in hen. Sound /e/ as in bed.

Ask students to practise the letter sound using the words you say.

Say: **The letter m makes the sound /m/.**

Sound /m/ as in man. Sound /m/ as in mat. Sound /m/ as in milk.

Ask students to practise the letter sound using the words you say.

Say: **The letter f makes the sound /f/.**

Sound /f/ as in foot. Sound /f/ as in fox.

Ask students to practise the letter sound using the words you say.

Say: **The letter d makes the sound /d/.**

Sound /d/ as in dog. Sound /d/ as in desk.

Ask students to practise the letter sound using the words you say.

Tell students that now they will learn the sound of the letter **b**. The letter **b** makes the sound /b/. Repeat the sound several times. Say: **This is the sound of the letter b** (make the sound /b/). Say the name of the letter **b** and make its sound /b/. Then ask students to repeat after you many times.

Ask students to listen to the sound of the letter **b** in the words you will say. Say the word **ball**, emphasising the letter **b** and ask students to repeat the word several times emphasising the letter **b**. Do the same with the words **bed, ball, ...** Be sure to emphasise the sound of the letter **b**. Now, ask students to think of some names that start with the /b/ sound. Ask students to repeat the names after they are said and emphasise the /b/ sound.

Ask students to look at the pictures in the student book that show a **ball, bag, bed**.

Tell students that you will teach them English words that have the sound of the letter **b**. Ask students to point to each picture as you say the name of the object.

Ask students to point to the pictures and say the names of the objects many times: **ball, bag, bed**.

Say a list of words **fox, mat, bed, ask, bell**. Students will clap once if they hear the sound of the letter **b**. If they do not hear the sound of the letter **b** they will put their hands on their heads.

#### 4. Pre-writing (5 minutes)

Tell students that they are going to learn to form the letter **b**. Use the following steps to teach how to form the letter **b**. You will need to discuss the meaning of the words **down, up a bit, and round to the right**.

Face the board and show how to form this letter in the air using big movements. As you form the letter say: **This is the letter b – down, up a bit, and round to the right**.

Ask students to stand up. Tell them to form the letter **b** in the air with you several times. Say the name of the letter and say the direction of the movement as you show how to form it. **This is the letter b - down, up a bit, and round to the right**.

Ask students to show a partner how to make the letter **b** in the air. As they make the letter ask them to say: **This is the letter b – down, up a bit, and round to the right**.

Ask students to use two fingers to form the letter **b** on the top of their desk while saying the name of the letter and the movements needed to form the letter. **This is the letter b – down, up a bit, and round to the right**.

Ask students to form the letter several times in the air as you modelled.

Ask individual students to stand up and come to front. Then ask them to form the letter **b** in the air as they face the board.

As they form the letter, each student should say: **This is the letter b – down, up a bit, and round to the right**.

Tell students to open their student book and look at the pre-writing activity. They will use their fingers to trace the letter parts in the boxes and the letters between the lines. Show them again how to make the letter.

## Week 6

## Lesson 1

### Lesson Contents

- Oral Language
- Vocabulary

### 1. Oral Language (25 minutes)

Tell students that they will learn the language pattern

**Who has \_\_\_\_\_ ?**

Model the language pattern **Who has \_\_\_\_\_ ?** to the students to teach the different shapes of face. Say the following sentences to the students several times.

**Who has a round face?**

**Who has an oval face?**

**Who has a square face?**

Repeat the sentences several times out loud. Then say them repeatedly together with all students. And then ask individual students to practise the pattern.

Tell students to look at the pictures in their student book and notice the shape of people's faces. Point to a student with a round face and say: **He /She has a round face**.

Draw a circle on the board. Ask students to repeat the sentence together out loud.

Point to a student with a square-shaped face, say: **He /She has a square face.**

Draw a square on the board. Ask students to repeat the sentence together out loud

Point to a student with an oval shaped face. Say: **He/She has an oval face.**

Draw an oval on the board. Ask students to repeat the sentence together out loud.

Observe if students say the sentences fluently.

Ask three students having different face shapes (round, oval, square) to stand up and come to the front of the classroom. Ask the class to describe the students at the front of the classroom using the sentence pattern. Ask: **Who has a round face? Who has a square face? Who has an oval face?** Students will answer: \_\_\_\_\_ **has a round face.** \_\_\_\_\_ **has a square face.** \_\_\_\_\_ **has an oval face.**

## 2. Vocabulary (15 minutes)

Say the words **round**, **square** and **oval** out loud several times. Ask all students to repeat the words together and then ask individual students to say the words out loud.

Use the language patterns. **Who has \_\_\_\_\_?** and **He/She has \_\_\_\_\_.** Say: **Who has a pen?** Ask students to repeat the sentence. Then point to yourself and say: **I have a pen.** Ask students to repeat each sentence after you. Then point to an individual student and say: **She has a pen.** Ask all students to say: **He/ She has a pen.** Then individual students practise the pattern after you model.

**He, she, who, has, is**

Remind students that they have learned the sight words listed here. Point to a girl and say: **she** then point to a boy and say: **he**. Then say:

**He is a boy. She is a girl. He is a student. She is a student.**

Then ask one student: **Who is a boy?** That student will point to a boy and say: **He is a boy.**

Then ask another student: **Who is a girl?** That student will point to a girl and say: **She is a girl.**

Then ask a student: **Who is a student?** That student will point to a student and say: **He/She is a student.** Continue to ask the three questions to individual students. Then tell student to get with a partner and ask each other the same questions. You may need to say the questions for students to repeat. They should be able to answer on their own.

## Week 6

## Lesson 2

### Lesson Contents

- Oral Language
- Vocabulary

## 1. Oral Language (25 minutes)

Review the previous learning and tell students that they will learn the “My Little Face” song. Review the body part words related to faces: **eyes**, **nose**, **mouth**. Also teach any words that are in the song and may be unfamiliar to the students (**achoo** is the sound made when someone sneezes). Teach the song with methods used to teach songs in past lessons.

**My Little Face**

On my little round face,  
I have two eyes and one nose.  
I have one mouth.  
When I smile, it grows.  
With my eyes, I can see.  
My nose makes me sneeze (achoo).  
With my mouth I taste,  
Can I have more of that mango please?

**2. Vocabulary (15 minutes)**

eyes	round	face
nose	mouth	

Model the words **eyes**, **round**, **face**, **nose**, **mouth**. Say them together out loud several times. Ask individual students to say the words until they say them accurately.

Make sure students know the word meanings.

Ask students to come to the front of the room. Say one of the words, and the students will touch that part of his/her face. For the word **round**, have them make an O with their mouth and point to it. With a partner, students will take turns saying a word and pointing to the matching body part in the picture.

Model the activity before students work with a partner.

Use classroom context to teach the sight words **a**, **have**, **there**, **two**, **to**, **and**. Students will say the sight words in sentences. Examples: **This is an oval**. There are two books on the desk. Say each of the sentences several times. Then ask students to repeat after you.

Ask individual students to repeat the sight words. Then ask the class to repeat the sight words after you say them. Use this procedure until all of the sight words are practised.

**Week 6****Lesson 3****Lesson Contents**

- Oral Language
- Vocabulary

**1. Oral Language (25 minutes)**

**What is tall?**

**What is short?**

Tell students that they will learn about the descriptive words **tall** and **short**. Explain the meanings of the words: **giraffe**, **rabbit**, **tree**, **grass**. By using the pictures in the student book say: **A giraffe is tall. A tree is tall. A rabbit is short. Grass is short.**

Model the sentences out loud several times. Ask students to repeat each sentence. First, ask the questions: **What is tall? What is short?** Ask two students to come to the front of the classroom. One should be tall and the other short. Point to one and say: **He/She is tall**. Then point to the other and say: **He/She is short**. Repeat this several times.

Point to the pictures in the student book. Ask an individual student: **What is tall?** The student will point to a picture of something tall and use the language pattern: **A \_\_\_\_\_ is tall**. Repeat this several times using both adjectives **tall** and **short**.

Students will work in pairs. One student will ask: **What is tall/short?** The other will point to a picture of something that is tall/short and say:

\_\_\_\_\_ is tall/short. or A \_\_\_\_\_ is tall/short. They will switch roles and continue practising the dialogue.

## 2. Vocabulary (15 minutes)

Tell students to say the words **short** and **tall** out loud. Use gestures to show the size of tall and short. Say the words together several times.

Ask students to work with a small group and identify things in their home that are tall and short. Make a list on the board in a chart with two columns: Tall and Short. Ask students identify what is tall and short. Write the words on the chart.

## Week 6

## Lesson 4

### Lesson Contents

- Oral Language
- Vocabulary
- Phonemic Awareness
- Pre-writing

## 1. Oral Language (10 minutes)

Tell students that they will practise the opposite words **fat** and **thin**.

Ask two students, who are different in sizes (one fat and one thin), to stand up and come to the front of the classroom, ask: **Who is fat?**

The students should point to the person who is fat and answer together out loud by saying: **He/She is fat.**

Then ask the students: **Who is thin?**

The students should point to the person who is thin and answer together out loud by saying: **He/She is thin.**

Tell students to look at the pictures in the student book. Say: **Who is fat?** Students will point to the picture of the person who is fat. They will say: **He is fat.** Then ask: **Who is thin?** Students will point to the picture of the person who is thin and say: **She is thin.**

Tell students to work with a small group. One student will ask the group: **Who is fat? Who is thin?** The students in the group will take turns individually responding: **He/She is fat. He/She is thin.** They will point to each group member, as they respond.

## 2. Vocabulary (15 minutes)

Say the words **thin** and **fat** out loud several times. Ask students to say the words after you. Ask students to say the words accurately and clearly.

Walk round the classroom and observe students while they practise the words. Provide assistance and feedback when needed.

Students will practise using and saying the words **who, he, she, his, her**. Ask the students questions that start with the word **who**. **Who is short? Who is fat? Who has a round face?** and other similar questions that can be answered with the words **he, she, his, her**.

Practise these words by asking a group of students who are short to come to the front of the classroom. Then ask a group of tall students to come to the front of the classroom. Ask one student of any size to come to the front also. The one student will ask the class: **Who is short? Who is tall?** The student who asked will call on students to say who is short. **He is short. She is short. He is tall. She is tall.** Then the student who asked will ask another question: **Who has**



**an oval face?** Again he/she will call on students to say: **His face is oval. Her face is oval.**

This activity can be repeated several times with different groups of students or done in small groups.

### 3. Phonemic Awareness (10 minutes)

Review letter sounds students learned in previous lessons.

Tell students that now they will learn the sound of the letter **r**. The letter **r** makes the sound /r/. Repeat the sound several times. Say: **This is the sound of the letter r** (make the sound /r/). Say the name of the letter **r** and make its sound /r/. Then ask students to repeat after you many times.

Ask students to listen for the sound of the letter **r** in the words you will say. Say the word **rat** emphasising the letter **r** and ask students to repeat the word several times emphasising the letter **r**. Do the same with the words **red, run, rest, ...**. Be sure to emphasise the sound of the letter **r**. Now ask students to think of some names that start with the /r/ sound. Ask students to repeat the names after they are said and emphasise the /r/ sound.

Ask students to look at the pictures in the student book that show a **rat, run, red**.

Tell students that you will teach them English words that have the sound of the letter **r**. Ask students to point to each picture as you say its name.

Ask students to point to the pictures and say the names several times: **rat, run, red**.

Say a list of words **run, star, rest, rat, sit, sun**. Students will clap once if they hear the sound of

the letter **r**. If they do not hear the sound of the letter **r** they will put their hands on their heads.

### 4. Pre-writing (5 minutes)

Tell students that they are going to learn to form the letter **r**. Use the following steps to teach how to form the letter **r**. You will need to discuss the meaning of the words **straight, down, up, round and stop**.

Face the board and show how to form this letter in the air using big movements. As you form the letter say: **This is the letter r – straight, down, up, round and stop**.

Ask students to stand up. Tell them to form the letter **r** in the air with you several times. Say the name of the letter and say the direction of the movement as you show how to form it. **This is the letter r – straight, down, up, round and stop**.

Ask students to show a partner how to make the letter in the air. As they make the letter ask them to say: **This is the letter r – straight, down, up, round and stop**.

Ask students to use two fingers to form the letter on the top of their desk while saying the name of the letter and the movements needed to form the letter. **This is the letter r – straight, down, up, round and stop**.

Ask students to form the letter several times in the air as you modelled.

Ask individual students to stand up and come to front. Then ask them to form the letter in the air as they face the board.

As they form the letter, each student should say: **This is the letter r – straight, down, up, round and stop**.



Tell students to open their student book and look at the pre-writing activity. They will use their fingers to trace the letter between the lines. Show them again how to make the letter. Then tell students to use their fingers to practise writing the letter in the boxes.

## Week 6

## Lesson 5

### Lesson Contents

- Oral Language
- Vocabulary
- Phonemic Awareness
- Pre-writing

### 1. Oral Language (15 minutes)

Ask students what they learned about in the previous lesson and tell students that they will learn the song “On the Farm.” Once students have heard the song a few times, ask them to sing the song with you. Sing **I visited a farm**, and students will sing: **Hee Haw Hee Haw**.

Review the adjectives **thin**, **tall**, **fat**, **short**. Explain the word cow to students by Showing them the picture in the student book.

#### On the Farm

I visited a farm. Hee Haw Hee Haw.

I visited a farm. Hee Haw Hee Haw.

I saw some cows. Moo Moo Moo Moo.

I saw some cows. Moo Moo Moo Moo

Tall cows, short cows, fat cows, thin cows.

I visited a farm. Hee Haw Hee Haw.

I visited a farm. Hee Haw Hee Haw.

### 2. Vocabulary (10 minutes)

Ask students to say the words: **tall**, **short**, **fat**, **thin** out loud repeatedly.

Tell students to point to the opposite word pictures in the student book (**fat-thin**, **short-tall**) while saying them out loud.

Ask students to tell you the words that match individual pictures when you point to them.

Ask students to point to the individual pictures when you say the words.

Teach the sight words: **he**, **had**, **his**, **and**, **on**.

Say each word to the students. Use them in sentences. Ask students to repeat the words and the sentences you say.

Then tell students that you will say a word and they should think of a sentence that includes the word you say. Model this with several students.

Ask students to work with a partner. Say one of the sight words. Then students will turn to a partner and each will tell each other a sentence that includes the word you said.

### 3. Phonemic Awareness (10 minutes)

Review letters sounds students learned in previous lessons. Be sure to review the letter **r**.

Tell students that now they will learn the sound of the letter **n**. The letter **n** makes the sound /n/. Repeat the sound several times. Say: **This is the sound of the letter n** (make the sound /n/). Say the name of the letter **n** and make its sound /n/. Then ask students to repeat after you many times.

Ask students to listen for the sound of the letter **n** in the words you will say. Say the word **nest** emphasising the letter **n** and ask students to

repeat the word several times emphasising the letter **n**. Do the same with the words **not**, **nap**, **net**, **now**.... Be sure to emphasise the sound of the letter **n**. Ask students to think of some names that start with the /n/ sound. Ask students to repeat the words after they are said and emphasise the /n/ sound.

Ask students to look at the pictures in the student book that show a **net**, **nest**, **nail**.

Tell students that you will teach them English words that have the sound of the letter **n**. Ask students to point to each picture as you say its name. Use mother tongue, if necessary, to name the object and then say the English word for each. This will help students understand what the object is and then associate its English name.

Ask students to point to the pictures and say the names several times.

Tell students they are going to play the **Odd One Out** game. You will say several words. Ask students to listen carefully and say the word which does not begin with the /n/ sound.

rat	nest	run	rest	net	not	rug	now	nap	round
—	—	—	—	—	—	—	—	—	—

#### 4. Pre-writing (5 minutes)

Tell students that they are going to learn to form the letter **n**. Use the following steps to teach how to form the letter **n**. You will need to discuss the meaning of the words **straight**, **down**, **up**, **round and down**.

Face the board and show how to form this letter in the air using big movements. As you form the letter say: **This is the letter n – straight, down, up, round and down**.

Ask students to stand up. Tell them to form the letter **n** in the air with you several times. Say the name of the letter and say the direction of the movement as you show how to form it. **This is the letter n – straight, down, up, round and down**.

Ask students to show a partner how to make the letter in the air. As they make the letter ask them to say: **This is the letter n – straight, down, up, round and down**.

Ask students to use two fingers to form the letter on the top of their desk while saying the name of the letter and the movements needed to form the letter. **This is the letter n – straight, down, up, round and down**.

Ask students to form the letter several times in the air as you modelled.

Ask individual students to stand up and come to front. Then ask them to form the letter in the air as they face the board.

As they form the letter, each student should say: **This is the letter n – straight, down, up, round and down**.

Tell students to open their student book and look at the pre-writing activity. They will use their fingers to trace the letter between the lines. Show them again how to make the letter. Then tell students to use their fingers to practise writing the letter in the boxes.

**Week 6****Lesson 6****Lesson Contents**

- Oral Language
- Vocabulary
- Phonemic Awareness
- Pre-writing

**1. Oral Language (15 minutes)**

Explain the meanings of the words: **tall**, **short**. Discuss the pictures in the student book. Compare the two buildings. Point to the tall building and say: **This is a tall building**. Point to the short building and say: **This is a short building**. Repeat the sentences and ask students to say the sentences out loud with you. Call two students to front of the classroom and ask them which building is **short/tall** in the student book: **What building is tall?** As they point to the correct building, they will respond: **This building is tall**. Then ask all students to practise the sentence pattern orally. Ask: **What building is tall?** All students will point to the correct building in the student book respond together: **This building is tall**. Repeat this procedure for the short building.

Then explain the meaning of the word **bottle**. Continue the activity using the same procedure you used for the two bottles.

Review the word **tree**. Continue the activity using the same procedure you used for the previous pictures. Continue the activity.

**2. Vocabulary (10 minutes)**

Use the sight words: **is**, **which**, and **who** in sentences. Point to tall students. Say: **He is tall**. **She is tall**. Point to some students and ask: **Who is tall? Who is short?** Students will respond: **He/She is tall. He/She is short**.

Show pictures of a tall hat and a short hat, a tall tree and a short tree, a tall ladder and a short ladder. Ask individual students: **Which is tall? Which is short?** The students will walk to the board and point to the correct picture and say: **This is tall. This is short**. Repeat this for each set of pictures on the board.

Assess if students understand the sight words.

**3. Phonemic Awareness (10 minutes)**

Review letter sounds students learned in previous lessons. Be sure to review the letter **n**.

Tell students that now they will learn the sound of the letter **j**. The letter **j** makes the sound /j/. Repeat the sound several times. Say: **This is the sound of the letter j** (make the sound /j/). Say the name of the letter **j** and make its sound /j/. Then ask students to repeat after you many times.

Ask students to listen for the sound of the letter **j** in the words you will say. Say the word **jar** emphasising the letter **j** and ask students to repeat the word several times emphasising the letter **j**. Do the same with the words **jump, jog, jam, just**. Be sure to emphasise the sound of the letter. Now ask students to think of some names that start with the /j/ sound. Ask students to repeat the words after they are said and emphasise the /j/ sound.

Ask students to look at the pictures in the student book that show **a jet, jar, jump**.

Tell students that you will teach them English words that have the sound of the letter **j**. Ask students to point to each picture as you say its name.

Ask students to point to the pictures and say the names several times.

Tell students they are going to play the **Odd One Out** game. You will say several words. Ask students to listen carefully and say the word which does not begin with the /j/ sound.

#### **4. Pre-writing (5 minutes)**

Tell students that they are going to learn to form the letter **j**. Use the following steps to teach how to form the letter **j**. You will need to discuss the meaning of the words: **dot, straight down, round and up left**.

Face the board and show how to form this letter in the air using big movements. As you form the letter say: **This is the letter j – dot, straight down, round and up left**.

Ask students to stand up. Tell them to form the letter **j** in the air with you several times. Say the name of the letter and say the direction of the movement as you show how to form it. **This is the letter j – dot, straight down, round and up left**.

Ask students to show a partner how to make the letter in the air. As they make the letter ask them to say: **This is the letter j – dot, straight down, round and up left**.

Ask students to use two fingers to form the letter on the top of their desk while saying the name of the letter and the movements needed to form

the letter. **This is the letter j – dot, straight down, round and up left**.

Ask students to form the letter several times in the air as you modelled.

Ask individual students to stand up and come to front. Then ask them to form the letter in the air as they face the board.

As they form the letter, each student should say: **This is the letter j – dot, straight down, round and up left**.

Tell students to open their student book and look at the pre-writing activity. They will use their fingers to trace the letter between the lines. Show them again how to make the letter. Then tell students to use their fingers to practise writing the letter in the boxes.

• Unit Objectives

**At the end of this unit, students will be able to:**

- describe families using possessive adjectives;
- identify and read alphabet sounds h, p, l, g;
- draw patterns of curved lines and vertical strokes for letter formation; and
- respond to simple instructions.

## Week 7

## Lesson 1

### Lesson Contents

- Oral Language
- Vocabulary

### 1. Oral Language (25 minutes)

Tell students they will learn how to describe different families in English using the language patterns:

Who is ____?	Her name is ____.
This is ____.	Your name is ____.
How many ____?	His name is ____.
My name is ____.	There are ____.

Write the word **family** on the board. Explain its meaning.

Tell students the name of the people who make up a family. Explain the meanings of the English words: **father, mother, sister, brother**.

Show students the picture of a family in the student book. Describe the picture.

Ask individual students to stand up and come to the front of the classroom and point to each family member.

Ask: **Who is the father?**

The student should point to the father and answer: **This is the father.**

Ask students to repeat the sentence together out loud.

Ask another student to stand up and come to the front of the classroom. Ask: **Who is the mother?**

The student should point to the mother and answer: **This is the mother.**

Ask students to repeat the sentence out loud after you.

Continue asking the following questions in the same way: **Who is the sister?** (This is the sister.)

**Who is the brother?** (This is the brother.)

Count to ten with students in English. Students have only been taught to count up to two. Continue practising to count until students understand.

Explain the meaning of the language pattern: **How many \_\_\_\_\_?** Tell students to answer using the language pattern: **There are \_\_\_\_\_.**

Ask individual students to **stand up** and answer the question: **How many brothers are in the family?**

Count together as you point to each person in the picture. Students should say: **There are three boys in the family.** Students will repeat this sentence together out loud.

Ask individual students to **stand up** and answer the question: **How many people are in the family?**

Count together as you point to each person in the picture students should say: **There are six people in the family.**

Students will repeat this sentence together out loud.

Explain the meaning of older people. Then ask: **How many older people are in the family?**

Count together as you point to each person. Say: **There are two older people in the family.**

Follow the steps above when asking the questions below.

**How many children are in the family?**

(There are three children in the family.)

**How many sisters are in the family?**

(There are two sisters in the family.)

**How many brothers are in the family?**

(There is one brother in the family.)

Ask students to think about their family members and how it is alike or different from the family in the pictures: **Are they the same? Are they different?**

Ask each student to explain to a partner how the family in the picture is alike or different from their family. Ask individual students to describe their family.

Remind students the language they use to greet one another: **My name is \_\_\_\_\_.** **What is your name?** Also review how to use the pronouns **his** and **her** in sentences. Use the expressions: **My name is \_\_\_\_\_.** **Her name is \_\_\_\_\_.** **Your name is \_\_\_\_\_.** **His name is \_\_\_\_\_.** Have students practise the language patterns with you several times.

## 2. Vocabulary (15 minutes)

family	brother
father	sister
mother	older people (elderly)
grandfather	grandmother

Say the words above out loud several times. Then ask students to repeat the words out loud together. Ask individual students to say the words accurately.

Use the words **brother**, **sister**, **father**, **mother** in sentences using the language pattern: **I have a \_\_\_\_\_.** Model by saying: I have a father/mother/brother or sister. Say these sentences several times and ask students to repeat after you out loud. Ask individual students to practise the sentences. Individual students can repeat after you if necessary.

Present the the sight words **is**, **are**, **who**, **this**, **there** by modelling for the students. Introduce yourself by saying: **My name is \_\_\_\_\_.** Ask



individual students to tell his/her name by saying: **My name is** \_\_\_\_\_. Then point to a student and say: **Who is this?** Then say: **This is (his/her name).** Then say: **There are many girls/boys in this classroom.** Say the sentences again and have students repeat after you.

Say: **I have a book. You have a book.** While pointing to individual students. Point to a girl and say: **She has a book.** Point to a boy and say: **He has a book.** Ask students to practise the sentences with your support.

## Week 7

## Lesson 2

### Lesson Contents

- Oral Language
- Vocabulary

### 1. Oral Language (25 minutes)

Review the language patterns and vocabulary words students learned in the previous lesson. Introduce “Family Song” and explain to students any words and language patterns that may be unfamiliar to them.

Discuss the meaning of **baby** and the meaning of the verbs: **see, dance, jump**. As you sing, do the motions to represent the verbs. Sing the song before class and perform the song with enthusiasm.

Walk around the classroom and observe students singing and using the correct motions to represent the verbs. Give them feedback when necessary.

### Family Song

Father, father, father, father,  
 Father, I see you!  
 Mother, mother, mother, mother,  
 Mother, I see you!  
 Father, lets dance, dance!  
 Mother, lets dance, dance!  
 Brother, Brother, Brother, Brother,  
 Brother, I see you!  
 Sister, sister, sister, sister,  
 Sister, I see you!  
 Brother, lets jump, jump!  
 Sister, lets jump, jump!  
 Baby, Baby, Baby, Baby,  
 Baby, I see you!  
 Father, Mother, Sister, Brother,  
 Father, Mother, Sister, Brother,  
 Father, Mother, Sister, Brother,  
 (waaaa!)  
 Baby, I see you!

### 2. Vocabulary (15 minutes)

Review the words: **mother, father, brother, sister, baby** and remind students of their meanings. Bring in a picture of a family, if possible.

Use signs and gestures to practise the sight words **I, you, am, are**. Point to yourself and say: **I**. Tell individual students to point to themselves and say: **I**. Then tell everyone to point to themselves and say: **I**.

Point to a girl and say: **you**. Repeat this with a boy. Have pair of students point to each other and say: **you**.



Have students practise the sight words in sentences.

Say: **I am a teacher and point to yourself.**

Ask a student to come to the front, point himself or herself and say: **I am a student.** Ask all students to repeat. Then ask that student to point to you and say: **You are a teacher.**

You are a student.

Tell the student to point to you and say: **You are a teacher.** Ask all students to repeat this several times.

Then point to all students and say: **You are students.**

End the lesson by singing the song.

## Week 7

## Lesson 3

### Lesson Contents

- Oral Language
- Vocabulary

### 1. Oral Language (25 minutes)

Greet the students. Remind students of how to use the greeting **hello**. Explain that it can replace good morning and good afternoon. Use gestures and say: **hello** to the students and greet some of the students by shaking their hands. Have students say: **hello** in pairs and shake hands.

Review the family words students learned in previous lessons. Sing “Family Song” at the beginning and end of the lesson.

Say each of the language patterns several times out loud.

**I have \_\_\_\_\_.**

**What do I have?**

**You have \_\_\_\_\_.**

Ask students to repeat each language pattern together out loud.

Tell students about your family by saying:

**I have two brothers and one sister.** Then ask: **What do I have?** Students will say: **You have two brothers and one sister.**

Ask a student: **What do you have?** The student will answer: **I have \_\_\_\_\_.** **What do I have?** You will answer: **You have \_\_\_\_\_.** Repeat this with several students. Ask students to practise a similar dialogue in pairs or ask pairs to come to the front of the classroom and practise the dialogue.

### 2. Vocabulary (15 minutes)

Tell students to open their student book and look at the picture of the **brother** and **sister**. Say the words several times out loud. Ask students to repeat the words with you. Tell students to point to the sister and then to the brother. Repeat this several times until you feel students completely understand the meaning of the words. Ask individual students to say the words fluently and clearly.

Review counting from zero to five in English orally.

Use the sight words **I, have, many, you, do** in language patterns. Use the classroom context when teaching vocabulary words and language items. **Examples: I have \_\_\_\_\_.** **You have \_\_\_\_\_.**

Hold up a pen and say: **I have a pen.** Give the pen to a student and ask the student to say: **I have a pen.**

Point to the student and say: **You have a pen.**  
Then students will point to the student and say:  
**You have a pen.**

Take the pen from the student and hold it in the air. Say: **I have a pen. How many pens do I have?** Students will answer: **You have one pen.**

Repeat this activity using different objects until all students are familiar with how to use the language patterns.

Continue to practise the language patterns with students using the dialogues.

Teacher:	Students:
I have two sisters. How many sisters do I have?	You have two sisters
I have one brother. How many brothers do I have?	You have one brother.
How many boys are at the desk?	There are _____ boys at the desk.

Practise saying these sentences fluently with the students several times.

## Week 7

## Lesson 4

### Lesson Contents

- Oral Language
- Vocabulary
- Phonemic Awareness
- Pre-writing

### 1. Oral Language (5 minutes)

Tell students that they will practise the words **my, your, his, her.**

Hold up your pen and say: **This is my pen.**  
Point to students and ask individual students to hold up their pen and say: **This is my pen.**

Ask a girl to hold up her pen and say: **This is my pen.** Point to a boy and tell him to hold up his pen and say: **This is my pen.** Tell two students, one boy and one girl, to come to the front of the classroom while holding their pens. Tell the girl to hold up her pen. Then ask the boy to say: **This is her pen.** Tell the boy to hold up his pen and ask the girl to say: **This is his pen.** Tell the girl to take the boy's pen and hold it up. She will say to the boy: **This is your pen.** Then the boy will take the girl's pen and say to the girl: **This is your pen.**

Repeat practising the language pattern in this way several times with different pairs of students.

Point to yourself and say: **My name is \_\_\_\_\_.**  
Point to a student and ask: **What is your name?**  
The student will respond: **My name is \_\_\_\_\_.**  
Point to another student and ask him/her to tell you the student's name: **What is his name?**  
The student will respond: **His name is \_\_\_\_\_.**

Then point to a girl and ask a student: **What is her name?** The student will respond: **Her name is \_\_\_\_\_.** Remember to emphasise the words **my, you, his, her.**

### 2. Vocabulary (10 minutes)

Ask four students to come to the front of the room. Point to yourself and say:

**My name is \_\_\_\_\_.** Point to a boy and say:

**His name is \_\_\_\_\_.** Point to a girl and say:

**Her name is \_\_\_\_\_.** Point to the last student and say: **Your name is \_\_\_\_\_.**

Repeat this activity with groups of four students.

Explain to students the sight words **your, his, her, my, what**. Use the words in sentences.

Say: **What is your name?** Ask students to repeat the sentence after you. Give stress to the word **what**. The student should respond: **My name is \_\_\_\_\_.**

Point to one student and ask another: **What is her/his name?** That student will respond: **His/her name is \_\_\_\_\_.** Tell students to repeat each sentence. Repeat this activity several times.

Say the sentences below several times and ask students to repeat after you.

<b>My name is _____.</b>	<b>What is your name?</b>
<b>His name is _____.</b>	<b>What is her name?</b>
<b>This is my pen.</b>	<b>This is his pen.</b>
<b>This is her pen.</b>	<b>This is your pen.</b>

### 3. Phonemic Awareness (10 minutes)

Review the letters and sounds students have learned in previous weeks.

Ask students to listen to the sound of the letter **h** in the words you will say. Say the word **hat**, emphasising the letter **h**, and ask students to repeat the word several times emphasising the letter **h**. Do the same with the words **hen, hand, hot, hold**. Be sure to emphasise the sound of the letter **h**. Ask students to think of some names that start with the **/h/** sound. Ask students to repeat the names and emphasise the **/h/** sound.

Ask students to look at the pictures in the student book that show a **hen, hat, hand**.

Tell students that you will teach them English words that have the sound of the letter **h**. Ask students to point to each picture as you say the name of the object.

Ask students to point to the pictures and say the names of the objects several times: **hen, hat, hand**.

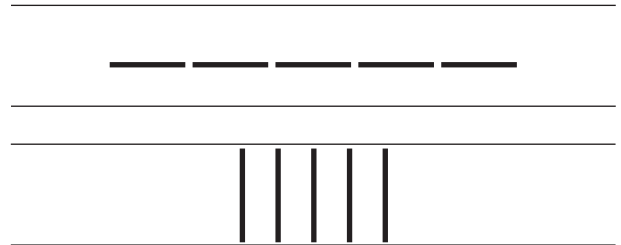
Tell students that they are going to play the **Odd One Out** game. Ask students to listen carefully and say the word which does not begin with the **/h/** sound.

<b>hat</b>	<b>can</b>	<b>head</b>	<b>cow</b>	<b>hop</b>	<b>cup</b>
<b>bake</b>	<b>head</b>	<b>nose</b>	<b>dog</b>	<b>arm</b>	<b>hat</b>

### 4. Pre-writing (15 minutes)

Tell students that they are going to draw **vertical** and **horizontal** lines. Show them what vertical and horizontal lines look like on the board.

Then show the strokes that need to be used. Say: **A line can be drawn from top to bottom or from left to right.** Demonstrate this on the board.



Ask students to use their finger to trace the line patterns in their student book. Tell students that their exercise book does not have these lines. Model how to do this on the board. Ask students to draw the lines on the top of their desks with their fingers. Model this.

Tell students that they are going to learn to form the letter **h**. Use the following steps to teach how to form the letter **h**. You will need to discuss the meaning of the words **down, up, round and down**.

Face the board and show how to form this letter in the air using big movements. As you form

the letter say: **This is the letter h – down, up, round and down.**

Ask students to **stand up**. Tell them to form the letter h in the air with you several times. Say the name of the letter and say the direction of the movement as you show how to form it. **This is the letter h - down, up, round and down.**

Ask students to show a partner how to make the letter **h** in the air. As they make the letter ask them to say: **This is the letter h – down, up, round, and down.**

Ask students to use two fingers to form the letter **h** on the top of their desk while saying the name of the letter and the movements needed to form the letter. **This is the letter h – down, up, round, and down.**

Ask students to form the letter several times in the air as you modelled.

Ask individual students to stand up and come to front. Then ask them to form the letter **h** in the air as they face the board.

As they form the letter, each student should say: **This is the letter h – down, up, round and down.**

Tell students to open their student book and look at the pre-writing activity. They will use their fingers to trace the letter parts in the boxes and the letters between the lines. Show them again how to form the letter.

## Week 7

## Lesson 5

### Lesson Contents

- Oral Language
- Vocabulary

### 1. Oral Language (25 minutes)

Explain to students that they will learn about family members **father, mother, brother, sister**. Review the family member words. Use the pictures in the student book. Ask students to identify the family members.

Point to the father in the picture and say: **This is a father**. Ask students to repeat the sentence after you.

Point to a mother in the picture and say: **This is a mother**. Ask students to repeat after you several times.

Then point to a boy and a girl at a time and say: **This is a brother. This is a sister**. Ask students to repeat after you.

Ask individual students to point and say the names of family members out loud. Then students will work with a partner and each will take turns pointing to and saying the names of family members.

### 2. Vocabulary (15 minutes)

Review family member words: **grandmother, grandfather, father, mother, brother, sister** several times and ask students to repeat after you.

Then review how to use the sight words **my, his, her, your, is, what**.

Pick up a pencil from a student near you and show it to all students and ask: **What is this?** Hand it to the student you took it from. That student should say: **This is a pencil. Then you will take it back and say: This is her/his pencil.**

Hold up a duster and say: **This is my duster.** Ask individual students to hold up their pencils and say: **This is my pencil.** Ask them to do the same with **book, pen, bag** and **exercise book.**

Ask them to work with a partner and practise the language pattern. Students will place all of their items on their desks. One student will point and ask: **What is this?** The other will touch it and say: **This is my \_\_\_\_\_. or This is a \_\_\_\_\_. Model this several times.**

Ask several students to stand at their desks and say what is theirs using the language pattern.

Observe students while they are practising using the sight words **my, your, his, her, is, what.** Provide assistance and feedback when needed.

## Week 7

## Lesson 6

### Lesson Contents

- Oral Language
- Phonemic Awareness
- Pre-writing

### 1. Oral Language (20 minutes)

Review the family members **father, mother, sister, brother.** Ask students to introduce themselves and their family.

Model the language patterns several times. **My name is \_\_\_\_\_. I am \_\_\_\_\_ years old.**

Review the family words **father, mother, brother, sister.** Say the words with accuracy several times out loud. Ask students to repeat the words several times with you. Ask individual students to repeat the words.

To reinforce the learning, sing “Family Song” with students.

Tell students that they will practise the sight words **I, have, am, is, my.** Review them and use the words in sentences.

**I have \_\_\_\_\_.**

**I am \_\_\_\_\_.**

**My \_\_\_\_\_ is \_\_\_\_\_.**

Ask students to say the language patterns together out loud.

Say: **I have a duster.** Then show the duster to students. Say: **I have a book.** Then show students a book. Say: **This is my duster.** Ask students to hold up their books and say: **This is my book.**

Point to yourself and say: **I am a teacher.** Ask individual students to point to themselves and say: **I am a student.** Do this activity several times.

Remind students about the meaning of the opposites **short, tall, fat, thin.** Tell students: **My father is short. My mother is fat. My brother is tall. My sister is thin. Ask students to repeat after you.**

Then ask individual students to tell you about their family using the language pattern:

**I have \_\_\_\_\_.**

## 2. Phonemic Awareness (10 minutes)

Review the sound of the letter **h** using varying strategies used to teach the sound of letter **h** in the previous lesson.

Tell students that now they will learn the sound of the letter **p**. The letter **p** makes the sound /p/. Repeat the sound several times. Say: **This is the sound of the letter p** (make the sound /p/). Say the name of the letter **p** and make its sound /p/. Then ask students to repeat after you many times.

Ask students to listen for the sound of the letter **p** in the words you will say. Say the word **pen**, emphasising the letter **p** and ask students to repeat the word several times emphasising the sound of the **p**. Do the same with the words **pig, pink, pet, park, pan**. Be sure to emphasise the sound of the letter **p**. Now ask students to think of some names that start with the /p/ sound. Ask students to repeat the names after they are said and emphasise the /p/ sound.

Ask students to look at the pictures in the student book that show a **pen, pig, pan**.

Tell students that you will teach them more English words that have the sound of the letter **p**.

Ask students to point to each picture as you say the name of the object.

Ask students to point to the pictures and say the names of the objects many times: **pen, pig, pan**.

Say the words **hat, hen, pig, hut, pen, pink, hug, park**. Students will clap once if they hear the sound of the letter **p**. If they do not hear the sound of the letter **p**, they will put their hands on their heads.

Tell students that they are going to play the **Odd One Out** game. You will say several words. Ask students to listen carefully and call out the words which do not begin with the /p/ sound.

picture	pot	bed	dog
pull	pencil	pen	park
handbook	pin	pig	pan

## 3. Pre-writing (10 minutes)

Tell students that they will learn to form the letter **p**. Use the following steps to teach how to form the letter **p**. Discuss the meaning of the words **down, up again and round to the right**.

Face the board and show how to form this letter in the air using big movements. As you form the letter say: **This is the letter p – down, up again, and round to the right**.

Ask students to **stand up**. Tell them to form the letter **p** several times. Say the name of the letter and say the direction of the movement as you show how to form it. **This is the letter p - down, up again and round to the right**.

Ask students to show a partner how to make the letter **p** in the air. As they make the letter ask them to say: **This is the letter p – down, up again, and round to the right**.

Ask students to use two fingers to form the letter **p** on the top of their desk while saying the name of the letter and the movements needed to form the letter. **This is the letter p – down, up again, and round to the right**.

Ask students to form the letter several times in the air as you modelled.

Ask individual students to stand up and come to front. Then ask them to form the letter **p** in the air as they face the board.



As they form the letter, each student should say: **This is the letter p – down, up again and round to the right.**

Tell students to open their student book and look at the pre-writing activity. They will use their fingers to trace the letter parts in the boxes and the letter between the lines. Show them again how to make the letter.

## Week 8

## Lesson 1

### Lesson Contents

- Oral Language
- Vocabulary

### 1. Oral Language (25 minutes)

Greet the students. Say: **Hello, students.** They will answer: **Hello, teacher.** Explain to students that part of a greeting is asking how that person is doing: **How are you?** or **How do you do?** Tell them that a response to **How are you?** is **I am fine, thank you.** Practise this dialogue with the class, then with individual students.

Also, explain the question: **Where are you?**

Tell the students what the word **here** means. Ask students to repeat after you: **I am here. I am in the classroom.** Point toward your feet then around the classroom as you say the word **here.** Ask several students to stand in different places around the classroom. Ask each: **Where are you?** They will answer: **I am here.** as they point to their feet.

Sing “Family Song.” and other songs. Tell students that they are going to learn another song about families.

First, ask the students to identify the family members by name from the given picture:

**father, mother, sister, brother, baby.** Point to each picture as students say the name of each person.

Sing the song “Where are You?”

#### Where Are You?

Father, father, where are you?

Here I am. Here I am. How do you do?

Mother, mother, where are you?

Here I am. Here I am. How do you do?

Brother, brother, where are you?

Here I am. Here I am. How do you do?

Sister, sister, where are you?

Here I am. Here I am. How do you do?

Baby, baby, where are you?

Here I am. Here I am. How do you do?

### 2. Vocabulary (15 minutes)

Say the words out loud with accuracy: **daddy, mommy, brother, sister, father, baby, mother.** Ask students what words are new to the list. They should say: **daddy** and **mommy.** Explain the meaning of the two new words. Tell them **daddy** is another word for **father,** and **mommy** is another word for **mother.**

Ask them to look at the picture of the family in the student book. Say the names of each person together. This time, instead of saying **father** and **mother,** you will say **daddy** and **mommy.** Read all the words out loud again. Do this several times. Ask students to repeat the words after you. Then, ask individual students to repeat the words out loud after you several times.



Sing “How are You?” with the students. Sing it again and replace the words **father** and **mother** with **mommy** and **daddy**. Model how to sing with fluency.

Sing the song together with the students several times.

Use oral activities to teach and practise the sight words: **I, am, are, you, where**. Point to a student and say: **You are a boy**. Point to another student and say: **You are a girl**. Say the words loudly and clearly.

Point to yourself and say: **I am a teacher**. Point to individual students and ask them to point to themselves and say: **I am a student**. Do this several times. Walk around the classroom and ask several students to point to a boy or a girl and repeat after you saying: **You are a boy/girl**.

Practise the word **where** using the language pattern: **Where do you live?** Students will answer: **I live in \_\_\_\_\_**. Do this several times and ask students to repeat the sentences. Repeat this many times with individual students. Then ask students to work with a partner and take turns asking and answering the question.

Assess students’ ability to say the sight words: **you, I, are, where, am** and use them in sentences.

## Week 8

## Lesson 2

### Lesson Contents

- Oral Language
- Vocabulary

### 1. Oral Language (25 minutes)

Count to ten with students in English. Review the language patterns: **How many brothers/**

**sisters do you have? I have \_\_\_\_\_ brother(s)/ sister(s)**. Model how to use the language patterns with individual students. Then ask pairs of students to model the language patterns.

Introduce the family tree to students by explaining the relationships among family members.

Discuss with students the picture of a family in the student book.

Tell students about different generations of family. Explain family relationships starting with grandparents.

Point to a picture of the family tree in the student book and say the name of each person. Do this several times and ask students to repeat the words after you say them. Ask students to say the words **grandparents, parents, children** with you. Ask students to tell you about their parents and their grandparents. Ask students to raise their hands if they have grandparents living with them. Explain the meaning of each family word. Continue teaching the new words until students understand their meanings.

Assess students’ understanding by asking the following questions.

1. Who is your father’s or mother’s father?  
He is my grandfather.
2. Who is your father’s or mother’s mother?  
She is my grandmother.
3. What do you call your mother and father? They are parents.
4. What do you call your brothers and sisters? They are children.

### 2. Vocabulary (15 minutes)

Say the following words and phrases several times out loud:

<b>grandfather</b>	<b>father</b>	<b>me</b>
<b>grandmother</b>	<b>sister</b>	<b>brother</b>
<b>mother</b>		

Ask students to say each word after you with accuracy. When you say the word **me** point to yourself. Students will work with a partner and point to each person in the family tree and say their names accurately. Walk around the classroom and observe students while they say the words. Provide feedback and assistance.

## Week 8

## Lesson 3

### Lesson Contents

- Oral Language
- Vocabulary

### 1. Oral Language (25 minutes)

Sing all of the songs already learned about families.

Review the language pattern: **My father's/mother's name is \_\_\_\_**. Use the language pattern to tell students your father's name. Ask students to say: **My father's/mother's name is \_\_\_\_**. Then ask them to use the language pattern to ask individual students their parents' names. Have them repeat the sentences to a partner.

Ask several students who lives with them. They should be able to answer: **my father, my mother, my two brothers, my sister, my grandfather....** After several students have said who lives with them, use their examples to show that not all families are the same. Some are the same and some are different.

Tell the students to look at the picture of a boy who introduces himself and his family. Review the names of all of the members of the family in the picture. Tell students how the boy would introduce his family using the dialogue: **Hello my name is \_\_\_\_**. **I have a \_\_\_\_ (father). I have a \_\_\_\_ (mother). I have \_\_\_\_ (two sisters)**. Repeat the sentences to the students again and ask them to repeat after you. Introduce yourself and your family to the class in the same way. Then ask individual students to first introduce themselves and their family to the class.

Ask students to work in a small group. They will tell each other their name and who is in their family using the pattern: **My name \_\_\_\_**. **I have \_\_\_\_**.

### 2. Vocabulary (15 minutes)

Help students use and practise the family words **father, mother, sister, brother**. Tell them to look at the pictures in the student book with a partner. Ask them to point to each person and name each. They will point to the boy and say: **brother**. They will point to each sister and say: **sister. They will do the same for mother and father**. Then they can point to each person and say the person's name together. Model this.

Model the words in sentences and ask students to practise the sentences. Point to yourself and say: **I have a mother and father**. Ask students to repeat after you. Then say: **I have a brother and a sister**. Ask students to repeat after you. Point to yourself and say: **They are my family**.

Ask students to repeat after you. Ask a student to come to the front of the room and use the same language patterns to tell the class who is

in their family. Repeat this several times with different students.

## Week 8

## Lesson 4

### Lesson Contents

- Oral Language
- Vocabulary
- Phonemic Awareness
- Pre-writing

### 1. Oral Language (15 minutes)

Explain to students the meaning of large families and small families. Tell them the meaning of the concepts **large** and **small**.

Use gestures and body movements to show small size and large size. Show them pictures in the student book that show a large family and a small family.

Ask them to point to the family members **father, mother, brother, sister, grandmother, grandfather**. Say each word two times then ask students to repeat after you. Then point to individual students and ask students to name each family member. Ask all students to point to each picture when you say the name of each family member.

Tell students to look at the picture of Elsa's family. Ask them if the family is large or small and ask the reason why they say the family is large or small.

Tell them that you will read the text about Elsa's family. Read the text two times slowly. Then, ask some questions about Elsa's family.

Before you read, review the words: **fat, thin, big, small, short, tall**. Also review number

words to ten and the phrase **years old**. Then explain the meaning of the word **love**.

### Elsa's Family

Elsa has a big family.

She lives with four people.

Elsa's mother is thin and short.

Elsa's father is thin and tall.

Elsa has two brothers. Zena is five years old and is short. Samuel is two years old and is small.

Elsa loves her family!

Ask the questions below.

- How many people are in Elsa's family?  
A. four      B. five      C. six
- Elsa's mom is  
A. fat.      B. short.      C. tall.
- This is about Elsa's  
A. father and mother.  
B. family.  
C. brother and sister.
- Tell a partner if Elsa's family is like yours.
- Tell a partner what you think Elsa and her family like to do.

Ask individual students to stand up and tell the class how Elsa's family is like theirs.

### 2. Vocabulary (10 minutes)

Help students practise the words **large, small** until students say them correctly.

Point to yourself and say: **I have a small family**. Then pair students: Tell Group 1 students they

will pretend to have a large family and Group 2 students they will pretend to have a small family. Tell students with large family to sit in one area. Students with small family to stand together.

Point to the first group and say: **You have a large family.** Ask individual students to say: **I have a large family.** Then say the sentence with the first group together out loud.

Point to the second group and say: **You have a small family.** Ask individual students to say: **I have a small family.** Then ask students to repeat the sentence out loud.

Ask them to take turns telling the group members about why they think families are **large** or **small**.

Tell students to go back to their seats and look at the pictures of the two families in the student book. Point to the picture of the large family and ask students: **How many are in the large family?** Help them to count in English. They will answer: **There are nine in the large family.** Then ask: **How many are in the small family?** They will answer: **There are four in the small family.**

### 3. Phonemic Awareness (10 minutes)

Review the letter sounds students have learned. Be sure to review letters **h** and **p**. Tell students that now they will learn the sound of the letter **l**. The letter **l** makes the sound /l/. Repeat the sound several times. Say: **This is the sound of the letter l** (make the sound /l/). Say the name of the letter **l** and make its sound /l/. Then ask students to repeat after you many times.

Ask students to listen for the sound of the letter **l** in the words you will say. Say the word **leg**,

emphasising the letter **l** and ask students to repeat the word several times emphasising the letter **l**. Do the same with the words **lamp, log, lip, line, ...** Be sure to emphasise the sound of the letter **l**. Now ask students to think of some names that start with the /l/ sound. Ask students to repeat the names after they are said and emphasise the /l/ sound.

Ask students to look at the two pictures in the student book that show a **leg, lamp, log**.

Tell students that you will teach them English words that have the sound of the letter **l**. Ask students to point to each picture as you say the name of the object.

Ask students to point to the pictures and say the names of the objects many times: **leg, lamp, log**.

Play **The Sound Game**. When students hear a word beginning with the letter **l**, they are to stand up and repeat the word. Read the words slowly:

<b>like</b>	<b>let</b>	<b>ant</b>	<b>car</b>
<b>log</b>	<b>axe</b>	<b>leg</b>	<b>line</b>
<b>can</b>	<b>am</b>	<b>door</b>	<b>light</b>

Students will stand up or stay standing when they hear the /l/ sound and repeat the word together out loud. They will sit down, or stay seated, if they do not hear the sound.

Tell students that they are going to play the **Odd One Out game**. Read several words. Ask students to listen carefully and say the word which does not begin with the /l/ sound.

<b>lion</b>	<b>lemon</b>	<b>monkey</b>	<b>cat</b>
<b>lentil</b>	<b>mother</b>	<b>letter</b>	<b>head</b>

#### 4. Pre-writing (5 minutes)

Review with students how to hold their pencils. Tell students that they are going to draw vertical and horizontal lines. On the board review what vertical and horizontal lines look like.

Show the strokes that need to be used. A line can be drawn from top to bottom or from left to right. Demonstrate this on the board.

Tell students that they are going to learn to form the letter **I**. Use the following steps to teach how to form the letter **I**. You will need to discuss the meaning of the word **down**.

Face the board and show how to form this letter in the air using big movements. As you form the letter say: **This is the letter I – down**.

Ask students to stand up. Tell them to form the letter **I** in the air with you several times. Say the name of the letter and say the direction of the movement as you show how to form it. **This is the letter I – down**.

Ask students to show a partner how to make the letter in the air. As they make the letter ask them to say: **This is the letter I – down**.

Ask students to use two fingers to form the letter on the top of their desk while saying the name of the letter and the movements needed to form the letter. **This is the letter I – down**.

Ask students to form the letter several times in the air as you modelled.

Ask individual students to stand up and come to front. Then ask them to form the letter in the air as they face the board.

As they form the letter, each student should say: **This is the letter I – down**.

Tell students to open their student book and look at the pre-writing activity. Using their fingers,

they will practise writing the letter in the boxes and then between the lines. Show them again how to make the letter.

Face the board and demonstrate how to write this letter in the air using big movements.

Ask students to stand up. Tell them to write the letter **I** in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

## Week 8

## Lesson 5

### Lesson Contents

- Oral Language
- Vocabulary

### 1. Oral Language (25 minutes)

To reinforce previous learning, begin the lesson with the all the family songs students have learned. Tell students that they are going to learn a new song about a family. Use the strategies to teach the song that you used in previous lessons. Be certain to explain the meaning of any new words to students: **kind, dear, near, strong, plays**.

#### This Is My Family

This is my mother, kind and dear.

This is my father sitting near.

This is my brother strong and tall.

This is my sister, who plays with her ball.

This is my baby, littlest of all.

See my whole family large and small.

Assess if students sing the song correctly. Provide feedback if needed.

## 2. Vocabulary (15 minutes)

Explain the words **large, small, baby**. Use the words in sentences. Demonstrate the words using gestures. First say the words and ask students to repeat the words after you several times.

Ask individual students to sing the song. Then sing the whole song together out loud. Model the words in sentences.

Point to yourself and say: **I have a small family.**

Tell students you will ask them a question. **Who has a large family?** The students who have a large family will wave their hands in the air.

Tell students waving their hands to say: **I have a large family.**

Ask students: **Who has a small family? The students who have a small family will stand up and say: I have a small family.**

Point to individual students and tell them to say what they have:

**I have a large family.**

**I have a small family.**

Ask who has a baby brother or sister. Tell students to wave both hands if they have a baby brother or baby sister.

Then practise the sight words **is, the, her, my, who**. Use the words in the classroom context. Hold up classroom object or point to an object and say: **This is a desk.**

Put books on the desk. Ask students to say: **This is a desk.** Repeat the sentences together out loud.

Assess if students understand, and accurately say the words **large, small, is, the, her, my, who**.

## Week 8

## Lesson 6

### Lesson Contents

- Oral Language
- Vocabulary
- Phonemic Awareness
- Pre-writing

### 1. Oral Language (15 minutes)

Sing any of the previous songs students have learned.

Explain that we use **this** to name one object and **these** to name more than one. Point to a student and ask **Who is This?** Then point to several people and ask **What are these?**

Ask students to name family members **father, mother, brother, sister**. First, name family members together.

Open and hold up the student book. Tell students to open their books and look at the pictures. Tell them all the family members names while pointing to each picture in the student book. Use the language pattern: **This is \_\_\_\_\_**. Do this several times.

Ask individual students to name each family member in the pictures. Point to each picture in the student book and ask students to say the words representing the people in the picture. Do this a few times.

Then ask individual students to point each person when you name each family member.

Invite students in pairs to practise naming the people in the pictures together. For example, one student points to each of the family members.



The other calls out the word representing the picture.

Ask the following questions to students:

**Teacher:** Point to a picture and say: **Who is this?**

**Student:** **This is a sister/ brother....**

**Teacher:** Point to the grandparents in the pictures and say: **Who are these?**

**Student:** **These are grandparents.**

Ask students to practise the dialogue with a partner.

## 2. Vocabulary (10 minutes)

Practise the words in the chart out loud with students. Ask them to repeat after you. Do this several times until students say the words accurately.

<b>family</b>	<b>mother</b>	<b>father</b>
<b>sister</b>	<b>brother</b>	<b>parents</b>
<b>grandparents</b>	<b>grandfather</b>	<b>grandmother</b>

Tell students to open their student books. Point to a picture and ask individual students to say the word. Repeat this for each word. Then say the words and ask students to point to the correct picture.

Ask students to work in a small group. One person will say a word, the rest of the group will repeat the word. Students will take turns being the person to say the word to the group.

## 3. Phonemic Awareness (10 minutes)

Review letters sounds students learned in previous lessons.

Tell students that now they will learn the sound of the letter **g**. The letter **g** makes the sound /g/.

Repeat the sound several times. Say: **This is the sound of the letter g** (make the sound /g/). Say the name of the letter **g** and make its sound /g/. Then ask students to repeat after you many times.

Ask students to listen for the sound of the letter **g** in the words you will say. Say the word **goat** emphasising the letter **g** and ask students to repeat the word several times emphasising the letter **g**. Do the same with the words **grass, green, go, got....** Be sure to emphasise the sound of the letter **g**.

Now ask students to think of some names that start with the /g/ sound. Ask students to repeat the names after they are said and emphasise the /g/ sound.

Ask students to look at the pictures in the student book that show a **goat, glass, green**.

Tell students that you will teach them English words that have the sound of the letter **g**. Ask students to point to each picture as you say its name.

Ask students to point to the pictures and say the names several times.

Say words: **goat, like, green, lip, grow, glass, lake**. Students will clap once if they hear the sound of the letter **g**. If they do not hear the sound of the letter **g** they will put their hands on their heads.

Tell students they are going to play the **Odd One Out** game. You will read several words. Ask students to listen carefully and say the words which do not begin with the **g** sound.

<b>lion</b>	<b>get</b>	<b>goat</b>	<b>cat</b>	<b>lentil</b>
<b>gone</b>	<b>letter</b>	<b>head</b>	<b>give</b>	<b>gate</b>

Review letters sounds students learned in previous lessons.

#### 4. Pre-writing (5 minutes)

Tell students that they are going to learn to form the letter **g**. Use the following steps to teach how to form the letter **g**. You will need to discuss the meaning of the words **round, down, round left**.

Face the board and show how to form this letter in the air using big movements. As you form the letter say: **This is the letter – round, down, round left**.

Ask students to **stand up**. Tell them to form the letter **g** in the air with you several times. Say the name of the letter and say the direction of the movement as you show how to form it. **This is the letter g – round, down, round left**.

Ask students to show a partner how to make the letter in the air. As they make the letter ask them to say: **This is the letter g – round, down, round left**.

Ask students to use two fingers to form the letter on the top of their desk while saying the name of the letter and the movements needed to form the letter. **This is the letter g – round, down, round left**.

Ask students to form the letter several times in the air as you modelled.

Ask individual students to stand up and come to front. Then ask them to form the letter in the air as they face the board.

As they form the letter, each student should say: **This is the letter g– round, down, round left**.

Tell students to open their student book and look at the pre-writing activity. They will use their fingers to trace the shapes in the boxes. Then they will trace the letters between the lines. Show them again how to make the letter.

## Unit Objectives

**At the end of the unit students will be able to:**

- identify and say the sounds of the letters v, l, w, u, k, x, y, z, q;
- use language patterns What is that? That is \_\_\_\_\_. What are these? I am \_\_\_\_\_. How old are you?;
- use language patterns;
- draw lines and strokes for letter formation;
- learn numbers and number words from 0-20;
- read and write upper and lower case letters; and
- identify shapes and size.

## Week 9

## Lesson 1

### Lesson Contents

- Oral Language
- Phonemic Awareness
- Pre-writing

### 1. Oral Language (20 minutes)

Begin the lesson by describing classroom objects. Tell students that there are many of objects that can be touched and seen.

Say: **Today we are going to learn the song “Welcome to My Classroom.”**

Check if students sing fluently. Provide feedback and assistance.

### Welcome to My Classroom

That is a chair.

That is a ruler.

That is a desk.

That is a door.

That is an eraser.

That is a book.

That is a table.

That is a pen.

That is paper.

That is a pencil.

Those are scissors.

Those are windows.

## 2. Phonemic Awareness

(10 minutes)

Tell students that they are going to learn the sound /o/. Say the sound /o/ several times out loud. Ask students to repeat the sound /o/ together out loud.

Letter **o** makes the sound /o/ as in **ox**, **boy**. Tell students to listen for the sound /o/ in the given words **old** and **boy**. Emphasise the sound /o/ when you say the words. Ask students to say the words emphasising the sound as you did.

Hold up a picture of an ostrich. Ask: **What is this?**

Students will answer together out loud. **This is an ox.**

Ox, Ox, Ox, Ox (stress the /o/ sound)

Repeat the /o/ sound as you point to the letter on the board: **o o o o**

Ask students to repeat the sound together out loud several times after you say it. Ask individual students to repeat the sound as you point to the letter /o/.

Tell students to look at the pictures in student book of an **ostrich**, **ox**, **orange**. Have students point to the pictures and say the English name several times together out loud after you say it. Emphasise the /o/ sound.

## 3. Pre-writing (10 minutes)

Tell students that they are going to write letter **o** pattern in the air. Write the letter **o** on the board and say: **This is the letter /o/**

As you write this letter, also say: **round**

Face the board and demonstrate how to write this letter in the air, using big movements. As

you write the letter, say: **This is the letter o round.**

Ask students to stand up. Tell them to write the letter **o** in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it. **This is the letter o round.**

Ask students to show a partner how to make the letter **o** in the air again. As they make the letter, have them say: **This is the letter o round.**

Tell students to use two fingers to form the letter **o** on the top of their desks while saying the name of the letter. **This is the letter o round**

Tell students to write the letter several times in the air.

Walk around the rooms and provide feedback and assistance.

## Week 9

## Lesson 2

### Lesson Contents

- Oral Language
- Vocabulary

## 1. Oral Language (20 minutes)

Today, students are going to practise learning the words: **table**, **chair**, **desk**, **board**, **door**, **duster**, **sharpener** and **window**.

Point to individual objects in the classroom and say: **What is this?** and answer by saying: **It is a chair. It is a duster.** Continue until all the words are taught. Ask students to repeat the sentences several times after you.

Then point to each object and ask students to name it. Point to a book and ask students: **What is this?** Students should say: **It is a book.**

Have them repeat the sentences several times. Then hold up a duster and ask: **What is this?** students should say: **It is a duster.** Point to a desk and say: **What is this?** Students will respond: **It is a desk.** Have students repeat the sentences after you. Do this several times out loud.

Ask students to practise the language patterns with the words: **eraser, pencil, sharpener, pen, book, board.** Ask them match the pictures of objects with words.

Read the dialogue out loud. Then ask a student to read it with you.

**Teacher:** **What's this? It's a table.**(Repeat the word table.)

**Students:** **It is a table.** (repeat 3 times)

**Teacher:** **Where is a table?** (Point to the table.)

**Students:** (Point to the table)

**Teacher:** **Yes! Good job!**

Repeat this dialogue for every object.

Next, play the game **Knock-knock.**

Tell students to close their eyes. Walk up to one of the objects (e.g. window, door, desk, table, board) and knock two times on it. Encourage the students to **shout out** what they think you are knocking on. Then, they can open their eyes to check. Then tell them the correct name of the object you knocked on.

## 2. Vocabulary (20 minutes)

Review the sight words **is, that, it, this, what.** Focus on the sight words **that, it.**

Point to a classroom object which is not close to you or to students and ask: **What is that?** students should say: **It is a duster /window/ board.**

Review classroom objects and their names. Remind students the meaning of the word **bag.** Show them a **bag.** Point to it and say its name.

eraser	table	duster	sharpener
pencil	desk	board	bag
pen	book	chair	

Use some of the classroom objects to teach the language patterns. Practise the words in sentences: **That is \_\_\_\_\_. It is \_\_\_\_\_.**

## Week 9

## Lesson 3

### Lesson Contents

- Oral Language
- Phonemic Awareness
- Pre-writing

## 1. Oral Language (20 minutes)

Review previous learning. Sing the classroom song. Repeat the previous oral activities by using the language patterns: **What is this? What is that? It is \_\_\_\_\_.**

Hold up the student book and show students each picture. Say each name as you point. Ask students to repeat after you. Then ask them to tell you the name of each picture when you point to it. Have students match pictures with the words: **ruler, table, paper, bag, scissors.**

Tell students to work with a partner. One student will say the name of each object as the other points to each picture. Then the other student will point to the pictures as his/her partner says each word.

## 2. Phonemic Awareness (5 minutes)

Review the letters and the sounds learned.

Ask students to listen for the sound of the letter **v** in the words you will say. Say the word **vegetable**, emphasising the letter **v** and ask students to repeat the word several times emphasising the letter **v**. Do the same with the words **van, vine, vest, vat**. Be sure to emphasise the sound of the letter **v**.

Ask students to think of names that start with the /v/ sound. Ask students to repeat the names after they are said and emphasise the /v/ sound.

Ask students to look at the pictures in the student book that show a **van, vegetables, vest**.

Tell students that you will teach them English words that have the sound of the letter **v**. Ask students to point to each picture as you say the name of the object.

Ask students to point to the pictures and say the names of the objects many times: **van, vegetable, vest**.

Tell students that they are going to play the **Odd One Out** game. Say several words. Ask students to listen carefully and say the word which does not begin with the /v/ sound.

<b>van</b>	<b>can</b>	<b>vest</b>	<b>cow</b>
<b>hop</b>	<b>vat</b>	<b>bake</b>	<b>vegetable</b>
<b>nose</b>	<b>dog</b>	<b>vine</b>	<b>cat</b>

## 3. Pre-writing (15 minutes)

Review how to hold a pencil. Tell students that you are going to draw vertical and horizontal lines on the board. On the board show them how to draw the vertical and horizontal lines using proper strokes.

Draw slanted lines slanting to the right on the board. Then draw slanted lines slanting to the left. Say: **These lines are drawn on a slant**. Show students the motions needed to draw the slanted lines. Explain that the letter **v** has slanted lines instead of straight lines.

Tell students that they are going to learn to form the letter **v**. Use the following steps to teach how to form the letter **v**. You will need to discuss the meaning of the words **slant down to the right and up to the right**.

Face the board and show how to form this letter in the air using big movements. As you form the letter say: **This is the letter v – slant down to the right and up to the right**.

Ask students to stand up. Tell them to form the letter **v** in the air with you several times. Say the name of the letter and say the direction of the movement as you show how to form it. **This is the letter v - slant down to the right and up to the right**.

Ask students to show a partner how to make the letter **v** in the air. As they make the letter ask them to say: **This is the letter v – slant down to the right and up to the right**.

Ask students to use two fingers to form the letter **v** on the top of their desk while saying the name of the letter and the movements needed to form the letter. **This is the letter v – slant down to the right and up to the right**.



Ask students to form the letter several times in the air as you modelled.

Ask individual students to stand up and come to front. Then ask them to form the letter **v** in the air as they face the board.

As they form the letter, each student should say: **This is the letter v – slant down to the right and up to the right.**

Tell students to open their student book and look at the pre-writing activity. They will use their fingers to trace the letter parts in the boxes and the letters between the lines. Show them again how to form the letter.

## Week 9

## Lesson 4

### Lesson Contents

- Oral Language
- Vocabulary

### 1. Oral Language (20 minutes)

Tell students that they are going to learn the language patterns: **What is that? That is \_\_\_\_\_.**

Using the language patterns, teach classroom objects. Point to each classroom object **floor, wall, roof**. Say the name of each picture several times and ask students to repeat after you. Then point to the floor and say: **What is that?** Ask students to say: **That is a floor.** Tell students to touch the floor. And again point to the floor and say: **What is that?** Ask students to say: **That is a floor.** Use the same procedure with the words **wall, roof**. Ask students to get up and touch the wall as they say: **That is a wall.**

Ask students to open their student books and look at the pictures. They will practise saying

the words and using the language patterns with a partner. Model this with several students.

Assess students by asking them questions about all classroom objects they have learned. Use the language pattern: **What is that? That is \_\_\_\_\_.**

Play **Classroom Objects Touch**.

Ask the students to stand up. Pick a student. Ask him/her to come to the front of the room. Shout: **Touch a bag!** That student will touch a bag in the classroom. This should be a quick and exciting game. Repeat this with different students and different classroom objects. Then tell students to play the game in small groups. They will shout the names of classroom objects they can see.

### 2. Vocabulary (20 minutes)

<b>board</b>	<b>door</b>
<b>chair</b>	<b>window</b>
<b>desk</b>	<b>duster</b>

Say the words listed several times. Ask students to repeat the words out loud. Ask individual students to say the words out loud with accuracy.

Say the sight words **is, that, what** to students. Use these sight words to teach classroom objects.

Students will do the activity with you. Point to the object you want the students to name.

<b>Teacher</b>	<b>Students</b>
What is that?	That is a door.
What is that?	That is a window.
What is that?	That is a desk.

Students will do the activity with a partner. One partner will point to the object he/she wants

the partner to name. Then partners will switch roles.

Student 1	Student 2
What is that?	That is a chair.
What is that?	That is a duster.
What is that?	That is a window.

Assess students ability to use the sight words and name classroom objects.

## Week 9

## Lesson 5

### Lesson Contents

- Oral Language
- Vocabulary

### 1. Oral Language (25 minutes)

Explain to students that they are going to play a memory game titled **In My Classroom**. They will use the language pattern: **In my classroom there is a \_\_\_\_\_**.

Divide the class into small groups and ask each group to make a circle. Start the game by saying: **In my classroom there is a door**. One student in each group will repeat the sentence AND add another classroom object (e.g In my classroom there is a door AND a table). Students cannot repeat the name of an object that was already said.

The next student in the circle repeats the sentence and adds another different item. (e.g. In my classroom there is a door, a table AND a pencil.) Each student will repeat the objects named, then add another object using the word AND. If a student cannot add another item, he/she will say: **Pass**. Observe students in their groups and provide assistance and feedback.

### 2. Vocabulary (15 minutes)

door	pencil
pen	table

Remind the word to students that the words listed above are classroom objects. Ask students to tell you their meaning by showing you the items in the classroom as you say each word. Say the words several times out loud. Ask students to repeat the words out loud after you. Have them touch the objects while they are naming them.

Tell students to look at the classroom in the student book. They will name the items in the picture with a partner. Before students begin, look at the picture together and ask individual students to say the items they see. Tell the rest of the students to point to the objects each students say. They should be focused on understanding and naming **door, pencil, pen and table**.

## Week 9

## Lesson 6

### Lesson Contents

- Oral Language
- Vocabulary

### 1. Oral Language (25 minutes)

Ask students to practise the language patterns:

<b>What is this?</b>	<b>These are _____.</b>
<b>What are these/those?</b>	<b>That is _____.</b>
<b>This is _____.</b>	<b>Those are _____.</b>

**This:** What's **this**? (for singular objects that are near to you)

**That:** What's **that**? (for singular objects that are far from you)

**These:** What are **these**? (for plural objects that are near)

**Those:** What are **those**? (for plural objects that are far)

Use the dialogue to teach students how to use the language patterns:

<b>What is _____?</b>	<b>What are those?</b>
<b>What's _____?</b>	<b>Those are _____.</b>
<b>That is _____.</b>	<b>What are these?</b>
<b>That's _____.</b>	<b>These are _____.</b>

**Teacher:** **What's this?** (hold up a pen)

**Student:** **That's a pen.**

**Teacher:** **What are these?** (hold up pencils)

**Student:** **Those are pencils.**

**Teacher:** **What's that?** (point to the roof)

**Student:** **That is a roof.**

**Teacher:** **What are those?** (point to pencils on a student's desk)

**Student:** **Those are pencils.**

Continue the dialogue with the following: Hold up a ruler and ask: **What is this?** Then, hold up two rulers and ask: **What are these?** Students must respond in complete sentences.

Point to a window at a distance and ask **What is that?** Then, point to two windows and ask: **What are those?**

Tell students to work in pairs. One student will ask: **What is this? What is that? and What are these? What are those?** The other will respond: **This is a \_\_\_\_\_. That is \_\_\_\_\_. These are \_\_\_\_\_. Those are \_\_\_\_\_. Model this many times before students are paired so that they fully understand when to use pronouns.**

Repeat the activity several times with pairs of students at the front of the classroom.

## 2. Vocabulary (15 minutes)

Ask students to repeat the words: **eraser, book, ruler, pencil, board pen.** Say the words together out loud. Say the words several times accurately for the students to repeat.

Tell students to look in their student books at the picture in Lesson Five. They will identify each classroom object. You will say the name of the item, and they will point to it. They can practise this with a partner.

Tell students to get in small groups. One student will say the name of one of the classroom object and the student next to him/her will stand up and touch the object in the classroom. Then the person next to the person stood up say the name of another classroom object and the person next to that student will stand up and touch it. The game continues until all students have had turns either saying a word or touching an object.

Put students in pairs to play **Word Tennis.** Student A starts by saying a the name of a classroom object (pen). Students B responds by naming another classroom object (desk). The students **must not** repeat the same words. The pairs of students continue this activity, saying the names of objects in the classroom until a student can't think of another word. The student who says the last word wins.

**Week 10****Lesson 1****Lesson Contents**

- Oral Language
- Vocabulary

**1. Oral Language (25 minutes)**

Review the classroom objects: **eraser, book, ruler, board, door, window, pencil, pen** from the previous lessons. Teach students the words **ball, clock**. Say each word and ask students to repeat after you.

Show the students the real objects and say each name. Students will repeat after you.

Explain to students that they are going to learn about ways to describe different objects (**door, board, ball, clock, ruler**). Use the language pattern: **What shape is it?** Ask students questions by using the language pattern.

Teach students the describing words: **round, square, straight, sharp**. Explain: **A ball is round. A board can be square. A ruler is straight. A pencil is sharp.** Ask students to think of other objects that are **round (clock...), square (sign...), straight (pen...) sharp (knife...)**.

Tell students to open the student book and look at picture of a **ball, window, ruler** and **pencil**. Ask them to describe each using the describing words just taught.

Say the examples several times out loud, and ask students to repeat the sentences several times. All students will repeat each sentence several times. Then ask a student: **What shape is a window?** He/She will answer: **It is square.**

Ask another student: **What shape is a pencil?** He/She will answer: **It is sharp.**

**2. Vocabulary (15 minutes)**

Use the pictures in the student book to help explain the meanings of the describing words **round, square, straight, sharp**. Show students the objects that are **round, square, straight** and **sharp**. Ask students to name each object.

Then review/teach the sight words **this, it, is, what** to students. Ask student to come to the front of the classroom. Hold up a duster and ask the student: **What is this?** Hand the duster to the student. The student will say:

**This is a duster.**

**It is a duster.**

Repeat this activity several times with different students and different objects. Ask students to repeat each sentence. When you feel students are ready, put them in small groups. Give each group classroom objects to use for the activity. One student will take an object, stand and ask: **What is this?** That student will point to a another student in the group. That student will take the object and say: **This is a \_\_\_\_\_.**

**It is a \_\_\_\_\_.**

Assess if students are able to say and use the sight words and vocabulary words.

**Week 10****Lesson 2****Lesson Contents**

- Oral Language
- Vocabulary

**1. Oral Language (25 minutes)**

Review the descriptive words **round, circle, straight, sharp**. Tell students that they are going to learn a new song “Meet the Shape.” Explain the shape of **triangle, square, rectangle, circle**.

As the song is long, teach the lines in groups. Sing the first four lines (verses) at a time, then the second four lines and then the third four lines. Then, teach the last lines. Sing the song before you begin and end each lesson for the rest of the week. Sing the song with students when you have free time so that students might improve their oral language skills.

Rehearse the song before you go to class. Use the strategies you have found to be successful when teaching songs in previous lessons.

**Meet the Shape**

Tesfaye Triangle, Tesfaye Triangle,

Look at me, look at me,

Count my sides, count my sides,

There are three, there are three.

Samuel Square, Samuel Square,

That’s my name, that’s my name,

I have four sides, I have four sides,

They’re all the same, they’re all the same.

Mesfin Rectangle, Mesfin Rectangle,

Do you see me? do you see me?

Two long sides, two short sides,

Four sides make me, four sides make me.

Dawit Circle, Dawit Circle,

Just one line, just one line,

Make it round, make it round,

Every time, every time.

Make sure that students identify the shape of **square, rectangle, circle, triangle**. Tell students to look at the shapes in their book. Point to each picture and say the name of the matching shape. For example:

Say: **This shape is a \_\_\_\_\_ . It has \_\_\_\_\_ sides.** Count the sides together. Ask: **What is this shape?** Teach students to respond: **It is a \_\_\_\_\_ .** When you teach the rectangle, show students the two long sides and the two short sides. When you teach the circle. Tell them that this shape has no sides and is made with one line.

Associate the words with the shapes until you feel students understand the meaning of each shape word. Then ask students to work in pairs. One student will say a shape name. The other student will point to the shape and repeat the name. Then both students will touch the shape and outline it with their finger. They will count the sides out loud. Model this several times before students begin.

## 2. Vocabulary (15 minutes)

Review shape words: **rectangle, square, triangle, circle**. Say the shape words several times out loud. Then ask individual student to say the words out loud.

Then teach the sight words **I, it, they, that, have, there** using the classroom context. The words **I, they, it** are pronouns. **Have** and **has** are possessive verbs. **That** is a demonstrative pronoun/ adjective. **There** is adverb of place that tells where something is located.

Point to yourself and say: **I**. Tell individual students to point to themselves and say: **I**.

Point to a group of students and say: **they**. Point to a distant object and say: **that**. Point to any object, near or far, and say: **it**. Ask students repeat each word.

Tell students to listen to the following language patterns: **I have \_\_\_\_\_. They have \_\_\_\_\_. There are/is \_\_\_\_\_. It is \_\_\_\_\_.**

Ask students to repeat each language pattern several times.

Show students how to make sentences using the language patterns. Say: **I have a book**. Hold up a book.

Give two students pencils. Say: **They have pencils**.

Hold up three pens. Say: **There are three pens**. Point to a student's bag. Say: **There is a bag**.

Point to the bag and say the name of the colour using the language pattern:

**It is \_\_\_\_\_ (blue).**

Continue to use the language patterns to make sentences. Ask individual students to make sentences using the language patterns as examples for the class.

## Week 10

## Lesson 3

### Lesson Contents

- Oral Language
- Vocabulary

### 1. Oral Language (25 minutes)

Review the names of the shapes learned in previous lessons. Sing “Meet the Shape” with students.

Tell students that they are going to learn a new song about shapes. Review the shape word **oval** with students. Then teach them the shape word **diamond**. Also, explain that the word **blue** is a colour word. You can show them something blue as an example.

Use the same procedures you have used to successfully teach previous songs.

#### Shapes

I see a circle.  
I see a square.  
I see a triangle,  
Sitting right there.  
I see a rectangle,  
Blue as can be.  
A triangle and an oval,  
Looking right at me.

Assess for fluency as students sing the song.

### 2. Vocabulary (15 minutes)

<b>circle</b>	<b>square</b>
<b>triangle</b>	<b>rectangle</b>
<b>diamond</b>	<b>oval</b>



Say the words listed above several times out loud. Ask students to repeat the words out loud after you. Point to the picture of each shape and say the word that represents each shape.

Again, point to a picture and at the same time name the shape. Ask students repeat after you.

Point to each picture and have students name each shape. Then name each shape and have students point to each picture.

Ask students to name each shape together out loud.

Teach the sight words **I, a, see, me**. Point to your eyes and say: **I see with my eyes**. Say this several times out loud. Tell individual students to point to their own eyes and ask them to say: **I see with my eyes**.

Point to each picture of a shape and say: **I see a \_\_\_\_\_ (circle)**. The students will point to the shape you say. Model this several times.

Ask students with a partner to repeat the activity. One student will say: **I see a \_\_\_\_\_**. Then the other student will point to the shape named.

Assess students' ability to say the words accurately and clearly and use them in a sentence.

## Week 10

## Lesson 4

### Lesson Contents

- Oral Language
- Vocabulary
- Phonemic Awareness
- Pre-writing

### 1. Oral Language (20 minutes)

Review the previous learning and sing the “Meet the Shape” and “Shape” songs. Tell students

that we are going to learn more adjectives that are opposites. Review the words: **fat/thin, short/tall**.

Use the following procedures to teach the opposite words **big/small, short/long**.

Show student a **small** ball. Point to the small ball and say: **This is a ball. What is this? It is a ball**.

Show students a **big** ball. Point to the big ball. Say: **This is a ball. What is this? It's a ball**.

Hold up the small and big ball. Say: **They are not the same**.

Hold up a small ball. Say: **This is a small ball**.

Hold up a big ball and say: **This is a big ball**.

Hold up the small ball. Ask: **What size is it?**

Students should say together out loud: **It is small**.

Hold up the big ball. Ask: **What size is it? It is big**. Explain to students that big means the same as large.

Hold up either ball. Ask students to tell you what size it is. Do this several times. Then hold up either ball. One student will tell a partner what size the ball is. If you hold up a big ball. Student A should say to student B: **It is a big ball**.

Repeat this activity several times. Ask: **What size is this circle?**

Draw a **big** circle and a **small** circle on the board. Ask students to work with a partner and ask: **It this a big or small circle?**

The partner will answer by saying: **It is a \_\_\_\_\_ circle. (big/small)**

Show two pencils again, one **short** and one **long**. Hold up the short one and use the same

procedure you used to teach **big/small** to teach **short/long**. Show students a **short** pencil. Say: **This is a pencil. What is this? It is a pencil.**

Continue teaching **short/long** as you did **big/small**. Instead of drawing circles on the board, draw a short line and a long line to support student learning. Students should know the meaning of the word **line**.

Ask students to look at the pictures in the student book and say whether the objects are **big** or **small**.

## 2. Vocabulary (5 minutes)

Teach your students the descriptive words: **big, small, short, long**. Say the words: **big/small, short/long** together out loud in pairs several times. Ask students to repeat the words several times. Use pictures with familiar items of different sizes to reinforce the words **big/small, short/long**. Ask students to identify **big/small, short/long** objects.

Draw a big circle on the board. Next to the big circle, draw a small circle. Ask students to look at the pictures in the student book. Discuss which items are big and which items are small. Ask an individual student to draw big shapes under the big circle and small shapes under the small circle on the board.

## 3. Phonemic Awareness (10 minutes)

Review the letters and the sounds students have learned in previous weeks.

Tell students that you will teach them English words that have the sound of the letter **i**. Explain that the letter **i** is a vowel. Tell students that all words in the English language need to have at least one vowel.

Say: **/i/ /i/ /i/** Tell students to repeat after you.

Ask students to listen for the sound of the letter **i** in the words you will say. Say the word **injera**, emphasising the letter **i** and ask students to repeat the word several times emphasising the letter **i**. Do the same with the words **ink, if, it, in**. Be sure to emphasise the sound of the letter **i**.

Now ask students to think of some names that start with the **/i/** sound. Ask students to repeat the names after they are said and emphasise the **/i/** sound.

Ask students to look at the pictures in the student book that show **ink, insect, lip**. Ask students to point to the pictures and say the names of the objects many times: **ink, insect, lip**.

Tell students that they are going to play the **Odd One Out game**. Say several words. Ask students to listen carefully and say the word which does not begin with the **/i/** sound.

<b>ink</b>	<b>ill</b>	<b>head</b>	<b>cow</b>
<b>hop</b>	<b>if</b>	<b>bake</b>	<b>in</b>
<b>nose</b>	<b>it</b>	<b>bread</b>	<b>book</b>

Assess students understanding through informal assessment by walking around the class and observing if students are able to say the name of the letter and identifying its sound.

## 4. Pre-writing (5 minutes)

Tell students that they are going to learn to form the letter **i**. Use the following steps to teach how to form the letter **i**. You will need to discuss the meaning of the words **down dot**.

Face the board and show how to form this letter in the air using big movements. As you form the letter say: **This is the letter i – down dot.**

Ask students to stand up. Tell them to form the letter **i** in the air with you several times. Say the name of the letter and say the direction of the movement as you show how to form it. **This is the letter i - down, dot.**

Ask students to show a partner how to make the letter **i** in the air. As they make the letter ask them to say: **This is the letter i – down, dot.**

Ask students to use two fingers to form the letter **i** on the top of their desk while saying the name of the letter and the movements needed to form the letter. **This is the letter i – down dot.**

Ask students to form the letter several times in the air as you modelled.

Ask individual students to stand up and come to the front. Then ask them to form the letter **i** in the air as they face the board.

As they form the letter, each student should say: **This is the letter i – down dot.**

Tell students to open their student book and look at the pre-writing activity. They will use their fingers to trace the letters between the lines.

## Week 10

## Lesson 5

### Lesson Contents

- Oral Language
- Vocabulary
- Phonemic Awareness
- Pre-writing

### 1. Oral Language (15 minutes)

Review the previous learning. Tell students they are going to learn a new song “This is Big, Big, Big.”

Teach the song using the same procedures you have used in past lessons. Make sure to practise the song and the motions before teaching them to the students.

#### This Is Big, Big, Big.

This is big, big, big. (make a big circle with your arms)

This is small, small, small. (make a small circle between your hands)

This is short, short, short. (put your fingers straight out and hands close together)

This is long, long, long. (put your fingers straight out and your hands far apart)

### 2. Vocabulary (5 minutes)

large	small
short	long

Teach these descriptive and opposite words. Ask students to sing the song again. Then review the motions you taught to match each vocabulary word. Tell students to stand.

Say: **This is large.** Make a large circle over your head with your arms. Students will repeat the sentence and the motion. Tell students to turn to a partner and take turns repeating the motion and the sentence several times.

Say: **This is small.** Make a circle by touching the fingertips of one hand with the fingertips of the other hand. Students will repeat the sentence and the motion. Tell students to turn to a partner and take turns repeating the motion and the sentence several times.

Say: **This is short.** Put your fingers together and straight out and place hands a bit apart. Students will repeat the sentence and the motion. Tell students to turn to a partner and take turns

repeating the motion and the sentence several times.

Say: **This is long.** Put your fingers together and straight out again. This time, spread your arms apart. Students will repeat the sentence and the motion. Tell students to turn to a partner and take turns repeating the motion and the sentence several times.

Then tell students to stay standing. Tell them you will play an opposite game. You will say a word. Students will repeat the word and make the motion that matches the word. Say the words slowly at first and then quickly.

Observe students to assess if they understand the opposite words **large/small, short/long.**

### 3. Phonemic Awareness (10 minutes)

Review the letters and the sounds students have learned in previous weeks.

Tell students that you will teach them English words that have the sound of the letter **w**.

Say: /w/ /w/ /w/ Tell students to repeat after you.

Ask students to listen for the sound of the letter **w** in the words you will say. Say the word **walk**, emphasising the letter **w** and ask students to repeat the word several times emphasising the letter **w**. Do the same with the words **well, wink, west, wet, what**. Be sure to emphasise the sound of the letter **w**.

Now ask students to think of some names that start with the /w/ sound. Ask students to repeat the names after they are said and emphasise the /w/ sound.

Ask students to look at the two pictures in the student book that show **a person walking** and

**a well.** Ask students to point to the pictures and say the names of the objects many times: **well, walk, wall.**

Say a list of words **walk, father, wet, dog, well, milk, west**. Students will clap once if they hear the sound of the letter /w/. If they do not hear the sound of the letter /w/ they will put their hands on their heads.

Assess students' understanding by observing if students are saying the name of the letter and identifying its sound

### 4. Pre-writing (10 minutes)

Tell students that they are going to learn to form the letter **w**. Use the following steps to teach how to form the letter **w**. You will need to discuss the meaning of the words **slant down to the right, up, down to the right and up.**

Face the board and show how to form this letter in the air using big movements. As you form the letter say: **This is the letter w – slant down to the right, up, down to the right and up.**

Ask students to stand up. Tell them to form the letter **w** in the air with you several times. Say the name of the letter and say the direction of the movement as you show how to form it. **This is the letter w - slant down to the right, up, down to the right and up.**

Ask students to show a partner how to make the letter **w** in the air. As they make the letter ask them to say: **This is the letter w – slant down to the right, up, down to the right and up.**

Ask students to use two fingers to form the letter **w** on the top of their desk while saying the name of the letter and the movements needed to form the letter. **This is the letter w – slant down to the right, up, down to the right and up.**

Ask students to form the letter several times in the air as you modelled.

Ask individual students to stand up and come to front. Then ask them to form the letter **w** in the air as they face the board.

As they form the letter, each student should say: **This is the letter w – slant down to the right, up, down to the right and up.**

Tell students to open their student book and look at the pre-writing activity. They will use their fingers to trace the letter parts in the boxes and the letters between the lines. Show them again how to form the letter.

## Week 10

## Lesson 6

### Lesson Contents

- Oral Language
- Vocabulary

### 1. Oral Language (25 minutes)

Review the previous learning so as to reinforce students understanding. Review songs learned earlier in the week. Play the **Opposites Game** from the previous lesson. Tell students that they are going to learn a new song titled. “There Was a Little Rabbit.”

Use the same procedure used in previous lessons to successfully teach songs. Be certain to explain unknown words.

### There Was a Little Rabbit

There was a **little** rabbit.

He lived in a stump.

He was so **small** and furry.

He couldn’t even jump.

Carrot after carrot.

Made him grow so **big**.

He hopped around in circles.

And did the rabbit jig.

### 2. Vocabulary (15 minutes)

<b>little</b>	<b>small</b>
<b>big</b>	<b>circle</b>

Say the words listed out loud several times. Ask students to repeat the words. Explain to students that the words **small**, **big** are descriptive words that show size.

Point to the classroom objects **board**, **eraser**, **duster**, **table**, **desk** and tell students that these objects are different in size.

Point to the board and say: **The board is big.**  
Point to the eraser and say: **The eraser is small.**  
Point to a duster and say: **The duster is small.**  
Point to table and say: **The table is big.**

Repeat this many times comparing several classroom objects.

Ask individual students to show you items that are big. Then ask individual students to show you items that are small. Use the language pattern: **Show me big. Show me small.**

Ask students to come to the board and follow your command. You will tell them to draw a circle that is big or a circle that is small. Give many students the opportunity to come to the

board and do this activity. Use the language pattern: **Draw a \_\_\_\_\_ circle.**

Point to yourself and say: **I have a little baby.** Ask students if they remember the meaning of the word **baby**. Explain the meaning again. Ask if a baby is big or small. Tell students another way of saying the word **small** is to say the word **little**.

Ask students to raise their hands if they have a little brother or sister at home. Tell students if they have a little brother to put their hands on their heads. Tell students if they have a little sister put their heads down.

Provide your own examples to make the lesson more understandable.

Observe to assess if students correctly say and understand the words **big, small, little**.

## Week 11

## Lesson 1

### Lesson Contents

- Oral Language
- Vocabulary

### 1. Oral Language (25 minutes)

Sing songs from the previous week with students. Tell them that they are going to learn a new song “Can I Please?”

Explain any unknown words to students.

#### Can I Please?

Can I have a bottle please? Can I have a bottle please?

Yes, here you are.

Can I have a bag please? Can I have a bag please?

Yes, here you are.

Can I have a doll please? Can I have a doll please?

Yes, here you are.

Assess if students can sing the song fluently. Provide assistance and feedback if needed.

Ask students to name the objects in Lesson One.

### 2. Vocabulary (15 minutes)

<b>bottle</b>	<b>stone</b>	<b>car</b>
<b>bag</b>	<b>rope</b>	<b>doll</b>
<b>basketball</b>		

Bring the objects: **bottle, doll, bag, stone, rope, car, basketball** and other necessary materials to use as teaching aids in the classroom. If you do not have the items, bring in pictures of the items. If you don't have pictures, use the pictures in the student book for reference. Tell students the names of the items in English.

Say the words out loud several times. Ask students to repeat the words together out loud.

Then practise the words using the language pattern: **I have a \_\_\_\_\_.**

The language pattern is made up of three words **I, have, a**. Explain that these are sight words. Point to yourself and say: **I have a bag.** Ask students: **What do I have?** Tell individual students to say: **You have a bag.** Repeat this



procedure for each of the object words you are teaching.

Tell students to raise their hand if they have a doll at home. Tell the students with their hands raised to say together out loud: **I have a doll.** Repeat this procedure for each of the object words you are teaching the students. Ask all students to repeat each sentence.

Explain that the word **and** joins more than one item. Then point to yourself holding up a pen and pencil and say: **I have a pen and a pencil.** Repeat this several times. Then hand individual students your pen and pencil. They will point to themselves and say: **I have a pen and a pencil.** All students will repeat this together out loud several times.

Review the names of the objects you taught the English names of today. Tell students that each time you hold up an object they will turn to a partner and whisper the name of the object.

## Week 11

## Lesson 2

### Lesson Contents

- Oral Language

### 1. Oral Language (40 minutes)

Review the language patterns: **I have a \_\_\_\_\_.** **She/He has a \_\_\_\_\_.** Review object words taught in previous lessons using pictures. Play some games. Students will identify the objects using language patterns.

Tell two students to come to the front of the room. You will place an object between the two students. The first student to say the object name in English wins. He or she gets to hold the object up and repeat the name.

Sing the song from the previous lesson. Continue the song using words students learned in the previous lesson.

Tell students that they are going to practise the language pattern **I have a \_\_\_\_\_.** Divide students into two groups, Group A and Group B. Both groups will use the same language pattern with different objects. Model the exercise and tell students to practise the language patterns as listed for each group. They will repeat each sentence after you say it. One student from each group will show the object he/she has to the students and use the name of the object in a sentence. Then the whole group will repeat the sentence

Group A Students	Group B Students
I have a pencil. What do I have?	You have a pencil. I have a bag. What do I have?
You have a bag. I have a pen. What do I have?	You have a pen. I have a book. What do I have?

Remind students how to use the pronouns **she** and **he**. This time the groups will use the language pattern. **She/ He has a \_\_\_\_\_.**

Again, one student from each group will hold up each object. The rest of the group will say:

Group A	Group B
She has a ruler. (as a girl from the group holds up a ruler)	He has a sharpener. (a boy from the group holds a sharpener)
What does she have?	What does he have?
She has a ruler.	He has a sharpener.

**Week 11****Lesson 3****Lesson Contents**

- Oral Language
- Vocabulary

**1. Oral Language (25 minutes)**

Review the language patterns: **I have \_\_\_\_\_.** **She/He has \_\_\_\_\_.** This will reinforce student understanding.

Say: **Today we are going to practise the language pattern: What does he/she have?**

Explain to students that the word **have/has** shows possession or ownership.

Teach students the words: **goat, rope, stick, bucket, grass.** Tell students to look at the pictures in the student book.

Point to each picture and say the matching sentence. Students will do the same and repeat after you. Then say each sentence with the students as they point to the matching picture. Ask individual students to point to the pictures and say the matching sentences.

The boy <b>has</b> a goat.
The girl <b>has</b> a goat and a rope.
The girl <b>has</b> a bucket.

After practising the sentences listed in the box, ask students to use the language patterns: **What do I have? What does she/he have?**

Point to each picture. Ask: **What does he/she have?** Students should respond by saying: **He/She has \_\_\_\_\_.** Practise this together as a class. Then ask students in pairs to model the activity. Then model this several times before allowing

students to practise using the language pattern with a partner.

Put many objects familiar to students on your desk. Ask individual students: **What do I have?** They will respond: **You have \_\_\_\_\_.** Then hold up an object and ask: **What do I have?** They will respond together out loud: **You have \_\_\_\_\_.**

**2. Vocabulary (15 minutes)**

Say the words: **goat, grass, rope, bucket, stick** several times out loud.

Ask students to repeat after you. Tell students to look at the pictures that represent the words in the student book. Ask students to repeat each word out loud several times as they point to each picture.

Say a word and see how quickly students can point to the correct picture. Point to pictures and see how quickly students can say the words.

Ask students to work in small groups. One student will say the name of an object, and the other student will point to the matching picture. Then student will point to a picture, and the rest of the group will say the matching word.

**Week 11****Lesson 4****Lesson Contents**

- Oral Language
- Vocabulary
- Phonemic Awareness
- Pre-writing

**1. Oral Language (20 minutes)**

Tell students they will practise the language patterns: **I have a \_\_\_\_\_.** **She/He has a \_\_\_\_\_.**

using the classroom objects. Take objects and place them where they need to be to practise the sentences. Remind students that the word **and** joins more than one item.

She has a **book**. (give a book to a girl)

I have a **book**, and she has a **book**. (Hold a book and point to the girl's book.)

He has two **pencils**. (Give a boy two pencils)

I have a **pencil**, and he has two **pencils**. (Hold a pencil and point to the boy's pencils.)

Say the sentences listed above out loud several times. Ask students to repeat the sentences after you. Ask students what classroom objects they have. Ask: **What do you have?** to individual students. They will respond: **I have \_\_\_\_\_.**

Then ask the class: **What does he/she have?** The students will respond: **He/She has \_\_\_\_\_.**

Play the game **Truth**. Students will get into a small group. One student will say: **I have a \_\_\_\_\_.** The other students will have to guess whether that student is telling the truth. If they think the student is not telling the truth, they will put their thumbs down. If they think the student is telling the truth, they will put their thumbs up. Once all students in the group have put their thumbs up or down, the student making the statement will put a thumb up or down to show if he/she was telling the truth.

## 2. Vocabulary (5 minutes)

<b>book</b>	<b>pencil</b>
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Hold up a student's book and point. Ask: **What is this?** All students should say: **It is a book.** Then point to the pencil and ask: **What is this?** All students should say: **It is a pencil.**

Tell students when you say the word **book**, you want them to hold up their book (if they have one). Tell students when you say the word **pencil**, you want them to hold up their pencil (if they have one). Make this a game.

At first say each word slowly, then faster and faster. Mix up the order in which you say the words. Feel free to add other words: **pen, bag**, (anything many students in the class have with them and are able to hold up).

## 3. Phonemic Awareness (10 minutes)

Review the letter **i** and other letter sounds.

Tell students that you will teach them English words that have the sound of the letter **u**. Explain that the letter **u** is a vowel, like the letter **a, e, o, i** that they have learned in previous lessons. Tell students that almost all words in the English language have at least one vowel.

Say: **/u/ /u/ /u/** Tell students to repeat after you.

Ask students to listen to the sound of the letter **u** in the words you will say. Say the word **udder**, emphasising the letter **u** and ask students to repeat the word several times emphasising the letter **u**. Do the same with the words **under, up, us**. Be sure to emphasise the sound of the letter **u**.

Now ask students to think of some names that start with the **/u/** sound. Ask students to repeat the names after they are said and emphasise the **/u/** sound.

Ask students to look at the pictures in the student book that show a **bus** and **duck**. Explain to students that the sound **/u/** is found in the middle of the words, not at the beginning of the words. Ask students to point to the pictures

and say the names of the object and place many times: **bus, duck.**

Tell students that they are going to play the **Odd One Out** game. You will say several words. Ask students to listen carefully and say the word which does not begin with the /u/ sound.

light	up	ink	under
injera	if	us	udder
let	it	long	

#### 4. Pre-writing (5 minutes)

Tell students that they are going to learn to form the letter **u**. Use the following steps to teach how to form the letter **u**. You will need to discuss the meaning of the words **down, round, up, down.**

Face the board and show how to form this letter in the air using big movements. As you form the letter say: **This is the letter u – down, round, up, down.**

Ask students to stand up. Tell them to form the letter **u** in the air with you several times. Say the name of the letter and say the direction of the movement as you show how to form it. **This is the letter u - down, round, up, down.**

Ask students to show a partner how to make the letter **u** in the air. As they make the letter ask them to say: **This is the letter u – down, round, up, down.**

Ask students to use two fingers to form the letter **u** on the top of their desk while saying the name of the letter and the movements needed to form the letter. **This is the letter u – down, round, up, down.**

Ask students to form the letter several times in the air as you modelled.

Ask individual students to stand up and come to front. Then ask them to form the letter **u** in the air as they face the board.

As they form the letter, each student should say: **This is the letter u – down, round, up, down.**

Tell students to open their student book and look at the pre-writing activity. They will use their fingers to trace the letters between the lines. Show them again how to form the letter.

## Week 11

## Lesson 5

### Lesson Contents

- Oral Language
- Vocabulary
- Phonemic Awareness
- Pre-writing

### 1. Oral Language (20 minutes)

Sing songs learned this week. Tell students they will learn a new song. Teach any unknown words.

Assess students' ability to sing the song fluently.

#### Red Coat

He has a red, red coat  
and a red, red, hat.

His boots are black  
and he carries a sack.

He has a twinkle in his eye  
and a friendly smile.

Come meet him and sit awhile.

## 2. Vocabulary (5 minutes)

hat	sack	coat
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Explain to students that they need to know the words in the box. Bring these items to class. Tell them that **hat** is worn by people on the head to protect from the weather. Show students a hat. Ask how many students wear hats. Ask: **Who has a hat?** Students with hats will raise their hands and respond: **I have a hat.** They learned this word when they learned the sound of the letter **h**.

Tell students that a **coat** is also a type of clothing worn by people to protect from the weather. Show the students a coat. Ask how many students wear coats. Ask: **Who has a coat?** Students with coats will raise their hands and respond: **I have a coat.**

Tell students that a **sack** is an object, like a bag, used to hold food and other items. Show students a picture of a sack.

Say the words out loud several times. Ask students to say the words after you.

## 3. Phonemic Awareness (10 minutes)

Review the letters and the sounds students have learned in previous weeks.

Tell students that you will teach them English words that have the sound of the letter **k**.

Say: /k/ /k/ /k/ Tell students to repeat after you.

Ask students to listen for the sound of the letter **k** in the words you will say. Say the word **kite**, emphasising the letter **k** and ask students to repeat the word several times emphasising the letter **k**. Do the same with the words **king**, **kick**,

**kettle**, **keep**, **kitten**, **kit**. Be sure to emphasise the sound of the letter **k**.

Now ask students to think of some names that start with the /k/ sound. Ask students to repeat the names after they are said and emphasise the /k/ sound.

Ask students to look at the pictures in the student book that show **king** and **kite**. Ask students to point to the pictures and say the names of the objects many times: **king**, **kite**.

Say a list of words **kite**, **up**, **in**, **king**, **kick**, **kitten**, **udder**, **ink**. Students will clap once if they hear the sound of the letter **k**. If they do not hear the sound of the letter **k** they will put their hands on their heads.

## 4. Pre-writing (5 minutes)

Tell students that they are going to learn to form the letter **k**. Use the following steps to teach how to form the letter **k**. You will need to discuss the meaning of the words **down**, **slant to the left**, **slant to the right**.

Face the board and show how to form this letter in the air using big movements. As you form the letter say: **This is the letter k – down, slant to the left, slant to the right.**

Ask students to stand up. Tell them to form the letter **k** in the air with you several times. Say the name of the letter and say the direction of the movement as you show how to form it. **This is the letter k - down, slant to the left, slant to the right.**

Ask students to show a partner how to make the letter **k** in the air. As they make the letter ask them to say: **This is the letter k – down, slant to the left, slant to the right.**

Ask students to use two fingers to form the letter **k** on the top of their desk while saying the name of the letter and the movements needed to form the letter. **This is the letter k – down, slant to the left, slant to the right.**

Ask students to form the letter several times in the air as you modelled.

Ask individual students to stand up and come to front. Then ask them to form the letter **k** in the air as they face the board.

As they form the letter, each student should say: **This is the letter k – down, slant to the left, slant to the right.**

Tell students to open their student book and look at the pre-writing activity. They will use their fingers to trace the letters between the lines. Show them again how to form the letter.

## Week 11

## Lesson 6

### Lesson Contents

- Oral Language
- Vocabulary
- Phonemic Awareness
- Pre-writing

### 1. Oral Language (20 minutes)

#### Happy New Year

Mother has a new sweater, a new sweater, a new sweater,

Mother has a new sweater, Happy New Year!

Father has a new shirt, a new shirt, a new shirt,

Father has a new shirt, Happy New Year!

Sister has a new skirt, a new skirt, a new skirt,

Sister has a new skirt, Happy New Year!

Brother has some new shorts, some new shorts, some new shorts,

Brother has some new shorts, Happy New Year!

Ask students to tell you what they did in the previous lesson. Practise songs learned previously this week to reinforce understanding.

Say: **We are going to learn another new song.** Teach the song using the steps that have proven to be successful when teaching songs in previous lessons.

Assess students if they can sing the song fluently. Model again and repeat if necessary.

### 2. Vocabulary (5 minutes)

Explain to students the meaning of the words: **sweater, shirt, shorts, skirt.** Bring in real clothing items, if possible.

Say the words out loud several times. Ask students to repeat them after you. Then ask individual students to repeat them after you.

Then show students the clothing items that match each word. Use the language pattern: **This is/These are \_\_\_\_\_.** to introduce each clothing item. Tell students to repeat each sentence after you. Explain briefly that the language pattern that starts with **These are** is used when you are identifying more than one.

Then tell students to look at the pictures in the student book. Review the name of each picture using the language pattern. Then ask individual students to review the name of each picture using the language pattern. Tell students with



a partner to review the name of each picture using the language pattern.

Walk around the classroom and observe students to assess if students say the words fluently and understand their meaning.

### 3. Phonemic Awareness (5 minutes)

Review the letters and their sounds that students have learned in previous weeks.

Tell students that you will teach them English words that have the sound of the letter **x**.

Say: /x/ /x/ /x/ Tell students to repeat after you.

Ask students to listen for the sound of the letter **x** in the words you will say. Say the word **exam**, emphasising the letter **x** and ask students to repeat the word several times emphasising the letter **x**. Do the same with the words **box**, **fox**, **exam**, **exit**, **excited**, **xylophone**, **x-ray**. Be sure to emphasise the sound of the letter **x**.

Ask students to look at the two pictures in the student book that show a person getting an exam by a doctor and an exit sign. Ask students to point to the pictures and say the names of the objects many times.

Say a list of words **wet**, **weather**, **exam**, **exact**, **welcome**, **exit**, **wish**, **west**, **walk**, **excited**. Students will clap once if they hear the sound of the letter /x/. If they do not hear the sound of the letter /x/ they will put their hands on their heads.

Assess students understanding through informal assessment by walking around the class and observing if students are saying the name of the letter and identifying its sound.

### 4. Pre-writing (10 minutes)

Tell students that they are going to learn to form the letter **x**. Use the following steps to teach how to form the letter **x**. You will need to discuss the meaning of the words **long slant to the right** and **long slant across to the left**.

Face the board and show how to form this letter in the air using big movements. As you form the letter say: **This is the letter x – long slant to the right and long slant across to the left**.

Ask students to stand up. Tell them to form the letter **x** in the air with you several times. Say the name of the letter and say the direction of the movement as you show how to form it. **This is the letter x - long slant to the right and long slant across to the left**.

Ask students to show a partner how to make the letter **x** in the air. As they make the letter ask them to say: **This is the letter x – long slant to the right and long slant across to the left**.

Ask students to use two fingers to form the letter **x** on the top of their desk while saying the name of the letter and the movements needed to form the letter. **This is the letter x – long slant to the right and long slant across to the left**.

Ask students to form the letter several times in the air as you modelled.

Ask individual students to stand up and come to front. Then ask them to form the letter **x** in the air as they face the board.

As they form the letter, each student should say: **This is the letter x – long slant to the right and long slant across to the left**.

Tell students to open their student book and look at the pre-writing activity. They will use their fingers to trace the letters between the lines. Show them again how to form the letter.

**Week 12****Lesson 1****Lesson Contents**

- Oral Language
- Vocabulary

**1. Oral Language (25 minutes)**

Say: Today we are going to learn about classroom objects based on the language patterns: **I have \_\_\_\_\_. What do you have?**

Tell students that they will practise naming classroom objects using the sentence pattern: **I have a \_\_\_\_\_.**

Hold up each individual object. Tell an individual student to ask: **What do you have?**

Say: **I have a \_\_\_\_\_.** Use the sentences below as a response each time a student asks: What do you have.

**I have a book. I have a chair.**

**I have a sharpener. I have a board.**

**I have a duster. I have a bag.**

Ask students to practise the sentences with you. You will say each sentence, and students will repeat after you.

Tell students they are going to play a thumbs up thumbs down game. Explain that you are going to stand near an object. You will point to the object and say: **This is a \_\_\_\_\_.**

You might say the correct name of the object, or you might say an incorrect name. If students think the name is correct they will put their thumbs up. If they think the name is incorrect, they will put their thumbs down.

Once everyone has their thumbs up or down, you will reveal if the name is correct or incorrect by also putting your thumbs up or down. Then say, and ask students to repeat, the correct name using the language pattern: **This is a \_\_\_\_\_.**

Move to another object and follow the same procedure. If you want to continue the game, ask individual students to lead the game.

**2. Vocabulary (15 minutes)**

<b>board</b>	<b>chair</b>	<b>sharpener</b>
<b>duster</b>	<b>book</b>	<b>table</b>

Say the words listed above several times as you point to each object in the classroom. Ask students to repeat after you.

Then ask students to say the words out loud with you. Ask individual students to repeat the words several times out loud.

In a small group tell students to name each picture in the student book. Ask one person to point to each picture. He/She will say the correct word to name the picture, or he/she will say an incorrect word to name the picture (He/she need only say the word, no language pattern). Students in the group will put thumbs up if they think the student is saying the correct word, thumbs down if they think the word is incorrect. Continue playing the game as you did the thumbs up, thumbs down game in the Oral Language section. Each student can take a turn being the word caller.

**Week 12****Lesson 2****Lesson Contents**

- Oral Language
- Vocabulary

**1. Oral Language (25 minutes)**

<b>bag</b>	<b>pencil</b>
<b>eraser</b>	<b>sharpener</b>

Begin the lesson by reviewing the words listed above. Say the words out loud several times. Ask students to repeat the words out loud. Then ask individual students to repeat the words out loud. Help students match the words with the pictures in the student book.

Tell students they will play another game. Place various objects on your desk for everyone to see: **book, bag, pens, pencils, eraser, sharpener, duster**. Discuss the objects that are on the desk. Count the objects in English. Give students time to study the classroom objects. Then ask everyone to get in a queue. They will walk past the items without touching them and go back to their seats. Ask two students to hold a sheet or several students to stand around your desk facing away, so students don't see your desk. Then hide one object. Allow students to look at the desk. Ask them to tell what is missing. Repeat the activity until all there is only one object left on the desk.

**2. Vocabulary (15 minutes)**

Review the words: **bag, eraser, pencil, sharpener**. Say them several times and ask students to repeat the words after you.

Ask students to look at the pictures in the student book of **bag, pencil, eraser, sharpener**. Ask students to point to each picture. When they say the name, they will point to a picture and ask students to say the name. Repeat this for each picture.

Students with a partner will practise matching words to pictures. They will repeat the steps you used to match pictures to words.

**Week 12****Lesson 3****Lesson Contents**

- Oral Language
- Vocabulary

**1. Oral Language (20 minutes)**

Review the object words practised in the previous two lessons. Say: **Today we are going to sing a new song.**

Remind students of the names of **pencil** and **ruler** in English. Show them the real objects as well as the pictures in the student book. Explain any new words.

**The Teacher Says**

Good morning, good morning.

Come in and please sit down.

Take out a pencil.

Take out a ruler.

It's time to learn right now.

**2. Vocabulary (20 minutes)**

Review the words **pencil** and **ruler**. Students should know these words. Point to some students. Hand a boy a pencil and a girl a ruler.

Say: **\_\_\_ has a pencil. \_\_\_ has a ruler.**  
Take the ruler from the girl. Point to yourself and say: **I have a ruler.** Hand the ruler and a pencil to individual students, point to each of those students and say: **You have a ruler and a pencil.**

Ask individual students to point to himself/herself and say: **I have a pencil and a ruler.** Model the sentence out loud several times. Ask students to repeat each sentence

Tell students to pick up something that is on their own desk/table. Each student will turn to a student next to him/her and say: **I have a \_\_\_.** Then that student will hand that object to the student next to him/her and say: **You have a \_\_\_.**

Walk around the classroom and observe students as they interact with one another. Assess whether students are using the correct language patterns and using the object words that match the objects they are holding.

## Week 12

## Lesson 4

### Lesson Contents

- Oral Language
- Vocabulary
- Phonemic Awareness
- Pre-writing

### 1. Oral Language (5 minutes)

Sing the song “Quiet Please.”

Tell students that they are going to learn a new song “I Have a Pencil.”

#### I Have a Pencil.

I have a pencil, yes, I do.

I have a piece of paper, too.

I can write a letter addressed to you.

I can write a letter addressed to you.

I like you; do you like me too? (2 times)

I like you; do you like me too.

### 2. Vocabulary (15 minutes)

Review the words: **pencil** and **paper**. Tell students that both paper and pencil are stationary materials. Show them both materials in the classroom and ask students how pencil and paper are used. Ask them to say the words together out loud several times.

Review the words: **pencil, ruler, book, sharpener, duster, chair, pen, eraser, bag, board**. Say each word out loud and ask students to say the word. And tell you how the object is used. Hold or point to the object as you say the English word.

### 3. Phonemic Awareness (10 minutes)

Explain to students that they will learn the sound of the letter **y**.

The letter **y** makes the sound /**ye**/. Repeat the sound several times. Say: this is the sound of the letter **y** (make the sound /**ye**/). Ask students to repeat after you several times.

Ask students to listen to the sound of the letter **y** in the words: **yellow, yoke, young**. Be sure to stress the sound of the letter **y**. Then ask students to say the words after you stressing the letter sound **y** just as you stressed it.

Hold up a picture of **yoke**, or a **young** man and woman and ask: **What is this? It is a yoke./It is a young man/woman.**

Ask students to repeat the sentence together out loud several times.

Ask students to listen for the sound of the letter **y** as you say: **y-oung, y-oung, y-oung (stress the ye-sound)**

Repeat the **y** sound. Say: ye: /ye/ /ye/ /ye/ /ye/.

Ask students to repeat the sound together out loud several times after you say it. Ask individual students to repeat the sound.

After students learn the names of the objects in the pictures, ask: **What is in the picture?**

Students will answer together out loud: **It is a yoke. It is yellow.**

Ask students to stress the /ye/ sound which is at the start of each of the words. Repeat this for the name of each picture that starts with the letter **y**.

Play the **Sound Game**. Explain that when students hear a word beginning with the /ye/ sound, they should stand up and repeat the word. Say the words slowly, emphasising the /y/ sound.

<b>fish</b>	<b>dog</b>	<b>yellow</b>	<b>door</b>
<b>yell</b>	<b>mother</b>	<b>father</b>	<b>young</b>
<b>yoyo</b>	<b>donkey</b>	<b>yoke</b>	<b>box</b>

Students will stand up or stay standing when they hear the /ye/ sound and repeat together. The word with the /ye/ sound that was just said. They will sit down or stay seated if they do not hear the sound.

#### 4. Pre-writing (10 minutes)

Remind students how to hold their pencils. Tell students they are going to draw vertical and horizontal lines in the air. On the board review what vertical and horizontal lines look like.

Tell students that they are going to learn to form the letter **y**. Use the following steps to teach how to form the letter **y**. You will need to discuss the meaning of the words **short slant right and long slant left**.

Face the board and show how to form this letter in the air using big movements. As you form the letter say: **This is the letter y - short slant right and long slant left.**

Ask students to **stand up**. Tell them to form the letter **y** in the air with you several times. Say the name of the letter and say the direction of the movement as you show how to form it. **This is the letter y - short slant right and long slant left.**

Ask students to show a partner how to make the letter **y** in the air. As they make the letter ask them to say: **This is the letter y - short slant right and long slant left.**

Ask students to use two fingers to form the letter **y** on the top of their desk while saying the name of the letter and the movements needed to form the letter. **This is the letter y - short slant right, long slant left.**

Ask students to form the letter several times in the air.

Ask individual students to stand up and come to front. Then ask them to form the letter **y** in the air as they face the board.

As they form the letter, each student should say: **This is the letter y-short slant right, long slant left.**

Tell students to open their student book and look at the pre-writing activity. They will use their fingers to trace letters between the lines. Show them again how to form the letter.

## Week 12

## Lesson 5

### Lesson Contents

- Oral Language
- Vocabulary
- Phonemic Awareness
- Pre-writing

### 1. Oral Language (20 minutes)

Review the previous learning. Ask students to tell you the names of classroom objects. Say names of classroom objects. Ask students repeat each word. Hold up or point to an object. Say a name. If the name is correct (matches the item you are holding or pointing to), students will stand up or stay standing. If the name you say is not correct, then students will sit down or stay seated. Play this game using many object words.

Divide the class into two groups: Group A and Group B. Group A will ask questions and group B will provide answers for the questions. Then the groups will switch roles.

Model the language patterns: **Who has a \_\_\_\_?**  
**I have a \_\_\_\_.**

Ask students to repeat each language pattern after you. Then hold up a bag. Hand the bag to the Group B students. Group A students will ask together out loud: **Who has a bag?** Group B students will say together out loud: **I have a bag.** Then you will hold up a pencil and hand it to a group. Students will continue the dialogue

between groups. Ask them to do this with each picture in the student book.

Group A	Group B
Who has a bag?	I have a bag.
Who has a pencil?	I have a pencil.
Who has a sharpener?	I have a sharpener.
Who has a book?	I have a book.

Tell students to open the student book and look at the pictures of objects. Point to the individual pictures in the student book and say: **What is this?** Students should say: **It is a \_\_\_\_.**

Tell students they will practise the dialogue in groups. And then with a partner using the pictures in the student book.

### 2. Vocabulary (5 minutes)

Review the classroom objects **bag, pencil, book, sharpener.**

Say the words several times out loud. Ask students to say the words out loud after you. Ask individual students to say the words out loud. Then say the words together out loud.

Students will play the game **Word Tennis**. Put students in pairs. Student A starts by saying a the name of a classroom object (pen) Student B responds by naming another classroom object (desk). The students **must not** repeat the same words. The pairs of students continue this activity, saying the names of objects in the classroom until a student can't think of another word for 10 seconds, The student who said the last word wins.



### 3. Phonemic Awareness (10 minutes)

Tell students that they are going to learn a new song titled: “Zip Zoom.” It will help students learn the sound of the letter **z**.

Use the steps you have used in previous lessons to teach the song. Tell students that the word **zip** has the /z/ sound at the beginning of the word. Explain that /z/ is the sound the letter **z** makes.

Observe students to assess if they sing the song fluently.

#### Zip Zoom

Zip zoom,

Zip zoom,

Zip zoom,

The busy bee

Flew through my room,

Zip zee,

Zip zee,

Zip zee,

The busy bee

Flew out the window,

And up a tree.

Zip, zoo, zee!

Review the letters and sounds students have learned in previous weeks.

Tell students that you will teach them English words that have the sound of the letter **z**.

Say: /z/ /z/ /z/ Tell students to repeat after you.

Ask students to listen for the sound of the letter **z** in **zebra**, emphasising the letter **z** and ask students to repeat the word several times emphasising the letter **z**. Do the same with the

words **zip**, **zoo**, **zen**, **zilch**. Be sure to emphasise the sound of the letter **z**.

Now ask students to think of some names that start with the /z/ sound. Ask students to repeat the names after they are said and emphasise the /z/ sound.

Ask students to look at the two pictures in the student book that show **zebra**, **zip**. Ask students to point to the pictures and say the names of the objects many times: **zebra**, **zip**.

Tell students that they are going to play the **Odd One Out game**. You will say several words. Ask students to listen carefully and say the word which does not begin with the /z/ sound.

<b>zip</b>	<b>hill</b>	<b>zilch</b>	<b>dad</b>
<b>mop</b>	<b>car</b>	<b>zest</b>	<b>zen</b>
<b>bib</b>	<b>fish</b>	<b>zebra</b>	<b>cat</b>

### 4. Pre-writing (5 minutes)

Tell students they are going to draw vertical and horizontal lines in the air. On the board show them what vertical and horizontal lines look like.

Model and demonstrate how to do this on the board.

Tell students that they are going to learn to form the letter **z**. Use the following steps to teach how to form the letter **z**. You will need to discuss the meaning of the words **across to the right**, **slant down to the left**, **across to the right**.

Face the board and show how to form this letter in the air using big movements. As you form the letter say: **This is the letter z – across to the right, slant down to the left, across to the right**.

Ask students to stand up. Tell them to form the letter **z** in the air with you several times. Say the name of the letter and say the direction of the movement as you show how to form it. **This is the letter z - across to the right, slant down to the left, across to the right.**

Ask students to show a partner how to make the letter **z** in the air. As they make the letter ask them to say: **This is the letter z – across to the right, slant down to the left, across to the right.**

Ask students to use two fingers to form the letter **z** on the top of their desk while saying the name of the letter and the movements needed to form the letter. **This is the letter z – across to the right, slant down to the left, across to the right.**

Ask students to form the letter several times in the air as you modelled.

Ask individual students to stand up and come to front. Then ask them to form the letter **z** in the air as they face the board.

As they form the letter, each student should say: **This is the letter z – across to the right, slant down to the left, across to the right.**

Tell students to open their student book and look at the pre-writing activity. They will use their fingers to trace letters between the lines. Show them again how to form the letter.

### Lesson Contents

- Oral Language
- Vocabulary
- Phonemic Awareness
- Pre-writing

## 1. Oral Language (20 minutes)

Review classroom object words by playing a game. Ask the students to stand up. Choose a student. Ask him/her to come to the front of the room. Shout: **Touch a bag!** and that student will touch a bag in the classroom. This should be a quick and exciting game. Repeat this with different students and different classroom objects. Then tell students to play the game in small groups. They should shout the names of classroom objects they can see.

Use the words **pen, scissors, eraser, paper**. Look at the pictures in the student book.

Tell students you will practise the language patterns **Who has a \_\_\_\_? I have a \_\_\_\_**. Pass out classroom objects to the students. They should put the objects on their desk. Ask students: **Who has a \_\_\_\_?** The students who have that object should stand and say together out loud. **I have a \_\_\_\_**. Repeat this activity by naming all of the objects you passed out, as well as the objects students already may have at their desks.

Observe and assess students' ability to say and identify the names of objects and use them as part of a language pattern.

## 2. Vocabulary (5 minutes)

Review classroom object words. Ask students to think of as many as they can by brainstorming. Call on students who will say the name of a classroom object. Point to the object in the classroom then repeat the word together out loud.

Explain to students that they are going to play a memory game titled **In My Classroom**. They will use the language pattern: **In my classroom there is a \_\_\_\_\_**.

Divide the class into small groups and ask each group to make a circle. Start the game by saying: **In my classroom, there is a duster**. One student in each group will **repeat the sentence and add another classroom object** (e.g. **In my classroom, there is a duster and a board**). Students cannot repeat an object that was already said. The next student in the circle repeats the sentence and adds different object. (e.g. **In my classroom there is a duster, a board and a pencil**.) Each student will repeat the objects named, then add another object using the word **and**. If a student cannot add another item, they can say: **Pass**. Observe students in their groups and help if necessary.

## 3. Phonemic Awareness (10 minutes)

Review the letters and their sounds learned by students.

Tell students you will teach them a new song. Be sure to explain to students the meaning of the word **quack** and the meaning of the word **squid**. Tell students that both have the letter **q** sound. Show students the pictures of the **duck** and the **squid** in the student book to reinforce learning.

### Letter Q

The quick squid quacked at the duck.  
Quack, quack, said the squid.  
Quack, quack, the duck quacked back.  
Quit quacking squid!  
You're no duck and you can't quack.  
Only ducks say quack,  
And I say quack quack, quack!

Explain to students that they will learn the sound of the letter **q**. Teach the sound of the letter **q**.

Tell students that you will teach them words that have the sound of the letter **q**.

Say: /kw/ /kw/ /kw/ Tell students to repeat after you.

Ask students to listen for the sound of the letter **q** in the words you will say. Say the word **queen**, emphasising the letter **q** and ask students to repeat the word several times emphasising the letter **q**. Do the same with the words **quick**, **quit**, **quiz**, **question**. Be sure to emphasise the sound of the letter **q**.

Ask students to think of some names that start with the /kw/ sound. Ask students to repeat the names after they are said and to emphasise the /kw/ sound.

Ask students to look at the pictures in the student book that show **queen**, **quill**. Ask students to point to the pictures and say the names many times: **queen**, **quail**. Explain the meaning of the word **quick**.

Say the words: **question**, **fan**, **good**, **boy**, **quality**, **quest**, **jar**, **keep**, **quick**. Students will clap once if they hear the sound of the letter **q**.

If they do not hear the sound of the letter **q** they will put their hands on their heads.

#### 4. Pre-writing (5 minutes)

Tell students that they are going to learn to form the letter **q**. Use the following steps to teach how to form the letter **q**. You will need to demonstrate the meaning of the words **round, down, round right**.

Face the board and show how to form this letter in the air using big movements. As you form the letter say: **This is the letter q – round, down, round right**.

Ask students to stand up. Tell them to form the letter **q** in the air with you several times. Say the name of the letter and say the direction of the movement as you show how to form it. **This is the letter q - round, down, round right**.

Ask students to show a partner how to make the letter **q** in the air. As they make the letter ask them to say: **This is the letter q – round, down, round right**.

Ask students to use two fingers to form the letter **q** on the top of their desk while saying the name of the letter and the movements needed to form the letter. **This is the letter q – round, down, round right**.

Ask students to form the letter several times in the air as you modelled.

Ask individual students to stand and come to front. Then ask them to form the letter **q** in the air as they face the board.

As they form the letter, each student should say: **This is the letter q – round, down, round right**.

Tell students to open their student book and look at the pre-writing activity. They will use

their fingers to trace the letter parts between the lines, in the boxes and between the lines. Show them again how to form the letter.

As you write this letter, also say: **round, down, round right**

Face the board and demonstrate how to write this letter in the air, using big movements. As you write the letter, say: **This is the letter q – round, down, round right**.

Ask students to stand up. Tell them to write the letter **q** in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it. **This is the letter q- round, down, round right**.

Ask students to show a partner how to make the letter **q** in the air again. As they make the letter, have them say: **This is the letter q- round, down, round right**.

Tell students to use two fingers to form the letter **q** on the top of their desks while saying the name of the letter. **This is the letter q – round, down, round right**.

Ask students to write the letter several times in the air.

## Week 13

## Lesson 1

### Lesson Contents

- Oral Language
- Vocabulary
- Reading
- Writing

### 1. Oral Language (10 minutes)

Tell students that they are going to learn more about classroom objects. Put students in pairs

and tell them that they are going to practise the language patterns: **What is this? It is a \_\_\_\_\_.**

Example:

Hold up a pencil. Ask: **What is this?**

Students respond: **It is a pencil**

Hold up a book. Ask: **What is this?**

Students respond: **It is a book.**

Hold up an eraser. Ask: **What is this?**

Students respond: **It is an eraser.**

Hold up a sharpener. Ask: **What is this?**

Students respond: **It is a sharpener.**

One student will hold up the object (if they do not have an object, there are pictures of objects in the student book) and use the language pattern to ask the question. The other student will respond to the question. Model the activity several times with individual students before partners begin. Walk around the classroom and observe students practising the sentences with a partner.

## 2. Vocabulary (10 minutes)

Review the words: **pencil, eraser, book, sharpener**. Explain the words to students by using examples and illustrations to make the words more clear. Point to the student's book and show students the picture of a book, pencil, eraser and sharpener. Say the words together out loud several times. Tell students to repeat after you.

Ask students with a partner to match the words with their pictures. One student will say the word and the other students will point to the matching picture. Partners will switch roles.

## 3. Reading (10 minutes)

Tell students to look at the **lower case letters** in the student book. Read them as students point to each letter from left to right and top to bottom. Then tell students to look at the upper case (capital) letters. Read them as students point to each letter from left to right and top to bottom. Read the capital and lower case letters several times out loud and ask students to repeat the letter names.

Write the capital and lower case letter **Ee** on the board.

Tell students to find that letter in the capital letter chart and in the lower case letter chart. Say: **This is the letter eE, it makes the sound /e/. E is one of five vowels. It is necessary to have at least one vowel in every English word. /e/ /e/ /e/.**

Ask students to make the sound /e/ with you several times together out loud. Ask students if they remember any words beginning with the /e/ sound. Call on individual students.

Then tell students to look at the pictures and words in the student book. Tell students that under the picture of the **egg** is the word **egg** and under the picture of the **elephant** is the word **elephant**. Point out that they both start with the letter **e**. Ask students to repeat each word after you as they point to each picture. Tell students to notice that they both start with the lower case letter **e**. Emphasise the /e/ sound. Think of other words and names that start with the letter **e**. Ask students to repeat each after you.

Repeat the steps you used to teach the letter **e** with the letter **t** and the letter **a**. Show students the pictures of the **tiger, table, apple, ant** in the student book as you review the pictures associated with the letter **e**. It is important to

remember that the letter **t** is not a vowel. It is a consonant. **a, e, i, o, u** are vowels; **y** is sometimes a vowel and sometimes a consonant. All other letters are consonants.

#### 4. Writing (10 minutes)

Students have learned patterns as well as **strokes** for all lower case letters. Now you will teach them the **upper case** (capital) and the **lower case** (small) letters of **eE, tT, and aA** one at a time. Use the board to show vertical and horizontal lines. Then show students the strokes to write the letters.

e	e	e	e	e	e	e	e	e
E	E	E	E	E	E	E	E	E

a	a	a	a	a	a	a	a	a
A	A	A	A	A	A	A	A	A

t	t	t	t	t	t	t	t	t
T	T	T	T	T	T	T	T	T

Ask students to come to the board and show how to make vertical and horizontal strokes. Ask students to practise vertical and horizontal strokes in the air and on their desks. Then ask students to open their exercise books and form the strokes. Model this several times.

Then tell students they will practise writing the letters. Again, ask students to come to the board and show how to make the lower case letter **e**. Students will practise writing the letter in the air, on their desks and in their exercise book. Then they will practise making the capital letter **E** as they did the lower case letter **e**.

Students will continue practising forming the letters **aA** and **tT** using the same steps they used to form the letter **eE**.

Students will practise writing words found in their exercise book. Ask them to trace the letters that make up each word with their fingers.

Assess if students are able to write letters **eE, aA, tT**. Provide more practise if needed.

## Week 13

## Lesson 2

### Lesson Contents

- Oral Language
- Vocabulary
- Reading
- Writing

#### 1. Oral Language (10 minutes)

Review names of objects: **chair, desk, pen, book** from previous lessons and show their pictures to reinforce learning.

Tell students that they are going to learn a game called **I Spy**. Play the game **I Spy** to show that objects can have more than one description. Tell students that they will play **I Spy** to name objects that are described. Gesture to look for something around the room and say: **I spy with my eyes something that is \_\_\_\_\_**. Stop, look around and say: **I spy something that is rectangular and big**.

Then look at the class and say: **What do I spy?** Students take turns guessing until someone says: **It is a board**. Repeat the game several times. Ask individual students to come to the front of the classroom and lead the **I Spy** game. Choose shapes and the size of the objects to



describe them (students have not learned colour words yet).

Possible words that can be used to describe an object.

<b>small</b>	<b>circle</b>	<b>tall</b>
<b>sharp</b>	<b>straight</b>	<b>short</b>
<b>round</b>	<b>long</b>	
<b>square</b>	<b>large</b>	

Possible names of objects that can be described.

<b>eraser</b>	<b>desk</b>	<b>bag</b>
<b>sharpener</b>	<b>window</b>	<b>book</b>
<b>table</b>	<b>door</b>	
<b>chair</b>	<b>ruler</b>	

Tell students to play **I Spy** with a partner.

## 2. Vocabulary (5 minutes)

Review the names of classroom objects from the previous lessons. Tell students to stand up. If you say the name of a classroom object, they will jump up. If you do not say a word that is a classroom object, they will sit down. Say: **long, straight, sharpener, ruler, short, mother, board, hello, eraser, duster, desk, brother, tall, opposite, pencil, pen.**

## 3. Reading Letters (i, n, o) (15 minutes)

Review the sounds of the letters: **eE, aA, tT**. Show students how to make each letter on the board. Ask individual students to come to the board and practise making the letters. Tell students that they are going to learn to read the letters **iI, nN, oO** and recognize words that begin with these letters. Then they will practise writing the letters.

Write the capital and lower case letter **Ii** on the board. Say: **This is the letter Ii it makes the sound /i/. I is one of five vowels. It is necessary to have at least one vowel in every English word. /i/ /i/ /i/.** Ask the students to make the sound /i/ with you several times together out loud. Ask students if they remember any words beginning with the /i/ sound. Call on individual students. Then tell students to look at the pictures and words in the student book.

Tell students that under the picture of the **insect** is the word **insect** and under the picture of the **ink** is the word **ink**. Point out that they both start with the letter **iI**.

Ask students to repeat each word after you as they point to each picture. Tell students to notice that they both start with the lower case letter **i**. Emphasise the /i/ sound. Think of other words and names that start with the letter **I**. Ask students to repeat each after you.

Repeat the steps you used to teach the letter **iI** with the letter **nN** and the letter **oO**. Show students the pictures of the **nest, neck, ox, ostrich** in the student book. Remind students that the letter **nN** is a consonant and **oO** is a vowel.

Assess if students are able to write letters **iI, nN, oO**.

## 4. Writing Letters (i, n, o) (10 minutes)

Use the same procedure used in Lesson One to teach the letters **iI, nN, oO**. Practise the vertical and horizontal strokes to write the letters.

<b>i</b>	<b>i</b>	<b>i</b>	<b>i</b>	<b>i</b>	<b>i</b>	<b>i</b>	<b>i</b>	<b>i</b>
<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>

n	n	n	n	n	n	n	n	n
N	N	N	N	N	N	N	N	N

o	o	o	o	o	o	o	o	o
O	O	O	O	O	O	O	O	O

Ask students to come to the board and show how to make vertical and horizontal strokes. Ask students to practise vertical and horizontal strokes in the air and on their desks. Then ask students to open their exercise books and form the strokes. Model this several times.

Tell students they will practise writing the letters. Again, ask students to come to the board and show how to make the capital letter **I**. Students will practise it in the air and on their desks. Then they will practise in their exercise book making the capital letter **I** as they did the lower case letter **i**.

Students will continue to practise forming the letters **nN** and **oO** using the same steps they used to form the letter **il**.

## Week 13

## Lesson 3

### Lesson Contents

- Reading
- Writing

### 1. Reading Letters (s, h, r) (20 minutes)

Review the letters students learned in the previous two lessons. Ask students to read the letters **il**, **nN**, **oO**. Review how to write each letter, how to say each letter name, and the sound each letter makes.

Play a capital and lower case letter game. Write the capital letters **E, T, A, I, N, O** in one column on the board. Write the lower case letters **e, t, a, i, n, o** in a mixed up order in another column. Show students how to match capital and lower case letters by drawing a line between the two that match. Ask individual students to come to the front and match the capital and lower case letters.

Tell students that they are going to learn to read the letters **sS, hH, rR** and recognize words that begin with these letters. Then they will practise writing the letters.

Write the capital and lower case letter **sS** on the board. Say: **This is the letter sS. It makes the sound /s/.** Ask the students to make the sound /s/ with you several times together out loud. Ask students if they remember any words beginning with the /s/ sound. Call on individual students who raise their hands.

Then tell students to look at the pictures and words in the student book. Tell students that under the picture of the **sun** is the word **sun** and under the picture of the **star** is the word **star**. Point out that they both start with the letter **s**. Ask students to repeat each word after you as they point to each picture.

Tell students to notice that they both start with the lower case letter **s**. Emphasise the /s/ sound. Think of other words and names that start with the letter **s**. Ask students to repeat each after you.

Repeat the steps you used to teach the letter **sS** with the letter **hH** and the letter **rR**. Show students the pictures of the **hat, hand** and **rat, rabbit** in the student book as you did the pictures associated with the letter **sS**. Remember that **sS, hH** and **rR** are consonant letters.

Assess if students are able to write letters **sS**, **hH**, **rR**.

## 2. Writing (20 minutes)

Use the same procedure used in Lesson One to teach the letters **sS**, **hH**, **rR**. Practise the vertical and horizontal strokes to write the letters.

<b>sS</b>	<b>sS</b>	<b>sS</b>	<b>sS</b>	<b>sS</b>	<b>sS</b>
<b>hH</b>	<b>hH</b>	<b>hH</b>	<b>hH</b>	<b>hH</b>	<b>hH</b>
<b>rR</b>	<b>rR</b>	<b>rR</b>	<b>rR</b>	<b>rR</b>	<b>rR</b>

Ask students to come to the board and show how to make vertical and horizontal strokes. Ask students to practise vertical and horizontal strokes in the air and on their desks. Then ask students to open their exercise books and form the strokes. Model this several times.

Then tell students they will practise writing the letters. Again, ask students to come to the board and show how to make the capital letter **S**. Students will practise it in the air and on their desks. Then they will practise in their exercise book making the lower case letter **s** as they did the capital **S**.

Students will continue to practise forming the letters **hH** and **rR** using the same steps they used to form the letter **sS**.

Ask students to practise forming the words in the student book.

Assess if students are able to write letters **sS**, **hH**, **rR**.

# Week 13

# Lesson 4

## Lesson Contents

- Phonemic Awareness
- Reading
- Writing

## 1. Phonemic Awareness (15 minutes)

Tell students that they will learn how to **segment** and **blend** words. Use the following procedure to teach **blending** and **segmenting**.

**First introduce** a word to students. Separate the individual sounds to say or read each sound. Read or say the segmented sounds in the word.

**Read the word** by combining the individual sounds together. Have students listen to the individual sounds and the combination of sounds to form a word.

**Provide assistance** to students when they blend the sounds together to form a word and read / say the word accurately.

Separate (segment) the sounds in the words and **provide words** to students and ask them to combine (blend) sounds together to form a word.

**Segmenting sounds** is breaking a word in to its separate sounds. It is the first step for blending words. **Blending sounds** is taking a sequence of sounds and blending them together to make a word. Tell students that blending is when individual sounds are combined to form a word. Provide students with examples.

Copy the following on the board and/or ask students to look in the student book at the letters, words and pictures.

Segmenting:	
/t/ - /e/ - /n/	
/m/ - /e/ - /n/	
/h/ - /e/ - /n/	

Blending:	
/t/ + /e/ + /n/	= ten
/s/ + /e/ + /t/	= set
/h/ + /e/ + /n/	= hen

Say the individual letter sounds that are placed together with the + signs. Point to each letter as you say its sound. When you point to each letter, tap your finger on each letter as you say its sound. Repeat this as students say the sounds with you together out loud.

Then blend those sounds together to make words. Point to each letter and say its sound again, but this time instead of tapping your finger as you point, drag your finger from one letter to the next as you blend each sound together. Repeat this as students say the blended sounds with you together out loud. Say the blended words several times.

Ask students to turn to a partner and practise blending the letters on the board to make the words.

**Teacher:** The sounds are /t/ + /e/ + /n/. What is the word?

**Student:** ten

**Teacher:** The sounds are /m/ + /e/ + /n/. What is the word?

**Student:** men

**Teacher:** Very good.

**Teacher:** The sounds are /h/ /e/ /n/. What is the word?

**Student:** hen

**Teacher:** Very good.

## 2. Reading Letters (d, l, u) (15 minutes)

Review the letters **sS hH, rR** that students learned in the previous lesson. Tell students that they are going to learn to read the letters **dD, lL, uU** and recognize words that begin with these letters. Then they will practise writing the letters. Use the strategies from **Lesson One** to teach the letters.

Write the capital and lower case letter **dD** on the board. Say: **This is the letter dD. It makes the sound /d/.** Ask students to make the sound /d/ with you several times together out loud.

Ask students if they remember any words beginning with the /d/ sound. Call on individual students. Ask students to look at the pictures and words in the student book. Tell students that under the picture of the **dog** is the word **dog** and under the picture of the **donkey** is the word **donkey**. Point out that they both start with the letter **Dd**. Ask students to repeat each word after you as they point to each picture. Tell students to notice that they both start with the lower case letter **d**. Emphasise the /d/ sound. Brainstorm other words and names that start with the letter **dD**. Ask students to repeat each after you. Write them on the board. Ask students to write the words in their exercise books.

Repeat the steps you used to teach the letter **dD** with the letter **lL** and the letter **uU**. Show students the pictures of the **leg, lamp** and **umbrella, under** in the student book as you did

with the pictures associated with the letter **dD**. Remember that **dD**, **lL** are consonant letters and **uU** is a vowel.

Assess if students are able to write letters **dD**, **lL**, **uU**.

### 3. Writing (10 minutes)

Use the same procedure to teach the letters **dD**, **lL**, **uU**. Practise the vertical and horizontal strokes to write the letters.

<b>dD</b>	<b>dD</b>	<b>dD</b>	<b>dD</b>	<b>dD</b>	<b>dD</b>
<b>lL</b>	<b>lL</b>	<b>lL</b>	<b>lL</b>	<b>lL</b>	<b>lL</b>
<b>uU</b>	<b>uU</b>	<b>uU</b>	<b>uU</b>	<b>uU</b>	<b>uU</b>

Ask students to come to the board and show how to make vertical and horizontal strokes. Ask students to practise vertical and horizontal strokes in the air and on their desks. Then ask students to open their exercise books and form the strokes. Model this several times.

Tell students they will practise writing the letters. Again, ask students to come to the board and show how to make the capital letter **D**. Students will practise it in the air and on their desks. Then they will practise writing the letters in their exercise books. They will practise making the lower case letter **d** as they did the capital **D**.

Students will continue practising forming the letters **lL** and **uU** using the same steps they used to form the letter **dD**.

Assess if students are able to write letters **dD**, **lL**, **uU**.

## Week 13

## Lesson 5

### Lesson Contents

- Phonemic Awareness
- Reading
- Writing

### 1. Phonemic Awareness (15 minutes)

Review some of the words students learned from the previous lesson: **ten**, **set**, **hen**. Remind students how to segment and blend words. Tell them that in order to read, first you segment sounds, then you blend them together. Copy the following on the board and/or ask students to look in the student book at the letters, words and pictures.

#### Segmenting:

/r/ - /a/ - /t/

/h/ - /a/ - /t/

/c/ - /a/ - /t/

**Blend** the following individual sounds to make words.

#### Blending:

/r/ + /a/ + /t/ = rat

/h/ + /a/ + /t/ = hat

/c/ + /a/ + /t/ = cat

Match the blended words with their corresponding pictures.

Assess students using the questions:

**Teacher:** What word is /r/ - /a/ - /t/?

**Student:** /r/ + /a/ + /t/ is rat.

## Phoneme Segmentation

Students can segment a word into its separate sounds, saying each sound as they tap out or count it. First remind them how to count to five in English.

**Teacher:** How many sounds are there in **hat**?

**Students:** /h/ - /a/ - /t/ three sounds.

**Teacher:** Let us write the sounds in **hat**: /h/ /a/ /t/. Write **hat** on the board and tell students to read and say the word together out loud.

## 2. Reading Letters (c, m, f) (15 minutes)

Review the letters **dD**, **lL**, **uU** that students learned in the previous lesson. Tell students that they are going to learn to read the letters **cC**, **mM**, **fF** and recognize words that begin with these letters. Then they will practise writing the letters.

Write the capital and lower case letter **cC** on the board. Say: **This is the letter cC. It makes the sound /k/.** Ask the students to make the sound /k/ with you several times together out loud. Ask students if they remember any words beginning with the /k/ sound. Call on individual students who raise their hands.

Then tell students to look at the pictures and words in the student book. Tell students that under the picture of the **cat** is the word **cat**. Under the picture of the **car** is the word **car**. Point out that they both start with the letter **cC**. Ask students to repeat each word after you as they point to each picture. Tell students to notice that they both start with the lower case letter **c**. Emphasise the /k/ sound. Think of

other words and names that start with the letter **cC**. Ask students to repeat each after you.

Repeat the steps you used to teach the letter **cC** with the letter **mM** and the letter **fF**. Show students the pictures of the **monkey**, **milk**, **fish**, **father** in the student book as you did the pictures associated with the letter **cC**. Remember that **cC**, **mM**, **fF** are consonant letters.

Assess if students are able to write letters **cC**, **mM** **fF**. Provide assistance and feedback if needed.

## 3. Writing Letters (c, m, f) (10 minutes)

Use the same procedure used in Lesson One to teach the letters **dD**, **lL**, **uU**. Practise the vertical and horizontal strokes to write the letters.

c	c	c	c	c	c
C	C	C	C	C	C

m	m	m	m	m	m
M	M	M	M	M	M

f	f	f	f	f	f
F	F	F	F	F	F

Ask students to come to the board and show how to make vertical and horizontal strokes. Ask students to practise vertical and horizontal strokes in the air and on their desks. Then ask students to open their exercise books and form the strokes. Model this several times.

Then tell students they will practise writing the letters. Again, ask students to come to the board and show how to make the capital letter **C**. Students will practise it in the air and on their desks, then they will practise it in their exercise



book. Then they will practise making the lower case letter **c** as they did the capital **C**.

Students will continue practising forming the letters **mM** and **fF** using the same steps they used to form the letter **cC**.

Assess students' ability to write the letters.

## Week 13

## Lesson 6

### Lesson Contents

- Phonemic Awareness
- Reading
- Writing

### 1. Phonemic Awareness (15 minutes)

Review the concepts of blending and segmenting. Review segmented and blended words from previous lessons. Remind students how to segment and blend words. Tell them that in order to read, first you segment sounds; then you blend them together. Copy the following on the board and/or ask students to look in the student book at the letters, words and pictures.

Segment the words into individual sounds.

1. /r/ - /u/ - /g/ = rug
2. /h/ - /u/ - /g/ = hug
3. /m/ - /u/ - /g/ = mug

Blend the sounds together to make words.

1. /r/ + /u/ + /g/ = rug
2. /h/ + /u/ + /g/ = hug
3. /m/ + /u/ + /g/ = mug

Match the blended words with their corresponding pictures.

Assess students using the questions:

**Teacher:** What word is /h/ - /u/ - /g/?

**Student:** /h/ + /u/ + /g/ is hug.

### Phonemic Segmentation

Students can break a word into its separate sounds, saying each sound as they tap out or count it. Do the following with your students. First, remind them how to count to five in English.

**Teacher:** How many sounds are there in hug?

**Students:** /h/ - /u/ - /g/ three sounds.

**Teacher:** Let us write the sounds in hug /h/ /u/ /g/. Write **hug** on the board and tell students to read/say the word together out loud.

### 2. Reading Letters (w, y, g) (15 minutes)

Review the letters **cC**, **mM**, **fF** that students learned in the previous lesson. Tell students that they are going to learn to read the letters **wW**, **yY**, **gG** and recognize words that begin with these letters. Then they will practise writing the letters.

Write the capital and lower case letter **wW** on the board. Say: **This is the letter wW. It makes the sound /w/.** Ask students to make the sound /w/ with you several times together out loud. Ask students if they remember any words beginning with the /w/ sound.

Then tell students to look at the pictures and words in the student book. Tell students that under the picture of the **window** is the word **window** and under the picture of the **watch** is the word **watch**. Point out that they both start with the letter **wW**. Ask students to repeat each

word after you as they point to each picture. Tell students to notice that they both start with the lower case letter **w**. Emphasise the /w/ sound. Think of other words and names that start with the letter **wW**. Ask students to repeat each after you.

Repeat the steps you used to teach the letter **wW** with the letter **yY** and the letter **gG**. Show students the pictures of the color **yellow**, **yak** and **goat**, **grapes** in the student book as you did the pictures associated with the letter **wW**. Remember that **wW**, **gG** are always consonant letters. The letter **yY** is sometimes a consonant and sometimes a vowel.

### 3. Writing Letters (w, y, g) (10 minutes)

Teach the letters **cC**, **mM**, **fF**. Practise the vertical and horizontal strokes to write the letters.

wW	wW	wW	wW	wW	wW
----	----	----	----	----	----

yY	yY	yY	yY	yY	yY
----	----	----	----	----	----

gG	gG	gG	gG	gG	gG
----	----	----	----	----	----

Ask students to come to the board and show how to make vertical and horizontal strokes. Ask students to practise vertical and horizontal strokes in the air and on their desks. Then ask students to open their exercise books and form the strokes. Model this several times.

Then tell students they will practise writing the letters. Again, ask students to come to the board and show how to make the capital letter **W**. Students will practise it in the air and on their desks, then they will practise it in their exercise

books. Then they will practise making the lower case letter **w** as they did the capital **W**.

Students will continue to practise forming the letters **yY** and **gG** using the same steps they used to form the letter **wW**.

## Week 14

## Lesson 1

### Lesson Contents

- Oral Language
- Vocabulary
- Reading
- Writing

### 1. Oral Language (15 minutes)

Explain to students that objects can be counted by using numbers: 1, 2, 3....

Teach the numbers 1-5 by counting objects.

First write the numbers and number words one through five on the board. Demonstrate how to write the numbers. Write each number and its English word side by side. Number: **1 one, 2 two, 3 three**. Say the numbers and number words together out loud.

Remind students of the meaning of the word **ball**. If possible, bring a ball to the classroom as an example.

Tell students to look at the student book. Count the balls in each row together out loud several times. Say: **one-one ball, one two-two balls, one, two, three-three balls....** Ask students to repeat each word you say.

Ask individual students to count the balls in the student book out loud as the rest of the class repeats each item the student counts.

Then ask students to turn to a partner to practise counting the balls.

Assess if students can identify numbers and number words.

Tell the students you will read them a story. Teach the words **lake**, **duck**, **swim**, **gone**, **forgot**, **surprised**, **smile**. Use the picture in the student book and gestures to teach the words.

### Ducks

Halima and Abiy sit by the lake. They see ducks swimming near them. Halima says, “How many ducks do you see?” Abiy says, “I will count the ducks.” The ducks are swimming quickly away from the children. Abiy counts, “One, two, three, four. I see four ducks!” Halima says, “I think you forgot one. Let’s count them together before they are gone.” The children count, “One, two, three, four, FIVE!” The children are surprised to see five ducks swimming on the lake. They smile, stand up and run home to tell their mothers that they saw five ducks swimming on the lake.

### Story Questions

1. How many ducks were on the lake? (five)
2. How many ducks did Abiy see? (four)
3. What are the ducks doing? (swimming)
4. Where are Halima and Abiy? (at the lake)
5. How many ducks did Halima and Abiy count? (five)
6. Have you ever seen ducks? (Accept all reasonable answers.)
7. If you can swim, stand up.

8. Why do you think Abiy made an error when he counted the ducks? (Accept all reasonable answers.)

## 2. Vocabulary (5 minutes)

<b>one</b>	<b>two</b>	<b>three</b>
<b>four</b>	<b>five</b>	<b>zero</b>

Review the number words listed. Say the words orally. Then tell students to read and say them after you. Count your fingers on one hand as you say each word. Write the number words on the board. Teach students the meaning of the word **zero**.

Write the numbers 1-5 in a mixed up order. Read each number word and each number. Ask students to tell you which number words match the numbers. Draw lines from the number words to the matching numbers.

Say the number words in order several times out loud. Ask individual students to repeat each word.

Teach the sight words **is**, **are** by using short sentences. Say each word as you write it on the board.

Show students two pencils. Ask: **How many are there?** Count with the students: **one, two.** Say: **There are two pencils.**

Show the students one pencil. Ask: **How many are there?** Count with the students: **one.** Say: **There is one pencil.**

Students will repeat each sentence with you several times.

### 3. Reading (10 minutes)

Tell students how to read the numbers and the number words from **0 to 5**. Teach the number and number word **zero** to students.

Tell students to look at the student book. Show them the numbers, the words and pictures. First read the numbers two times. Then read the number words two times. Ask students to repeat the numbers and the number words. Ask individual students to read both the numbers and words. Then ask students to count the objects with you together out loud to see if they match the numbers and number words.

Help students to complete the missing letter of the number words.

0	1	2	3	4	5
zero	one	two	three	four	five

Assess students' ability read numbers zero to five in words and numbers. They should also be able to count up to 5 objects.

### 4. Writing (10 minutes)

Show students how to write each number at the board. Follow the same direction to make the numbers as shown in the student book. Students can trace the numbers in the student book with their fingers.

Help students practise writing both the numbers and number words in their exercise books. Tell them to say each number while writing the number words and the numbers.

#### Lesson Contents

- Oral Language
- Vocabulary
- Reading
- Writing

### 1. Oral Language (15 minutes)

As review ask students to count numbers 0-5 and the number words using the chart in the student book in Lesson One.

Write the numbers and number words side-by-side on the board as you did in the previous lesson: 6 six, 7 seven, 8 eight, 9 nine, 10 ten. Say the words and the numbers several times out loud as you point to each. Ask students to repeat them after you.

Then practise the language pattern in the student book. Write the language pattern: **There are \_\_\_\_\_**. on the board. Tell students to count the objects in the table next to each number and use the language pattern to say how many there are.

Count each bag together out loud. Point to the bags and say: **There are six bags**. Say the sentence out loud several times. Ask students to say the sentence out loud after you. Have individual students practise the sentence.

Use the same steps to count the rest of the pictures and use the language pattern: **There are seven pencils. There are eight pens. There are nine books. There are ten sharpeners.**

Ask individual students to repeat the steps to count the objects and use the language pattern. Then ask students to get in pairs and practise

the same steps with a partner. Each student will take turns counting objects and using the language pattern to tell how many there are.

Students will learn a number song. Sing the numbers. As you sing, show each number using your fingers. Teach the song using steps that you have used previously. Before you teach the song, explain the meanings of the words **caught**, **fish**, **alive** and the phrase **put it back**.

### Number Song

One, Two, Three, Four, Five,  
Once I caught a fish alive.  
Six, Seven, Eight, Nine, Ten,  
Then I put it back again.

## 2. Vocabulary (5 minutes)

Reinforce learning the number words: **six**, **seven**, **eight**, **nine**, **ten** with examples and illustrations. Say the number words out loud several times. Ask students to say the words out loud several times after you. Then ask individual students to say the words.

Ask: **How many fingers are there on your two hands?** Students should answer by saying: **There are ten fingers on my two hands.**

Tell students they will match numbers with number words as you did together on the board in the previous lesson. This is a whole class activity. First, say the numbers and number words. Then say the first number together out loud: **eight**.

**Teacher:** 8. The number word that matches 8 is B.

**Student:** The number word that matches 8 is B.

**Teacher:** Eight. E-I-G-H-T.

**Student:** Eight. E-I-G-H-T.

**Teacher:** Good. Let's find the next matching number.

## 3. Reading (six to ten) (10 minutes)

Review counting objects and ask students to count from one to ten. Tell students to look at the student book. Ask them to read the numbers and number words six to ten. Read or say the words out loud several times. Ask students to say or read the words after you. Do this repeatedly.

Encourage the students to look at the picture. Ask them to talk about what they see in the picture. Explain words from the text that students need to know before the text is read.

Tell students to listen to and follow the text from left to right and top to bottom while you are reading about **picking mangoes**. First, read very slowly and loudly. Encourage the students to **visualise** (picture in their minds) the brother and sister, the mangoes and the mango garden as you read. Ask students to try to remember important details from the story.

Tell the students that you are going to read the text again; and this time you will ask them some questions to check their understanding of the story.

Mesfin and his sister Lisan are picking mangoes. The mango garden is behind their house. Their mother asks for six mangoes. Lisan and Mesfin each picked three. Their mother will be happy.

**Questions:**

1. Where is Mesfin going?
  - A. school
  - B. the lake
  - C. mango picking
  - D. the market
2. Who is going with Mesfin?
 

A. mother	C. father
B. Lisan	D. Mesfin
3. How many apples do they need?
 

A. seven	C. ten
B. three	D. nine
4. What will their mother do with the mangoes?

#### 4. Writing (six to ten) (10 minutes)

Show students how to write each number at the board. Follow the same direction to write the numbers as shown in the student book. Students can trace the numbers in the student book with their fingers.

Help students practise writing both the numbers and number words in their exercise books. Tell them to say each number while writing the number words and the numbers.

**Week 14****Lesson 3****Lesson Contents**

- Oral Language
- Vocabulary
- Reading
- Writing

**1. Oral Language (15 minutes)**

Review previous learning. Ask students to count numbers one to ten with you together out loud. Sing the number song from Lesson Two together out loud. Teach students to count using the numbers and number words 11-15, eleven to fifteen.

First write the numbers and number words eleven through fifteen on the board. Demonstrate how to write the numbers. Write each number and its English word side by side. Number: **11 eleven, 12 twelve, 13 thirteen....**

Say the words and the numbers several times out loud as you point to each. Ask students to repeat them after you.

Then practise the language pattern in the student book. Write the language pattern: **There are \_\_\_\_\_**. on the board. Tell students to count the objects in the table next to each number and use the language pattern to say how many there are. Count each eraser together out loud. Point to the erasers and say: **There are eleven erasers.** Say the sentence out loud several times. Ask students to say the sentence out loud after you. Have individual students practise the sentence.

Use the same steps to count the rest of the pictures and use the language pattern together: **There are twelve pieces of chalk. There are**



**thirteen pencils. There are fourteen rulers. There are fifteen pens.**

Ask individual students to repeat the steps to count the objects and use the language pattern.

Then ask students to get in pairs and practise the same steps with a partner. Each student will take turns counting objects and using the language pattern to tell how many there are.

Ask students the questions using the language patterns: **How many \_\_\_\_\_ are there? There are \_\_\_\_\_.**

Teacher	Students
How many erasers are there?	There are eleven erasers.
How many pieces of chalk are there?	There are twelve pieces of chalk.
How many pencils are there?	There are thirteen pencils.
How many rulers are there?	There are fourteen rulers.
How many pens are there?	There are fifteen pens.

If necessary, help students count the objects by using fingers and other means.

Write the chart on the board. Point to each number. Ask: **What is this number?** Point to each number word. Ask: **What is this number word?** Ask students to match numbers with words.

A	B
11	fourteen
13	fifteen
14	twelve
12	eleven
15	thirteen

Assess students' ability to match numbers and number words. Students should also be able to count numbers eleven through fifteen.

## 2. Vocabulary (5 minutes)

Write the number words: **eleven, twelve, thirteen, fourteen, fifteen** on the board. Say the number words out loud several times. Ask students to say the words together out loud. Ask individual students to say the words out loud (if possible, without your support). Do this several times.

## 3. Reading (numbers eleven to fifteen) (10 minutes)

Write the numbers and number words 11-15 on the board (if they are not already there). Instruct students to read both the numbers and the words. First read each number and then read each word. Read each word slowly out loud several times. Then ask students to say and read the numbers and number words out loud as you point to each. Point to each in sequence first then in a mixed up order.

## 4. Writing (numbers 11 to 15) (10 minutes)

Show students how to write each number at the board. Follow the same directions to write the numbers as shown in the student book. Students

can trace the numbers in the student book with their fingers.

Help students practise writing both the numbers and number words in their exercise books. Tell them to say each number while writing the number words and the numbers.

Ask students to count the sticks next to each number word in the student book with a partner.

Walk across the classroom and observe students while practising writing words and numbers.

## Week 14

## Lesson 4

### Lesson Contents

- Oral Language
- Vocabulary
- Reading
- Writing

### 1. Oral Language (15 minutes)

Review the numbers **1-15** that students learned this week. Using the charts from previous lessons in the student book, ask students to count numbers **1-5**, **6-10** and **11-15** both in numbers and by reading number words.

Review how to use the language pattern: **There are \_\_\_\_\_**. Remind students to use their fingers to count objects in the student book.

Tell students that they are going to learn counting from sixteen to twenty (**16 – 20**) in the same way they learned to count numbers in previous lessons.

First, write the numbers and number words sixteen through twenty on the board. Demonstrate how to write the numbers. Write each number and its English word side by

side. Number: **16 sixteen, 17 seventeen, 18 eighteen...**

Say the words and the numbers several times out loud as you point to each. Ask students to repeat them out loud after you.

Write the language patterns: **What number is it? It is \_\_\_\_\_**. on the board. Tell students to look at the chart in the student book. They will point to each number and then each number word and say their names. If necessary, they will count the objects in the table next to each number in the student book and use the language pattern to say the name of each number.

Model this. Point to the number 16 and say: **16**. Then point to the number word and say: **sixteen**. Count each orange together out loud. Point to the number 16 and say: **What number is it?** Say the sentence out loud several times. Ask students to say the sentence out loud after you. Have individual students practise the sentence by responding: **It is 16**.

Use the same steps to count the rest of the pictures and use the language pattern together.

Ask individual students to repeat the steps to count the objects and use the language pattern.

Then ask students in pairs to practise the same steps with a partner. Each student will take turns reading numbers and number words, counting objects and using the language pattern to identify the number.

### 2. Vocabulary (5 minutes)

Write the number words **sixteen, seventeen, eighteen, nineteen, twenty** on the board. Read each number word out loud several times. Ask students to repeat the words out loud. Ask individual students to say the words out loud

### 3. Reading (numbers and words) (10 minutes)

Write the numbers and number words **16-20** on the board. Instruct students to read both the numbers and the words. First read each number and then slowly read each number word. Ask students to say/read the numbers and number words out loud as you point to each. Point to each in order first then in a mixed up order.

### 4. Writing (numbers and words) (10 minutes)

Again show students how to write each number at the board. Follow the same directions to write the numbers as shown in the student book. Students can trace the numbers in the student book with their fingers.

Help students practise writing both the numbers and number words in their exercise books. Tell them to say each number while writing the number words and the numbers.

Students can count the sticks next to each number word in the student book with a partner to make certain each matches the number word next to it.

**Week 14**

**Lesson 5**

#### Lesson Contents

- Oral Language
- Vocabulary
- Reading
- Writing

### 1. Oral Language (10 minutes)

Review the numbers and number words 1-20. Tell students that they have learned counting

objects from one to twenty. Ask students to count objects in previous lessons in the student book one to ten and eleven to twenty.

Sing the counting song learned in Lesson One. Tell students that they are going to learn to sing fluently a new song “Ten Green Bottles.”

Teach any words that may be unfamiliar to students: **bottle, green, shelf, tip**....

#### Ten Green Bottles

Ten green bottles on a shelf on the wall,

If one green bottle should tip and fall,

There will be nine green bottles on the shelf on the wall.

Nine green bottles on the shelf on the wall.

If one green bottle should tip and fall.

There will be eight green bottles on the shelf on the wall.

Eight green bottles ....

Seven green bottles ....

Six green bottles ....

Four green bottles ....

Five green bottles ....

Three green bottles ....

Two green bottles ...

One green bottle on the shelf on the wall,

If that one green bottle should tip and fall,

There will be zero green bottles on the shelf on the wall.

### 2. Vocabulary (10 minutes)

Read each number word out loud several times. Ask students to repeat the words out loud. Ask individual students to say the words out loud

Do this several times. Assess students' ability to say the number words.

Say/count the words from one to ten. Ask students to count numbers one to five, then six to ten. Say all the number words together out loud several times.

Write the words: **one, two, three, four, five, six, seven, eight, nine, ten** on the board. Read the words together as you point to each number word. Ask individual students to say/read the words as you point to each. Then ask individual students to come to the board and write the matching number next to each number word.

Point to the words and numbers in a mixed up order as the students say each together out loud. Tell students with a partner to read the number words in the student book, together then individually, in order and in a mixed up order.

### 3. Reading (p, b, v, k) (10 minutes)

Review reading number words from sixteen (16) to twenty (20). Ask students to count objects in the amounts of sixteen to twenty. Tell students that they are going to practise reading the letters **Pp, Bb, Vv, Kk**. Say: **This is the letter Pp it makes the sound /p/ /p/ /p/ /p/**. Ask students to make the sound /p/ with you several times together out loud. Ask students if they remember any words beginning with the /p/ sound. Call on individual students.

Then tell students to look at the pictures and words in the student book. Tell students that under the picture of the **pot** is the word **pot** and under the picture of the **pen** is the word **pen**. Point out that they both start with the letter **Pp**. Ask students to repeat each word after you as they point to each picture.

Tell students to notice that they both start with the lower case letter **p**. Emphasise the /p/ sound. Think of other words and names that start with the letter **p**. Ask students to repeat each after you.

Repeat the steps you used to teach the letter **Pp** with the letter **Bb**, the letter **Vv** and the letter **Kk**. Show students the pictures of the **ball, basket, van, vest** and **kite, kitten** in the student book. It is important to remember that the beginning letters are all consonants. Remind students **Aa, Ee, Ii, Oo, Uu** are vowels, **Yy** is sometimes a vowel. All other letters are consonants.

### 4. Writing (10 minutes)

Students have learned patterns as well as strokes for all lower case letters. Now you will teach them the UPPER CASE (capital) and the LOWER CASE (small) letters of **Pp, Bb, Vv and Kk** one at a time. First use the board to show the vertical and horizontal lines. Then show students the strokes to write the letters.

<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>
<b>p</b>	<b>p</b>	<b>p</b>	<b>p</b>	<b>p</b>	<b>p</b>	<b>p</b>	<b>p</b>	<b>p</b>

<b>B</b>	<b>B</b>	<b>B</b>	<b>B</b>	<b>B</b>	<b>B</b>	<b>B</b>	<b>B</b>	<b>B</b>
<b>b</b>	<b>b</b>	<b>b</b>	<b>b</b>	<b>b</b>	<b>b</b>	<b>b</b>	<b>b</b>	<b>b</b>

<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>
<b>v</b>	<b>v</b>	<b>v</b>	<b>v</b>	<b>v</b>	<b>v</b>	<b>v</b>	<b>v</b>	<b>v</b>

<b>K</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>K</b>
<b>k</b>	<b>k</b>	<b>k</b>	<b>k</b>	<b>k</b>	<b>k</b>	<b>k</b>	<b>k</b>	<b>k</b>

Ask students to come to the board and show how to make vertical and horizontal strokes. Then ask students to open their exercise books and form the strokes. Model this several times.

Then tell students they will practise writing the letters. Again, ask students to come to the board and show how to make the capital letter **P**. Students will practise it in the air and on their desks. Then they will practise in their exercise book. Ask them to practise making the lower case letter **p** as they did the capital **P**.

Students will continue practising forming the letters **Bb**, **Vv** and **Kk** using the same steps they used to form the letter **Pp**.

Ask students to practise forming the words found in the student book. First ask them trace with their fingers the letters that make up each word.

Assess if students are able to write letters **Pp**, **Bb**, **Vv**, **Kk**.

## Week 14

## Lesson 6

### Lesson Contents

- Phonemic Awareness
- Reading
- Writing

### 1. Phonemic Awareness (10 minutes)

Review **segmenting** and **blending**. Explain to students that when sounds are separated, they are segmented. When the sounds are combined, they are blended. Demonstrate this with objects.

Point to the pictures in student book and say the names of each. Tell students that the words **pot**, **box**, **fox** represent objects and an animal.

Letters represent sounds. When letters representing different sounds are blended together, they form a word.

Segment the following words on the board. Say each separate sound and ask students to repeat after you. Then ask individual students to practise segmenting the sounds in the words. Students with a partner will practise segmenting the words in the student book.

**pot** = /p/ - /o/ - /t/

**fox** = /f/ - /o/ - /x/

**box** = /b/ - /o/ - /x/

Ask them to blend the segmented sounds to make words. Ask individual students to practise blending sounds to make the words. Have students with a partner, practise blending words in the student book.

/p/ + /o/ + /t/ = **pot**

/f/ + /o/ + /x/ = **fox**

/b/ + /o/ + /x/ = **box**

Use other familiar words to teach students blending and segmenting.

### 2. Reading Letter (q, j, x, z) (20 minutes)

Say: **This is the letter Qq it makes the sound /q/ /q/ /q/ /q/.** Ask the students to make the sound /kw/ with you several times together out loud. Ask students if they remember any words beginning with the /kw/ sound. List the words on the board.

Then tell students to look at the pictures and words in the student book. Tell students that under the picture of the **queen** is the word **queen** and under the picture of the **quilt** is the word **quilt**. Point out that they both start with the letter **Qq**.

Ask students to repeat each word after you as they point to each picture. Tell students to notice that they both start with the lower case letter **q**. Emphasise the /kw/ sound. Think of other words and names that start with the letter **q**. Ask students to repeat each after you.

Repeat the steps you used to teach the letter **Qq** with the letter **Jj** and the letter **Xx** and the letter **Zz**. Show students the pictures of **jug, jump** and **x-ray, xylophone, zoo, zip** in the student book. Remind students that the letters are consonants.

Tell students to look at the capital letters in the student book. Read them as students point to each letter from left to right and top to bottom.

Then tell students to look at the lower case letters. Read them as students point to each letter from left to right and top to bottom. Read the capital and lower case several times out loud and ask students to repeat the letter names. Write the capital and lower case letter **Qq** on the board. Ask students to find that letter in the capital letters chart and in the lower case letter chart and copy the letters into their exercise book.

### 3. Writing (10 minutes)

Students have learned patterns as well as strokes for lower case letters. Now you will teach them the UPPER CASE (capital) and the LOWER CASE (small) letters **q, j, x, z** one at a time. First use the board to show vertical and horizontal lines. Then show students the strokes to write the letters.

Q	Q	Q	Q	Q	Q	Q	Q	Q
q	q	q	q	q	q	q	q	q

J	J	J	J	J	J	J	J	J
---	---	---	---	---	---	---	---	---

j	j	j	j	j	j	j	j	j
---	---	---	---	---	---	---	---	---

X	X	X	X	X	X	X	X	X
x	x	x	x	x	x	x	x	x

Z	Z	X	Z	Z	Z	Z	Z	Z
z	z	z	z	z	z	z	z	z

Ask students to come to the board and show how to make vertical and horizontal strokes. Ask students to practise vertical and horizontal strokes in the air and on their desks. Then ask students to open their exercise books and write the strokes. Model this several times.

Again, ask students to come to the board and show how to make the capital letter **Q**. Students will practise in the air and on their desks. Then they will practise it in their exercise book. Then they will practise making the lower case letter **q** as they did the capital **Q**.

Students will continue practising forming the letters **Jj, Xx** and **Zz** using the same steps they used to form the letter **Qq**.

Ask students to practise forming the words in their student book.

## Week 15

## Lesson 1

### Lesson Contents

- Oral Language
- Reading
- Writing

### 1. Oral Language (15 minutes)

Sing “The Alphabet Song” several times line-by-line as students repeat after you.



Tell students that they are going to learn a new song titled: “Ten Little Donkeys.” Explain the reason for the song is to practise counting.

Memorise the song before you teach. Sing the song several times. Tell students every time they hear the word **donkey** to hold up two hands and sing the song again. Teach the song line-by-line, verse-by-verse with actions by holding up the correct number of fingers. Sing the song together out loud.

Have individual students sing the song several times.

### Ten Little Donkeys

One little, two little, three little donkeys,

Four little, five little, six little donkeys,

Seven little, eight little donkeys,

Nine little donkeys,

Ten little donkeys in a queue.

Ten little, nine little, eight little donkeys,

Seven little, six little, five little donkeys,

Four little, three little, two little donkeys,

One little donkey all alone.

Use the language pattern: **On the desk there is a \_\_\_\_\_**. Give each student one stick. Tell students to take out a **pencil** and a **book**. Explain how to play the game **On the Desk**. Tell students that you will ask them to put certain objects on their desks. Say: **On the desk there is a \_\_\_\_\_**. (book, stick or pencil). Students will put the correct object on their desk, and then say together out loud: **On the desk there is a \_\_\_\_\_**. (book, stick or pencil).

When students have more than one object on their desk, they will use the language patterns **On the desk there are a \_\_\_\_\_ and a \_\_\_\_\_**.

**On the desk there are a \_\_\_\_\_, a \_\_\_\_\_ and a \_\_\_\_\_**.

Ask individual students to come to the front of the class and place two or three objects on the desk and then say: **On the desk there are a \_\_\_\_\_ and a \_\_\_\_\_ or On the desk there are a \_\_\_\_\_, a \_\_\_\_\_ and a \_\_\_\_\_**.

Repeat the sentence together out loud.

Repeat this activity several times.

Walk around the room and assess if the students can identify the objects they are placing on the desks and use the language patterns correctly.

Sing “Ten Little Donkeys.”

## 2. Reading (15 minutes)

Tell students that they are going to learn to read words and sentences. Read the sentences in the student book: **There is a pen. There is a book.**

Write the sentences on the board. Point to the pictures in the student book and read the sentences out loud several times. Ask students to repeat the sentences out loud with you. Together read each sentence while pointing to each word. Students will point to each word in the student book. Show students how to read each word in the sentence from left to right. Count each word. Tell students that four words make up the sentences. Tell students to notice that only one word is different in each sentence.

Ask individual students to come to the board and read each word in each sentence. They will point to each word as they say it.

Then ask students with a partner to read each sentence in the book as they point to each word.

### 3. Writing (10 minutes)

Tell students that they will learn to practise writing short sentences by using vertical and horizontal lines. At the board, show students how to write sentences between the lines:

**There is a pen. There is a book.**

Explain that sentences always start with a capital letter and end with a punctuation mark. When the sentence is a statement, it ends with a period.

Ask students to come to the front and circle the capital letters at the start of each sentence and then circle the periods at the end of each sentence.

Ask students to write the English alphabet in lower case letters in their exercise book. Ask them to read the alphabet together out loud with the class and point to each letter as they read it. Do this several times.

Sing “The Alphabet Song.”

## Week 15

## Lesson 2

### Lesson Contents

- Oral Language
- Vocabulary
- Reading
- Writing

### 1. Oral Language (15 minutes)

Remind students how to count objects using their fingers. They will practise the language patterns: **How many \_\_\_\_\_?** **There is/are \_\_\_\_\_.** Explain to students when discussing more than one object, they will usually need to add the letter **s** to the object word.

Tell students they will count objects using numbers **1, 2, 3, 4...** Show students the pictures in the student book. Remind them of the meaning of the word **apple**. Say: **apple**. Students will point to the pictures of the apple.

Tell students that you do not add the letter **s** to the word **apple** because there is only one.

Say: **books**. Students will point to the picture of the books. Tell students you added a letter **s** to the end of the word **book** because there is more than one.

Say: **pencils**. Students will point to the picture of the pencils. Tell students you added a letter **s** to the end of the word **pencil** because there is more than one.

Say: **pens**. Students will point to the picture of the pens. Tell students you added a letter **s** to the end of the word **pen** because there is more than one. Ask students to count the number of the items in each box.

Read/say the sentences under the pictures two times and tell students to repeat them. Then hold up the student book and point to individual pictures. Ask: **How many apples are there?** Students will respond by saying: **There is one apple**. Repeat this several times. Teach the rest of the sentences in the same way.

1. How many apples are there?

There is one apple.

2. How many pencils are there?

There are two pencils.

3. How many books are there?

There are three books.

4. How many pens are there?

There are four pens.

Ask how many of each object there are using the questions in the student book. Individual students will respond using the sentences after each question

In pairs students will take turns asking and answering the same questions.

## 2. Vocabulary (5 minutes)

Explain to students that they will review words that refer to numbers and objects. Write the number words **zero one, two, three, four** and **five** on the board and say each out loud several times.

Ask students to come to the board and write the matching number next to each number word. Then write and say the words: **apple, pencil, book, pen** together out loud. Draw an apple next to the word apple. Ask students to come to the board and bring the matching object of the word you say. For example, you will say an object word then call on a student who will come to the front of the room. He/she will say the word again and show the object.

## 3. Reading (10 minutes)

Ask students to read the sentences: **There is one pen. There are two books.** Model the sentences and ask students to repeat the sentences.

Open the student book and point to the objects. Say: **rulers – one two – two rulers, balls – one two three four five – five balls, erasers – one two three four – four erasers.** Ask students to repeat the sentences after you. Then read the sentences out loud several times as students point to each word in the student book.

**There are two rulers.**

**There are five balls.**

**There are four erasers.**

Ask students to repeat the sentences after you. Then ask individual students to read the sentences. Do this activity several times.

Then students will take turns reading the sentences with a partner.

## 4. Writing (10 minutes)

Review how to correctly hold a pencil. Show students how to draw vertical and horizontal lines and use strokes in writing letters and words. Show students how to draw vertical and horizontal lines and strokes and how to write the words and sentences between the lines in their exercise books.

Read each word out loud as you model how to write the sentences at the board. Tell students to trace the words in each sentence in the student book. Students will write the sentences in their exercise books and will read each word as they write it.

**Four**

**There are five balls.**

**There are four erasers.**

**Week 15****Lesson 3****Lesson Contents**

- Oral Language
- Vocabulary
- Reading
- Writing

**1. Oral Language (15 minutes)**

Explain to students the language patterns: **How old are you? I am \_\_\_\_ years old.**

Tell students they will practise asking for and telling age. Point to yourself and say: **I am \_\_\_\_ years old.** Point to individual students and ask: **How old are you?** Students should respond by saying: **I am six/seven years old.** Ask all students to repeat each sentence.

Ask students to practise the language patterns with a partner. They will take turns asking: **How old are you?** and responding: **I am \_\_\_\_ years old.** Ask several pairs to come to the front of the room to model the activity:

**Student 1: How old are you?**

**Student 2: I am \_\_\_\_ years old.**

**Student 2: How old are you?**

**Student 1: I am \_\_\_\_ years old.**

Tell students to look in the student book at the pictures of the people and the number of candles next to each person.

Tell students to get with a partner and count the number of candles for each. Explain to students that the candles represent the age of each person.

Tell students they will pretend to be each person pictured. Then ask students how old each person

is using the language pattern. Say: **How old are you?** and point to the female. The students will say: **I am six years old.** Then say: **How old are you?** and point to the male. The students will say: **I am seven years old.** Repeat this several times together and with individual students.

**2. Vocabulary (5 minutes)**

Remind students of the meanings of the vocabulary words **how, years, old, one, two, three, four, five, six, seven, eight, nine, and ten.**

Write the number words **zero, one, two, three, four, five, six, seven, eight, nine, ten** on the board. Point to the number words and ask individual students to read them. Then ask the class to read them together out loud. Tell individual students to come to the front of the room and write the matching numbers next to the number words.

Ask students to count objects up to each number you point to. Show the students **sticks, bottle caps, pencils**, etc. Point to a number on the board. Say the number and ask students to repeat after you. Hold up one object at a time. One student, or all students, will count the sticks up to the number you identified. They will tell you when to stop holding up the sticks (after they say the number you pointed to on the board).

For example, point to the number six and say: **six.** The students will repeat the word. Then pick up one object, students will say: **one.** Pick up another object, students will say: **two.** Continue this until you hold up the sixth object and students say: **six.** As soon as they say six, they will also say: **STOP!**

### 3. Reading (10 minutes)

Instruct students how to read the sentences. Write the sentences on the board: **I am six years old. I am seven years old.**

Read the sentences several times out loud. Ask students to read the sentences out loud after you. And also ask individual students to read the sentences out loud. Do this activity several times.

Tell students the number words, like **six** and **seven** can be used for telling age. Have students repeat the number words one through ten together out loud. Tell students to look at the sentences in the student book. Read them together out loud. Ask an individual student: **How old are you?** That student should respond by pointing to the words in the correct sentence and saying: **I am six/seven/eight/nine years old.** Do this activity with individual students several times. Then ask partners to practise the activity.

### 4. Writing (10 minutes)

Ask students to write the English alphabet in capital (upper case) letters in their exercise book. Ask them to read the alphabet together out loud with the class and point to each letter as they read it. Do this several times.

Sing “The Alphabet Song.”

## Week 15

## Lesson 4

### Lesson Contents

- Oral Language
- Vocabulary
- Reading
- Writing

### 1. Oral Language (15 minutes)

Tell students that they are going to learn a new song titled “Zero - One – Two – Three.” Sing the song “Ten Little Donkeys” students learned in Lesson One.

#### Zero – One – Two – Three

Zero – one – two – three, count with me.

It is very easy, you can see.

Four, five, six, seven, eight, nine, ten

Now we will start counting again.

### 2. Vocabulary (5 minutes)

Review the number words students learned in the previous lesson. Count the number words one to ten orally. Ask individual students to count one to ten.

Students will play a counting game. Point to one student and say: **one**. That student will stand and say: **one**. Then the student standing will point to another student. That student will stand and say: **two**. Then the student who said the number two will point to another student who will say: **three**. The game will continue in the same way through the number ten.

### 3. Reading Numbers 1 to 10 (10 minutes)

Tell students to identify numbers (1-10) and the number words one to ten. Write the numbers and number words side by side on the board. Read the numbers and the number words separately. Ask students to read both the numbers and words together out loud. Ask individual students to come out to the front of the class and read the numbers and the words. Have other students read the numbers and words together out loud.

Then erase the numbers and write the numbers in a mixed up order (next to a number word that is not matching). Individual students will come to the board and draw lines between the matching number words and the matching numbers.

Tell students to look in the student book at the numbers and number words. With a partner students will take turns pointing to the numbers and number words and naming them. For example, one student will point to a number word (eight). The partner will say the word (eight). Students will point to the numbers and number words in a mixed up order. Model this several times before students begin the activity.

Assess students' ability to read numbers and words.

### 4. Writing (10 minutes)

Tell students to write number words one to ten in their exercise books. Demonstrate how to write the words on the board.

\_\_\_\_\_

one   two   three   four   five   \_\_\_\_\_

\_\_\_\_\_

six   seven   eight   nine   ten   \_\_\_\_\_

Walk around the classroom and observe while students practise writing the words. Provide support when needed.

## Week 15

## Lesson 5

### Lesson Contents

- Oral Language
- Vocabulary
- Reading
- Writing

### 1. Oral Language (15 minutes)

Tell students that they are going to learn a new song. explain the words **even** and **odd** to students.

#### Odd and Even

Zero, two, four, six, eight,  
Even numbers are just great.  
One, three, five, seven, nine  
Odd numbers are just fine.

### 2. Vocabulary (5 minutes)

Review the number words. Ask students to read the words from one to ten. Tell students that they are going to say individual words **one, two, three, four, five, six, seven, eight, nine, odd, even.**

Tell students that **even** and **odd** are opposite words. In this context, they are related to numbers. **Even** numbers are every second number starting with zero. 0, 2, 4, 6.... **Odd** numbers are every second number starting with the number one. 1, 3, 5....



Write the even numbers (0-8) on the board and say them out loud.

Ask students to repeat after you. Then do the same with the odd numbers (1-9). Say all the words together out loud several times.

### 3. Reading (10 minutes)

Point to the pictures in the student book and name the objects in each. Count each object with the students together out loud. Read all the words and phrases. Say: **two books, three rulers, four windows and five chairs** out loud several times. Ask students to read the individual words/phrases together out loud.

Then say one of the phrases, and ask students to point to the matching picture. Then point to a picture and students will read the matching phrase. Repeat this using all pictures.

Tell students to work with a partner and repeat the activity. One student will start by reading a phrase as the other student points to the matching picture. Then one student will point to a picture as the other student reads the matching phrase.

### 4. Writing (10 minutes)

Write the words on the board: **There are two books. There are three rulers.** Model the activity and write the complete sentences between the lines.

\_\_\_\_\_

**There are two books.** — — — —

\_\_\_\_\_

\_\_\_\_\_

**There are three rulers.** — — — —

\_\_\_\_\_

Walk around the classroom and monitor students ability to write letters and words correctly.

## Week 15

## Lesson 6

### Lesson Contents

- Oral Language
- Vocabulary
- Reading
- Writing

### 1. Oral Language (15 minutes)

Tell students they are going to learn language patterns: **How many \_\_\_\_\_? You/I have \_\_\_\_\_.** Ask students to count objects with you. Count the numbers one to ten.

Hold up two books and ask: **How many books do I have?** Students should respond by saying: **You have two books.**

Give the two books to a student and ask: **How many books do you have?** The student should say: **I have two books.** Give the two books to another student. Ask the same question. The student should answer: **I have two books.** Tell students to repeat the sentence together out loud.

Model this with several pairs of students.

**Student A:** How many \_\_\_\_\_ (books, pencils, pens) do you have?

**Student B:** I have \_\_\_\_\_ (number word) \_\_\_\_\_ (object word).

Students will use the language pattern with their partner to describe the sets of objects in the student book. Review the names of the objects in the student book before students begin. They will need to count the objects and say the name of each using the language pattern

when their partner asks a question starting with:

### **How many?**

Students will play a counting game. Put students into small groups. Students will stand in a circle. One student will start the game by saying: **one**, the student next to him/her will say: **two** through the number ten. The student who says number ten should sit down. The students will start counting again. The game will continue until only one student is left standing.

Assess if students can use **How many** and **I have...** in sentences. Provide support and feedback.

## **2. Vocabulary (5 minutes)**

Invite students to name classroom objects and count them by saying 1, 2, 3, 4, 5, 6, 7, 9, 10. Ask students to say number phrases such as: **two books, three pencils, four erasers.** Say these phrases out loud several times. Ask students to say them out loud. Help students to form sentences using the language patterns in the student book: **How many \_\_\_\_\_? How many \_\_\_\_\_ do you/I have?** Ask a student **How many books do you have?** He/she may say: **I have two books.** Ask another student: **How many pencils do you have?** That student may say: **I have three pencils.** Ask all students to repeat each of the sentences. Continue this activity with many different students.

## **3. Reading (10 minutes)**

Remind students of the use of the pronouns **I, he, she.** Read each word in each sentence slowly and accurately several times out loud. Students will repeat after you. Then ask students to read the sentences with you: **I have two books. I have three pencils.** Ask some students to read

the sentences. Then tell students to read the sentences to a partner.

## **4. Writing (10 minutes)**

Demonstrate how to write the words on the board: **I have two books. He has three pens. She has four pencils.** Model the activity and write the complete sentences between the lines.

I have two books.    \_ \_ \_ \_

There are three rulers.    \_ \_ \_ \_



# **Grade 1 English Language Syllabus**

## Grade 1 English Language Syllabus

Theme	MLCs of the following skills	Language items and social expressions	vocabulary	Learning activities and resources	Assessment	Learning outcomes
<b>1.School</b>  -Greetings and departing  -Instruction  -What we learn	<b>Listening and speaking</b> <ul style="list-style-type: none"> <li>Listen and respond to classroom instructions.</li> <li>Listen and respond to simple questions.</li> <li>Listen to songs/rhymes and repeat with appropriate actions.</li> <li>Exchange greetings and departing.</li> <li>Introduce themselves <i>telling their name</i>, age and place of birth..</li> <li>Ask and respond to simple questions and instructions.</li> <li>Take part in a group singing/chanting activity.</li> </ul>	<ul style="list-style-type: none"> <li>Greetings and leave-taking (good morning, good afternoon, good evening, good night my name is.., Goodbye, how are you, I'm fine thank you)</li> <li>follow instructions using action verbs for immediate classroom use e.g., Sit down, stand up, come here etc.</li> <li>Verb to be: e.g.am, is ,are</li> <li>Imperatives (open your book...)</li> <li>personal pronouns ( I ,we, he, she, it, you and they )</li> <li>Talk about school subjects. E.g. Mathematics Numbers: 1,2,3,4, 5... Environmental Science</li> </ul>	<ul style="list-style-type: none"> <li>Good morning/af ternoon/Go odbye</li> </ul> Action verbs: Stand-up, sit down, please, write. Open etc.	<b>Learning activities</b> <ul style="list-style-type: none"> <li>Greet and tell your name and father's name first. E.g. T: My name is ... (name).</li> <li>Ask the students to exchange greetings and tell their names and grade in turn. (How are you?, I'm fine, thank you...)</li> <li>Teach some greetings in a song.</li> <li>Give students instructions: stand up, sit down, come here, etc.</li> <li>Demonstrate instructions to the class i.e. Give the instructions and do the actions yourself. E.g. T: Stand up. (Do the action yourself). T: Sit down, please. (Do it yourself) T: Touch your leg. (Do it yourself). T: Walk to the door. (Do it yourself).</li> </ul>	<b>- Speaking and listening Observation</b> . Observe if students implement greeting and leave taking expression properly.  <b>Physical Response</b> -check if one student points to an objects and others say the object using check list  <b>Turn and Talk</b> .check if students give each other instructions e.g. run, walk, stand up, sit down etc.  -Check whether Students: match to word cards or not	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>exchange greetings and give personal details</li> <li>handle writing implements correctly</li> <li>use a pencil to draw strokes used in forming English letters using vertical and horizontal strokes</li> <li>Respond to simple classroom instructions</li> <li>Say and Identify alphabet sounds /t/ /a/ and /k/</li> </ul>

## Grade 1 English Language Syllabus

Theme	MLCs of the following skills	Language items and social expressions	vocabulary	Learning activities and resources	Assessment	Learning outcomes
	<ul style="list-style-type: none"> <li>Listen and repeat sounds modelled by the teacher.</li> </ul>	E.g. Washing hands before you eat Sports E.g. Football, basketball	leg ,bed, cat, Rat, bat, pot, mat	<ul style="list-style-type: none"> <li>Make any two students act out in the same way. -One gives the instructions and the other performs the actions. Repeat with other pairs of students by varying the contents and instructions.</li> <li>Teach 'exercise commands' on the spot or take the students into a wider space.</li> <li>Play the game 'Simon says' (teacher can use other familiar names) with students.</li> <li>Teach the rhyme: 'Clap your hands'</li> <li>Teach activities that are part of students' daily life at school and at home. Use mime and pictures to teach these. E.g. Play football, wash your face, etc</li> <li>Sing 'If you're happy and you know it, clap your hands.</li> </ul> <p>Model the sounds and let the students repeat after you</p>	<b>Observation</b> - observe if students able to say the alphabet . Observe if students say the first letter of some words .	



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		Sound: /t/ as in top, ten, sit Sound: /k / as in cat, car Sound: /a/ as in arm, bat, hat				
	<p><b>Pre-Reading</b></p> <ul style="list-style-type: none"> <li>• Say alphabet sounds in words</li> <li>• Identify the English phonemes and connect them with the appropriate letters.</li> <li>• Say the names of the letters of the English alphabet loudly.</li> <li>• Say the sounds of the letters of the English alphabet.</li> <li>• Point to letters named by the teacher.</li> <li>• Say initial letters of words and match them with pictures.</li> <li>• Say 500 most frequently used and simple decodable words</li> </ul>	<ul style="list-style-type: none"> <li>• Words and phrases of commands: stand up, sit down, touch the chair, stand near the door, come here, go away etc.</li> </ul>	Cat ,eat, ear, table, tall, arm, apple	Demonstrate sounds in words to the students. Let them practice the sound after you. <ul style="list-style-type: none"> <li>• Say alphabet sounds and let the students repeat after you.</li> <li>• Make the students say sounds aloud</li> <li>• let them match sound /t/ <b>in words.</b>( e.g. <b>ten, top, sit, rat</b>)</li> <li>• Let them find the sound you call out from a mixed group of words.</li> <li>• say alphabet sounds.</li> <li>• Let students match alphabet sounds in words in association with pictures.</li> <li>• Have students say their names beginning with the sound /t/.</li> <li>• Read them and let the students repeat after you individually and in groups.</li> <li>• Make the students say and do the actions on their own.</li> <li>• Review saying letter sounds</li> </ul>	Observation, informal monitoring, guided review  -Check whether students match sounds in words with pictures.	

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				<p>in words.</p> <ul style="list-style-type: none"> <li>Select words and simple sentences about school subjects for students to read.</li> <li>Make the students say in turn.</li> </ul>		
	<p><b>Pre-Writing</b></p> <ul style="list-style-type: none"> <li>use a pencil to draw strokes used in forming English letters using vertical and horizontal strokes</li> </ul>			<p>-Introduce and model patterns about letter 't', 'a' and 'c' -Help students to copy patterns of letter 't', 'a', 'c' - - <b>Resources:</b> Pictures, Flash-cards, Shash-board, Real objects Games, Songs, etc.</p>	<p><b>-exit card</b> <b>-Informal monitoring</b></p>	
<p><b>2.people</b></p> <p>-Parts of our body -Describing people</p>	<p><b>Listening and speaking</b></p> <ul style="list-style-type: none"> <li>Listen and touch/show parts of their body.</li> <li>Listen and respond to simple questions such as show me your arm/leg ear, head...</li> <li>Listen to songs/rhymes and repeat with appropriate actions</li> <li>Introduce them-selves telling their name, age and place of birth.</li> <li>Name familiar people, animals and objects with thematic words in pictures.</li> </ul>	<p><b>Parts of the body</b> (eyes, ears head, hair mouth, tooth/teeth, nose, neck, hands foot/feet, leg, toes, arm)This is my nose. Touch your____ Show me your____ This is/are____ Is it a/an____ Yes it is a/an____ This is my mouth, etc. -Student 'A' speaks to the class.</p>	<p>eyes, ears, head, hair, mouth, tooth/teeth, nose, neck, hands, foot/feet, leg, toes, arm - thin, tall, short, Fat, big, small, round, square, oval, Nose, name</p>	<p>-Introduce and show parts of your body using expressions such as : <b>Teacher:</b> This is my arm. Show me your arm. <b>Student:</b> This is my arm. <i>Teach song of my body, Me complete, Body parts pairs, Square song, Round/circle song, My little face song, Tall and short song</i> Teach the song: 'Head, shoulders, knees and toes.' -Play games using pictures of body parts:</p>	<p><b>Physical Response</b></p> <p>Check if students points to a part of the body and the other says the word In pairs. <b>Informal monitoring</b> -Assess if Students look at pictures (from magazine/or</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>show and tell parts of their bodies</li> <li>identify and say alphabet sounds e, m, f, s</li> <li>draw patterns of curved lines and vertical strokes related to letter formation</li> <li>Respond to simple instructions</li> </ul>

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Theme	MLCs of the following skills	Language items and social expressions	vocabulary	Learning activities and resources	Assessment	Learning outcomes
	<ul style="list-style-type: none"> <li>Identify size and shape.</li> <li>Ask and respond to simple questions and instructions.</li> <li>Take part in a group singing/chanting activity.</li> <li>Listen and repeat sounds modelled by the teacher.</li> <li>identify and say alphabet sounds e, m, f, s</li> </ul>	<p>A: She is thin. A: She's tall. Who has ___? What is ___? Who is ___? Which one is ___? <u>Size</u>: 1. She is fat. 2. It is big. <u>Height</u> 1. He is tall. 2. He is short <u>Shape</u>: 1. She has an Oval face. <u>Age</u>: (1 - 10) age of Children. 1. She is 6. 2. He is 8. Sounds: /e/ /m/ /f/ /s/</p>	,neck, near	<p><b>Teacher:</b> Is it a foot? <b>Student:</b> Yes, it is or No, it isn't. -Engage students in different activities such as :‘Tigist says’: Teacher: Tigist says ‘Touch your nose.’ Student touches nose. Teacher says: ‘Touch your ear.’ Student doesn't touch ear.</p> <p>Demonstrate the sounds and let the students repeat after you</p>	<p>stick figures on the blackboard) and describe people. <b>Observation</b> Observe whether Student match simple descriptions to pictures or not</p> <p><b>Informal monitoring</b> follows up while students utter sounds.</p>	
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Say sounds alphabet in words</li> <li>Identify the English phonemes and connect them with the appropriate letter.</li> <li>Say the sounds of the letters of the English alphabet loudly.</li> <li>Say the sounds of the letters of the English alphabet.</li> <li>Point to the sounds named by the teacher</li> <li>identify and read alphabet sounds e, m, f, s, d, b, r, n, j</li> </ul>	<ul style="list-style-type: none"> <li>Letters –e, m, f, s, d, b, r, n, j and words beginning with them. E.g. bed, man, fox, dog, sit, rat, bat, net, jar, drum, jet</li> </ul>		<p>- Say the initial, middle and ending sounds in words and then let students say after you</p> <p>Reinforce sounds /t/ /k/ /a/ Let them review these sounds</p> <p>Practise saying the sounds: /t/ individually and in chorus. -Say the initial sounds of words which start with /t/ /k/ /a/ top, <b>arms</b>, <b>cat</b> -Let them match initial sounds in words with pictures.</p>	<p><b>Informal monitoring</b></p> <p><u>Guided review</u> - check students if they identify alphabet sounds of e, m, f, s, d, b, r, n, j - Identify if students say initial sounds of words which start with e, m,</p>	

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	<ul style="list-style-type: none"> <li>Say 500 most frequently used words</li> </ul>			-Introduce the correct sounds of these letters (e, m, f, s, d, b, r, n, j) and say the sounds beginning with these letters. -Adequately practise saying the letters sounds with the students and matching them to pictures of words representing the sounds.	f, s, d, b, r, n, j	
	<p style="text-align: center;"><b>Writing</b></p> <ul style="list-style-type: none"> <li>draw patterns of curved lines, vertical strokes and dots related to letter formation</li> </ul>	<p><b>Letters:</b> e, m, f, s  <b>Letters:</b> d, b, r, n, j</p>		-Write the patterns on the blackboard. -Guide students how to hold their pencils. -Instruct students to copy the patterns down into their exercise books Resources :songs, Play ,Real objects ,Pictures, Flash cards	<p><b>-exit card</b>  <b>-Informal monitoring</b></p>	

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Theme	MLCs of the following skills	Language items and social expressions	vocabulary	Learning activities and resources	Assessment	Learning outcomes
<b>3. Family</b> - My family	<b>Listening and speaking</b> <ul style="list-style-type: none"> <li>Listen and repeat sounds.</li> <li>Listen and respond to simple questions.</li> <li>Listen to short picture stories read to them and respond accordingly.</li> <li>Listen to songs/rhymes and repeat with appropriate actions.</li> <li>Introduce themselves and others.</li> <li>Talk about their family members.</li> <li>Ask and respond to simple questions and instructions.</li> <li>Take part in a group singing/chanting activity.</li> </ul>	<ul style="list-style-type: none"> <li>Sounds: /h/ /p/ /l/ /g/ E.g. hen, pot, leg, goat etc.</li> <li><b>Verb to have:</b> e.g., I have, he/she has, etc. What do I have? You have ____ Who is ____? This is ____ How many ____?</li> <li>Possessive adjectives: -e.g. my, your, his, her - I have 3 sisters, -Is it big/small family .</li> <li><b>Self-introduction</b> A: What is your name? B: My name is Meron</li> <li><b>Introducing others</b> A: What is your father's name? B: My father's name is Sahlu.</li> </ul>	<ul style="list-style-type: none"> <li>Have, has, my, your, his, her, family, brother, sister, father, mother, grandmother / father</li> </ul>	Model the sounds and let the students say them Demonstrate to the class. Example: T: I have 3 sisters. T: I have 2 brothers. T: My father's name is ____ T: My mother's name is ____ <ul style="list-style-type: none"> <li>Make the students tell the class about their families as shown above.</li> <li>Show pictures of different families for students to talk about.</li> <li>Let them practice a lot about themselves:                              e.g. -My name is ____.                              -I am ____ years old.                              -I have one sister.                              -I have two brothers.</li> </ul> Demonstrate to the class T: Hello student, how are you? S: I'm fine. Thank you.  Students model the above conversation and play it in pairs.	<b>Turn and Talk</b> Check Students whether they talk about their family members, greet each other and introduce themselves and others	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify their family members</li> <li>describe their families using possessive adjectives</li> <li>identify and say alphabet sounds h, p, l, g</li> <li>draw patterns of curved lines and vertical strokes related to letter formation</li> <li>Respond to simple instructions</li> </ul>

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Theme	MLCs of the following skills	Language items and social expressions	vocabulary	Learning activities and resources	Assessment	Learning outcomes
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Identify the English phonemes and connect them with the appropriate letter.</li> <li>identify and say alphabet sounds h, p, l, g</li> <li>Say the sounds of the letters of the English alphabet.</li> <li>Point to letters named by the teacher.</li> <li>Say initial sounds in words and match them with pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Sounds: /h/ /p/ /l/ /g/</li> <li>Saying sounds in association with words such as: hen, pot, leg, gold etc.</li> </ul>		<p>The teacher reads the sounds in word Let the students identify and say the sounds in words</p> <p>Say and let the students repeat after you.</p> <ul style="list-style-type: none"> <li>Make them say on their own in turn.</li> <li>Help the students to say and label pictures with family words</li> </ul>	<p><b>Observation</b> observe students while uttering the sounds <b>informal monitoring</b> Assess if students Identify the sounds of /h/ /p/ /l/ /g/</p>	
	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>draw patterns of curved lines and vertical strokes related to letter formation</li> </ul>	<p>Copy initial letters of words related to family: e.g. Father, mother, <u>s</u>ister, <u>b</u>rother, etc.</p> <p>Letters: h, p, l, g</p>		<ul style="list-style-type: none"> <li>Practise copying initial letters of words in print</li> </ul> <p>Resources :</p> <ul style="list-style-type: none"> <li>Pictures</li> <li>real objects</li> <li>flash cards</li> <li>shash board</li> </ul>	<p><b>Observation</b> -Check whether students copy letters.</p>	
<p><b>4.Objects</b></p> <ul style="list-style-type: none"> <li>Describing objects in English</li> <li>What Colour is your book?</li> <li>Counting and</li> </ul>	<p><b>Listening and speaking</b></p> <ul style="list-style-type: none"> <li>Listen and repeat sounds/phonemes</li> <li>Listen and touch/show classroom objects.</li> <li>Listen and match thematic words with classroom objects'</li> </ul>	<p><b>Blending</b> -/p/ /e/ /n/ =pen <b>segmenting</b> Pen= /p/ /e/ /n/ Bag=/b/ /a/ /g/</p> <p><b>Blending</b></p>	<p>-pen, bag</p> <ul style="list-style-type: none"> <li>this</li> <li>that</li> <li>who</li> <li>book</li> <li>pencil</li> <li>pen</li> </ul>	<p>The teacher models the sounds and let the students repeat after you</p>	<p><b>-Observation</b> informal monitoring, guided review</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify objects using demonstrative pronouns.</li> <li>describe the size and shape of objects</li> </ul>



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using numbers • I have a book, what do you have? • Describing Objects in English	pictures. • Listen and respond to simple questions. • Listen to songs/rhymes and repeat with appropriate actions. • Ask for an object in the classroom • Use numbers (one and two digit numbers) to count objects in the classroom. • Identify primary and secondary colours. • Identify size and shape. • Ask and respond to simple questions. • Take part in a group singing/chanting activity.	/b/ /a/ /g/=bag <b>Blending</b> /t/ /e/ /n/=ten <b>Segmenting</b> ten=/t/ /e/ /n/ <b>Segmenting</b> red= /r/ /e/ /d/ <b>Blending</b> /r/ /e/ /d/=red - <b>Question words and demonstrative pronouns</b> 1. What is this? This is a pencil. 2. What is that? That is a book. • <b>Words related to the activities:</b> door, window, cow What is that? It is a ruler. <b>Adjective phrases</b> -a red bag. This is a red pen. That is a blue bag. It is a yellow pencil. - <b>Numbers</b> 1 - 10 with singular and plural nouns in figures and words -There is one ____ -There are two ____, etc. -How old are you?	• table • flower • small • big • ball • shoes	-Introduce and model the sounds and then let the students utter/say after you  • Prépare dialogues E. A: What is this? B: This is a desk. B: What is that? A: That is a table. A: Who is that? B: That is Kifle.  • Let the students take the role of A and B. • Let the teacher and students touch and point to the students and objects or to relevant pictures as they speak.  • Play guessing games, • E.g. who/what am I thinking about?  • Teach 5-8 colour words: red, green, blue, yellow, etc. using coloured cards/pencils or other objects.  • Ask students to point to/touch a particular colour.	<b>Informal Monitoring</b>  -Observe whether Students ask and answer questions using 'who is this', 'what is that?' etc.  - Check if one student points to an object and the other student says 'it is a red pen' etc <b>Turn and Talk</b> -Teacher brings in classroom objects and gives each pair group 10 and the other says 'how many' - Students draw a picture of a quantity of one object(s) e.g. 3 pencils or 5	• ask question about objects • identify and say alphabet sounds o, v, i, w • draw patterns of curved lines, slanting lines, straight lines and dots related to letter formation • Respond to simple instructions

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		<p>- I am seven years old</p> <ul style="list-style-type: none"> <li>• Numbers 1 - 20 with <b>singular and plural nouns</b> in figures and words</li> <li>• There is one ____</li> <li>• There are two ____, etc.</li> <li>• How old are you? I am seven years old.</li> <li>• Subject pronouns and verb "have" I have a pencil. I have a book. I have a flower. I have a book and a pencil. She has a rope and a flower. He has two pencils</li> <li>• <b>Verb 'to be'.</b> It's a red pen. It's a small ball. They're big shoes.</li> <li>• <b>Question word.</b> What's this/that?</li> <li>• <b>Adjectives: big and small.</b></li> <li>• <b>It is a big ball.</b></li> <li>• <b>It is small ball.</b> E.g. Student 'A' speaks to the class.</li> </ul> <p><u>Age:</u> (1 - 10) age of</p>		<ul style="list-style-type: none"> <li>• Tell the colour of objects This is a green bag. That is a blue bag.</li> <li>• Ask students the colour of objects: What colour is the bag? What colour is the ruler?</li> <li>• Make students tell the colour of objects.</li> <li>• Teach the names of items of clothing.</li> <li>• Fix colour cards on a shash board.</li> <li>• Ask students to point to objects that are the same colour as the cards.</li> <li>• Let students ask each other in turn to point to different colours</li> <li>• Teach a song about colours.</li> <li>• Play 'Same or different?'</li> <li>• Play 'traffic lights' or ball game where children represent different colours.</li> <li>• Demonstrate to the class to count 1 - 10.</li> <li>• Individual oral practice.</li> <li>• Assemble objects on a table or draw on a board and let them count and tell the</li> </ul>	<p>Pens. Students say what their classmates have e.g. he has 3 pencils, she has 5 pens.</p> <p><b>Observation</b> -Observe if students describe an object and the other guesses what it is.</p> <p><b>Turn and Talk</b></p>	

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		children 1. She is 6. 2. He is 8.		numbers. <ul style="list-style-type: none"> <li>• Let them listen and repeat the numbers.</li> <li>• Stress the sound 's' at the end of the plural words</li> <li>• Sing number songs and say number rhymes.</li> <li>• Let students play guessing games with numbers Play 'bingo' with numbers 1-10 Let the students identify how many fingers, toes, feet, they have etc.</li> <li>• Use expressions such as: I have two hands I have ten fingers.</li> <li>• Demonstrate to the class what you have E.g. T: I have a pencil.</li> <li>• Point to a student and tell What he/she has. E.g. T: She has a bag. What do you have?</li> <li>• Make the students tell the class what they and their friends have. E.g. A: I have a pen. B: He has a ball. C: I have a rope and a stick. D: She has four flowers.</li> </ul>	<b>-Physical response</b>	

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				Play 'guess what I have' <ul style="list-style-type: none"> <li>Present different objects and ask Using ' what is - - - ?' E.g. Student 'A' talking to student 'B' A: What's this? B: It's a big ball. A: What shape is it? B: The ball/It is round. A: What's that? B: It is a long pen. A: What colour is it? B: The pen is blue/It's blue.</li> <li>Make the students practise in pairs.</li> <li>Have students draw pictures of objects as you describe them.</li> <li>Have them describe and draw pictures in pairs.</li> <li>Play 'I spy</li> </ul>		
	<b>Reading</b> <ul style="list-style-type: none"> <li>Read sounds by blending and segmenting</li> <li>Identify the English phonemes and connect them with the appropriate letter.</li> <li>Read the names of the letters</li> </ul>	<b>Pen=/p/ /e/ /n/ (segmenting)</b> <b>/p/ /e/ /n/=pen (blending)</b> Big= /b/ /i/ /g/ (segmenting)	Pen, big	Introduces and models the sounds and let the students repeat	-Guide Review -Observation <b>-Informal Monitoring</b> Check whether Student match number words to figures or not	



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				their own and with the help of the teacher. <ul style="list-style-type: none"> <li>• Read a picture story with the students about a child's/children's possessions.</li> <li>• Read the words and the sentences and let the students repeat after you.</li> <li>• Encourage them to practise on their own.</li> <li>• Let them read and match words with pictures.</li> <li>• Read a story about a lost item that has to be described to others.</li> </ul>		
	<b>Writing</b> <ul style="list-style-type: none"> <li>• Write English letters and alphabets in lower and upper cases.</li> <li>• Copy spelling of familiar words presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Words and phrases related to the language pattern.</li> <li>• Letters a-z and words related to the topic,</li> <li>• Writing patterns</li> <li>• Letters: x, q, z and words beginning with them</li> </ul>		<ul style="list-style-type: none"> <li>• Reinforce different pattern</li> <li>• Write the words on the blackboard and encourage students to copy into their exercise books.</li> <li>• Write the letters on the blackboard.</li> <li>• Demonstrate the lines and the patterns on the blackboard.</li> <li>• Write numerals on the blackboard and let students copy them down.</li> <li>• Individual writing practice.</li> <li>• Ask them to insert missing number in an order of sequence in groups.</li> </ul>	<b>-Exit cards - informal Monitoring</b>	



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				<ul style="list-style-type: none"> <li>Write the letters on the blackboard.</li> <li>Write the numbers on the blackboard and let them copy down.</li> <li>Draw or show pictures and have students write down the numbers</li> <li>Write letters and words on the blackboard and make the students copy them down.</li> <li>Introduce different letter, word, sentence,</li> <li>Identification activities such as filling the missing letters or words, picture reading, caption writing, etc.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Human</li> <li>pictures</li> <li>games</li> <li>song</li> </ul>		
<b>5. Animals</b>	<p>4. Animals</p> <p><b>Listening and speaking</b></p> <ul style="list-style-type: none"> <li>Identify sounds by Blending and segmenting</li> <li>Listen and repeat sounds modelled by the teacher.</li> <li>Listen and respond to simple questions.</li> <li>Listen and respond to short animals' story read to them.</li> </ul>	<p>Blending /d/ /o/ /g/=dog Segmenting dog=/d//o//g/ Blending /c/ /a/ /t/=cat Segmenting Cat=/c//a//t/ <b>-Verbs:</b> ' to be' It's a small baby. 'Verb to have': It has 2 ears.</p>	<p>Donkey, camel</p> <ul style="list-style-type: none"> <li>Am, is, are</li> <li>Has, have</li> <li>Ears, legs, hands</li> </ul>	<p>Introduce and models the sounds and let students say after you.</p> <ul style="list-style-type: none"> <li>Demonstrate to the class using picture a baby. E.g. It's a small baby. It's small. It has 2 ears. It has two legs.</li> <li>Make the students tell the</li> </ul>	<p>Observation, informal monitoring,</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>identify animals</li> <li>identify animals' body parts</li> <li>tell the physical appearance of animals</li> <li>respond and use simple classroom instructions</li> </ul>

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Theme	MLCs of the following skills	Language items and social expressions	vocabulary	Learning activities and resources	Assessment	Learning outcomes				
	<ul style="list-style-type: none"> <li>Listen to songs/rhymes and repeat with appropriate actions.</li> <li>Name familiar animals with thematic words in pictures.</li> <li>Ask and respond to simple questions.</li> </ul>	<p><b>-Plural nouns:</b> ears, legs, hands, etc. e.g. They are small children.</p> <p>-Demonstrate about human pictures :</p>		<p>class as above by pointing to the pictures of different <b>human pictures.</b></p> <ul style="list-style-type: none"> <li>Let students identify human pictures.</li> </ul>						
<p><b>6. Food</b></p> <ul style="list-style-type: none"> <li><b>I eat bread and drink milk</b></li> </ul>	<p><b>.Listening and speaking</b></p> <ul style="list-style-type: none"> <li>Listen and match different food items with appropriate pictures.</li> <li>Listen and respond to simple questions about food items.</li> <li>Listen to songs/rhymes and repeat with appropriate actions.</li> <li>Name food items.</li> <li>Talk about their favourite food items.</li> <li>Talk about categories of food items.</li> <li>Take part in a group singing/chanting activity.</li> </ul>	<p><b>Question words:</b> what..? What do you like to eat/drink? I like banana, orange, injera, milk, bread, cabbage etc.</p> <p><b>Fruit:</b> orange, lemon, banana, papaya, mango <b>Vegetable:</b> cabbage, carrot, tomato, potato,</p>	<ul style="list-style-type: none"> <li>Bread,</li> <li>Injera,</li> <li>Porridge,</li> <li>milk ,</li> <li>potato,</li> <li>tomato,</li> <li>carrot,</li> <li>cabbage</li> <li>what</li> <li>fruit</li> <li>vegetable</li> <li>papaya</li> <li>mango</li> <li>lemon</li> <li>orange</li> <li>banana</li> </ul>	<ul style="list-style-type: none"> <li>Teacher introduces different food items</li> <li>Encourage students to match different food items with their picture</li> <li>Let students respond simple question about food items e.g., T: What is this? S: This is banana. Teacher tells the students to arrange the food items</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Vegetable</th> <th>Fruit</th> </tr> </thead> <tbody> <tr> <td>Carrot, tomato</td> <td>Orange, lemon</td> </tr> </tbody> </table>	Vegetable	Fruit	Carrot, tomato	Orange, lemon	<p>Check if students identify and categorize different food items.</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify different food and drink items</li> <li>talk about categories of food items</li> <li>talk about their favourite food and drink items</li> <li>read short sentences related to food and drink items</li> <li>Respond and use simple classroom instructions</li> </ul>
Vegetable	Fruit									
Carrot, tomato	Orange, lemon									

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Theme	MLCs of the following skills	Language items and social expressions	vocabulary	Learning activities and resources	Assessment	Learning outcomes
	<b>Reading</b> <ul style="list-style-type: none"> <li>• <b>Read words by blending and segmenting sounds</b></li> <li>• Read and identify words for food and drink.</li> <li>• Read initial letters of words and match them with pictures of food and drink items</li> </ul>	Blending /c/ /a/ /r/ /r/ /o/ /t/=carrot Segmenting Carrot=/c/ /a/ /r/ /r/ /o/ /t/ Blending /m/ /i/ /l/ /k/=milk Segmenting milk=/m/ /i/ /l/ /k/		<ul style="list-style-type: none"> <li>• Let students read and identify listed food and drink items e.g. This is banana. This is milk.</li> <li>• Let the students match initial letters of words with picture of food.</li> </ul>	<b>-Guided review</b> <b>-informal monitoring</b>	
	<b>Writing</b> <ul style="list-style-type: none"> <li>• Copy words of food and drink items</li> <li>• Arrange words of food items in their category.</li> </ul>	Bread, Injera, Porridge, milk, potato, tomato, carrot, cabbage etc.  <b>Fruit:</b> orange, lemon, banana, papaya, mango <b>Vegetable:</b> cabbage, carrot, tomato, potato		<ul style="list-style-type: none"> <li>• Encourage students</li> </ul>		
<b>7. likes and dislikes</b> <ul style="list-style-type: none"> <li>• I like banana</li> </ul>	<b>Listening and speaking</b> <ul style="list-style-type: none"> <li>• Tell their likes and dislikes.</li> <li>• Identify size and shape.</li> <li>• Ask and respond to simple questions.</li> <li>• Take part in a group singing/chanting activity.</li> </ul>	<b>Present simple</b> E.g. -I like/ dislike + countable nouns. -He/she likes+ nouns -We/they like(dislike) animals, food, games,	<ul style="list-style-type: none"> <li>• Like</li> <li>• Dislike</li> <li>• Animals</li> <li>• Food</li> <li>• Game</li> <li>• Cow</li> </ul>	Demonstrate to the class. E.g. I like oranges. <ul style="list-style-type: none"> <li>• Call out students in turn and let them tell their likes. E.g. I like plants.</li> <li>• Encourage each student to tell his/her likes and then tell the class what he/she</li> </ul>	<b>Observation</b> -Observe whether students look at a number of pictures in pairs say what they	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• talk about their likes and dislikes</li> <li>• give information about people's likes and</li> </ul>

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Theme	MLCs of the following skills	Language items and social expressions	vocabulary	Learning activities and resources	Assessment	Learning outcomes
		school subjects (so that students can talk about their likes and dislikes)	<ul style="list-style-type: none"> <li>Bread</li> <li>Tea</li> <li>Tomatoes</li> </ul>	<p>likes.</p> <p>E.g.S1: I like bananas. T: He likes bananas.</p> <ul style="list-style-type: none"> <li>Individual practice. S2: I like cats. T: She likes cats.</li> </ul> <ul style="list-style-type: none"> <li>Let the students practise in pairs as shown above.</li> <li>Have students do class surveys and draw simple charts to show the likes of students.</li> <li>Play 'bingo' with likes and dislikes.</li> <li>Have students make up rhymes in groups about what they like.</li> </ul>	<p>like/ dislike.</p> <p>E.g. I like dogs. I like bananas.</p>	<p>dislikes</p> <ul style="list-style-type: none"> <li>understand and match information from reading with pictures</li> <li>write information from pictures</li> <li>carry out a class survey.</li> </ul>
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Identify the English phonemes and connect them with the appropriate letter.</li> <li>Read the names of the letters of the English alphabet loudly.</li> <li>Say the sounds of the letters of the English alphabet.</li> <li>Point to letters named by the teacher.</li> <li>Read initial letters of words and match them with pictures.</li> <li>Read 500 most frequently used</li> </ul>	<ul style="list-style-type: none"> <li><b>Capital letters (A-Z)</b> -He likes goats. -They like cows. - I like bread. - She likes tea, etc. -We like English. -They like maths, etc.</li> </ul>		<ul style="list-style-type: none"> <li>Let students read the names of students in the class.</li> <li>Place words, phrases and sentences on the right hand side of a shashboard and pictures on the left hand side.</li> <li>Let the students read and match the words, phrases and sentences with the correct pictures.</li> </ul>	<p><b>Guided review</b> <b>-informal monitoring</b></p>	

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Theme	MLCs of the following skills	Language items and social expressions	vocabulary	Learning activities and resources	Assessment	Learning outcomes
	and					
	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write English letters and alphabets in lower and upper cases.</li> <li>Copy spelling of familiar words presented.</li> </ul>	<ul style="list-style-type: none"> <li><b>Capital letters A - Z</b></li> <li>-I like bread.</li> <li>-She likes tomatoes. Etc.</li> </ul>		<p>Write words, phrases and sentences on the blackboard</p> <ul style="list-style-type: none"> <li>Make them copy down, read and draw the pictures and name them.</li> </ul> <p>Let them draw and label simple charts of the things students like and dislike in the class.</p> <p><b>Resources :</b></p> <ul style="list-style-type: none"> <li>Real objects, Charts, Play, Rhymes, Shash board, Flash card</li> </ul>	<p><b>Exit cards - informal Monitoring</b></p>	
<p><b>8.Location</b></p> <ul style="list-style-type: none"> <li>Where is the Book?</li> </ul>	<p><b>Listening and speaking</b></p> <ul style="list-style-type: none"> <li>Listen and tell where objects are located.</li> <li>Listen and respond to simple questions.</li> <li>Listen and show where pupils or animals are</li> <li>Listen to songs/rhymes and repeat with appropriate actions.</li> <li>Ask and respond to simple questions about where items are located.</li> </ul>	<ul style="list-style-type: none"> <li><b>Demonstrative pronoun</b></li> </ul> <p>Where - - - ?</p> <ul style="list-style-type: none"> <li><b>Prepositions:</b> on, near, in, under, etc.</li> <li>Where's the book? It's on the chair.</li> <li>Where's the boy? He's near the door.</li> <li>Household items: pot, box, bottle, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Near</li> <li>In</li> <li>Under</li> <li>Book</li> <li>Chair</li> <li>Boy</li> <li>Door</li> <li>Pot</li> <li>Box</li> <li>Rubber</li> <li>Ball</li> <li>Table</li> <li>cat</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a dialogue.</li> <li>Draw pictures on the board or show pictures.</li> <li>Collect objects or models related to the dialogue.</li> <li>Ask them where each object or model is and let them respond to your questions.</li> </ul> <p>E.g.:</p> <p>A. Where's the book?</p> <p>B. It's on the chair.</p> <ul style="list-style-type: none"> <li>Make them practise in pairs.</li> <li>Play a game in which children have to choose the correct picture, according to the position of objects, animals or people in the picture</li> </ul>	<p>-arranging some objects on a desk and let Students ask and answer questions about the locations of objects e.g. Where is the box? It's under the table.</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>identify the position of people, animals and objects</li> <li>tell where people, animals and objects are located</li> <li>read and match sentences containing people, animals and objects and their positions to pictures</li> <li>make simple sentences describing the position of people, animals and objects</li> </ul>

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				<ul style="list-style-type: none"> <li>Play 'hide and seek' with objects.</li> </ul>		<ul style="list-style-type: none"> <li>Respond to simple classroom instructions</li> </ul>
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Identify the English phonemes and connect them with the appropriate letter.</li> <li>Read the names of the letters of the English alphabet loudly.</li> <li>Say the sounds of the letters of the English alphabet.</li> <li>Point to letters named by the teacher.</li> <li>Read initial letters of words and match them with pictures.</li> <li>Read letters and words</li> <li>Read and words with pictures</li> </ul>	<ul style="list-style-type: none"> <li><b>Letters (a – z)</b></li> <li><b>Words</b> The rubber, the ball, the cat, the pot, etc. On the table, near the door, etc.</li> </ul>		<ul style="list-style-type: none"> <li>Read the alphabet letter</li> <li>Prepare words to be read.</li> <li>Let them read after you and then individually.</li> <li>Help them read and do different activities, such as matching sentences to pictures.</li> <li>Continue the story from the previous lesson about a lost item.</li> </ul>	<b>-Guided review -informal monitoring</b>	
	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write English letters and alphabets in lower and upper cases.</li> <li>Copy spelling of familiar words presented.</li> <li>Copy words</li> <li>Write and complete sentences</li> </ul>	<ul style="list-style-type: none"> <li>Letters a – z</li> </ul> <p>Words: bone, ball, bend, etc.</p> <p><b>Prepositions:</b> on, in, near, in front of, under, behind, between etc.</p> <ul style="list-style-type: none"> <li>The pen is ..... the table</li> </ul>		<ul style="list-style-type: none"> <li>Practise print writing from a - z</li> <li>Write the words on the blackboard.</li> <li>Have the students copy down pictures and sentences from the blackboard.</li> <li>Have students complete sentences using prepositions</li> </ul>	<b>Exit cards - informal Monitoring</b>	

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	using prepositions			and label their own pictures. <b>Resources:</b> Classroom objects, household objects, games, flash card, models of different objects		
<b>9. Ability</b> <b>I Can .....</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Identify the English phonemes and connect them with the appropriate letter.</li> <li>Read the names of the letters of the English alphabet loudly.</li> <li>Read the sounds of the letters of the English alphabet.</li> <li>Point to letters named by the teacher.</li> <li>Say initial letters of words and match them with pictures.</li> </ul>	<p>- <b>Letters:</b> a-z and words beginning with them.</p> <p>-<b>Content words:</b> names of animals</p>		<p>Say and make them repeat after you.</p> <ul style="list-style-type: none"> <li>Let them read aloud by themselves.</li> <li>Say and complete words with letters and sentences with words.</li> </ul>	<p><b>Observation</b></p> <p>-Observe if students put the suggested familiar words in alphabetical order.</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>identify and tell what they and others can do</li> <li>tell what they learn in other subjects</li> <li>use suitable language to describe their school subjects</li> <li>read and perform activities</li> <li>use language patterns orally and in writing</li> <li>use simple instructions</li> </ul>
	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write English letters and alphabets in lower and upper cases.</li> <li>Copy spelling of familiar words presented.</li> </ul>	- <b>Letters:</b> a-z and words related to the unit.		<p>Copy patterns of letters on the blackboard and let the pupils copy them down.</p> <p><b>Resources:</b> Pictures, Flash cards</p>	<p>-<b>Rising words</b></p> <p>-<b>Exit card</b></p>	
	<b>Writing</b>	<b>Letters (M-Z)</b>		<ul style="list-style-type: none"> <li>Let students practise writing (M-Z)</li> </ul>		



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Theme	MLCs of the following skills	Language items and social expressions	vocabulary	Learning activities and resources	Assessment	Learning outcomes
	<ul style="list-style-type: none"> <li>• Write English letters and alphabets in lower and upper cases.</li> <li>• Copy spelling of familiar words presented.</li> </ul>	<p><b>Words</b> e.g. sing, fly, drive</p>		<ul style="list-style-type: none"> <li>• Write words and phrases on the blackboard.</li> <li>• Let them copy and read.</li> <li>• Let them copy sentences about pictures of animals and/or from substitution tables</li> </ul> <p>Resources</p> <ul style="list-style-type: none"> <li>• Songs and rhymes</li> <li>• Pictures</li> <li>• Human</li> <li>• Games</li> <li>• flashcards</li> </ul>	<p><b>Exit cards</b> <b>- informal</b> <b>Monitoring</b></p>	