

Guidelines for selecting English contents for Grade 1-4

City Government of Addis Ababa Education Bureau

Nov, 2020

1. Introduction

The Ethiopia general education was fully interrupted because of Covid-19 pandemic since 15 February 2020. The Ministry of Education has decided students to pass freely to the next grade except for Grade 8 and 12 students who have to take regional and national examination respectively.

The Ministry of Education decided to continue the teaching and learning process in 2020/21 according to the Ministry of Health protocols.

Hence, the city government of Addis Ababa Education Bureau is preparing to cover the Grade 1 to 12 uncovered portions through make up classes before starting the 2020/21 teaching and learning. To this end, the City Government of Addis Ababa education Bureau has prepared this English Make up Lesson Guide line from Grade 1 to 12. This guide line comprises rational and objectives of the guide line and issues considered, content selection criteria, selected contents, methodology and the role of teachers and students for makeup class.

2. Rational

The rational for providing make up classes before starting the next academic year process are to

- minimize the effect on the students behavior caused by uncovered second semester portions
- cover the uncovered portion of the teaching and learning
- provide similar contents throughout the country and
- Provide prerequisite contents which are helpful to continue the next grades teaching and learning process smoothly.

3. Objectives

The objectives of the guide line are to:

- show the rational of covering the uncovered portion before starting the new grade
- show issues considered in selecting lessons and
- identify selected contents for each grade level

4. Content Selection Criteria

Selected contents are identified if it is newly introduced concept, highly applicable for real life situations, Basic for other subjects and basic for further learning.

In this guide line repeated contents, as well as those contents that are believed to be easily grasped by the students, but just used to further elaborate ideas and concepts, are intentionally omitted. There are units in which all contents are crucial. In this case, the numbers of periods are reduced proportionally.

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No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
1	4	16	1	Oral language: Colors: red, yellow, blue. Reading sentences Blending: /p/ /e/ /n/ = Pen Segmenting: Pen = /p/ /e/ /n/ Bag = /b/ /a/ /g/	Listening, speaking & reading	1	1	Students would be beneficial if they study oral skills before hand	Learners acquire how to relate English alphabets and sounds; develop the ability of producing sounds and words. and these encourage them to enhance their interest to utter sounds, words, and sentences. The teacher models the sounds and let the students repeat after him.
2	4	16	2	Oral language: Colors: green, orange, & purple	Listening, speaking & reading	1	2	The content presented under this section is selected because of its significance and level of utility.	This lesson accommodates almost all major skills and able to impart the necessary skills mentioned in the subsequent lessons. Use color guessing game.
3	4	17	3	Oral language: Yellow	Listening and speaking	1	9	In this lesson students are exposed for new language item. Therefore, if they learn this section, they will be able to acquire other related concepts.	The listening and speaking skills presented through names of colors make simple and interesting to the students; and this help learners to have positive attitude towards the target language. Use flash cards and pass the chalk game.

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4	4	17	4	Oral language: Green, grass, leaves "Green Song"	Listening & speaking	1	10	This lesson would help students to stabilize the skills gained from the previous lessons.	Listen to songs/rhymes and repeat with appropriate actions.
5	4	17	5	Oral language: Purple, vine, grapes, "What color is this?"	Listening & speaking	1	11	In this section of the lesson students will be exposed for new language item, i.e. asking questions and reply appropriately.	The listening and speaking skills presented through names of colors make simple and interesting to the students; and this help learners to have positive attitude towards the target language. Use flash cards and pass the chalk game.
6	5	18	3	Blending: /d/ /o/ /g/=dog Segmenting dog=/d//o//g/ Blending /c/ /a/ /t/=cat Segmenting Cat=/c//a//t/ Describing Animals - Donkey, - camel	Listening and speaking	2	16	Students can learn independently and it is significant for the development of skills and attitudes towards the target language.	Students able to identify phonemes and sounds through blending and segmenting of words which help them to know the differences of two words having the same sounds but different phonemes. In return, this would help them to develop their receptive and productive skills and lead them fascinated with the target language. The teacher introduces and models

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									the sounds and let students say after him/her.
7	5	18	4	Oral language: Describing animals. 'There is ___, It has_____	Listening and speaking	1	17	In this section of the lesson, students acquire new concept about description of animals and continue in the subsequent lessons.	Since description of things help students to utilize the language, a teacher can use animals' pictures and separate flash cards to integrate words with names of animals. This make the lesson learner- able and interesting.
8	5	19	4	Oral language: Animals in the house, "What is this? It's a _____"	Listening and speaking	1	26	In this section of the lesson, students acquire new concept about animals' house and continue in the subsequent lessons.	The lesson would support students to ask questions what they observe and give answer properly. This lesson encourages students to speak and listen to utterances which will help them to acquire new knowledge. -Introduce and model the sounds and then let the students utter/say after him/her
9	5	19	5	Orla language: On the Farm Song" Chickens, piglets,	Listening and speaking	1	27	In this section of the lesson students will be exposed for new vocabularies and	The teacher can bring the previous lessons contents and connect with today's lesson using different pictures of animals and their shelters.

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								song which support them to stabilize the language item they have learned.	Sing the newly song with your students, initiate students to play "standup" and "Sit-down" game
10	5	19	6	Oral language: "Farmyard Song"	Listening and speaking	1	28 - 29	This lesson is specially selected for stabilizing the skills gained from the previous lessons.	The lesson should be presented to students in order to impart knowledge of sounds/phonemes of limited words. This would help students to develop their listening and speaking skills. For the reading skill, let the teacher models the sounds and the students repeat after him.
11	6	20	2	Oral language: Food Items Tee, meet, cheese, egg	Listening and speaking	1	31	This lesson reinforces students practice about diphthongs and put ground rule for successive lessons.	The lesson give attention for sound differentiation; thus, students will get a chance to realize diphthongs. Therefore, it provides additional skill and knowledge to students.
12	6	20	3	Oral language: Fruits: orange, grapes, apple	Listening and speaking	1	32-33	The content presented under this section is selected because	The listening and speaking skills presented through names of fruits make simple and interesting to the students; and

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								of its significance and level of utility.	these help learners to have positive attitude towards the target language. Use flash cards and pass the chalk game.
13	6	20	4	Oral language: Vegetables: carrot, tomato, potato,	Listening and speaking	1	34	The content is selected as it has words of rhymes and its effect on speaking and reading skills.	The listening and speaking skills presented through names of vegetables make simple and interesting to the students; and these help learners to have positive attitude towards the target language. Use flash cards and pass the chalk game.
14	6	21	3	Oral language: Drinks: water, juice, milk,	Listening and speaking	1	40-41	The lesson focuses on new topic exceptionally well.	The teacher can bring the previous lessons contents and connect with today's lesson using different pictures of drinks. Sing the newly song with your students, and initiate students to play "standup" and "Sit-down" game
15	6	21	5	Oral language: "Food Song" Apple, orange, banana	Listening, speaking & reading	1	42	This lesson is selected deliberately because of the song which helps students to	The listening and speaking skills presented through names of fruits make simple and interesting to the students; and these help learners to have positive attitude towards the

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								stabilize the previous learned materials.	target language. Use flash cards and pass the chalk game.
16	7	22	1	Oral language: I like banana Identifying fruits	Listening and speaking	1	45-46	The lesson contains dialogue which introduces the new language item and it gives students additional opportunity to practice the language item.	The lesson gives students to acquire new sentence construction structure and this imitate them to add more contents to their language faculty. The more they get newly language structure, the better to be skillful and knowledgeable. Encourage students to participate in the dialogue.
17	7	22	5	Oral language: The food I like Matching words with their corresponding pictures	Listening and speaking	1	51	This lesson is specially selected for stabilizing the skills gained from the previous lessons.	The lesson should be presented to students in order to impart knowledge of vocabularies of limited words. This would help students to develop their listening and speaking skills. For the reading skill, let the students fill the gaps orally.
18	7	23	1	Oral language: Animals I like and dislike Reading sentences	Listening and speaking	1	53	The lesson is selected because of its relevance to revise the previous learned	This lesson mainly focuses on listening and speaking which allow students to practice with language structure and this encourages learners to

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								material.	participate in the entire target language environment. Encourage students to repeat words after the teacher,
19	7	23	4	Oral language: "The Foods and Drinks I like"	Listening and speaking	1	56	This lesson is selected to summarize the language structure learned in the previous lessons.	Students will develop listening and speaking skill through the target language structured they have studied and able to enhance their interest and skill. The teacher can deliver the content using flash cards of foods.
20	7	24	1	Oral language: Sports Table-tennis, basketball, volleyball Matching words with pictures Reading sentences	Listening, speaking and reading	1	59	In this section of the lesson students will be exposed for new vocabularies and practice them to utter simple sentences.	Students will be advantaged if they learn keeps the natural order of acquiring knowledge. i.e., listening then speaking. Using this order, the teacher is expected to teach this lesson by modeling each word and allowing students to repeat after him. Thus, the methodology would encourage them to study better.
21	8	25	2	Oral language: Where is _____? Letter Sounds: Blending and	Listening and speaking	1	68	In this section of the lesson, students are exposed to new	Let the teacher models the lesson first, then do it together (the teacher and the students) and students perform activities

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				segmenting				language item; preposition and continue in the subsequent lessons.	individually; this would help students to like the lesson and acquire the necessary skills allocate for the level.
22	8	25	6	Oral language: Tell where the animals are: behind Matching sentences with pictures. Reading short passage	Listening, speaking and reading	1	72	This lesson is selected to stabilize the language structure learned in the previous lessons.	Students will develop listening and speaking skill through the target language structured they have studied and able to enhance their interest and skill. The teacher can deliver the content using wall poster which exhibit the position of objects.
23	8	26	3	Oral language: Where is the ____? Reading sentences	Listening, speaking	1	76-77	This lesson is selected to reinforce the language structure learned in the previous lessons and to expose students to a larger text for reading.	Students will develop listening and speaking skill through the target language structured they have studied and able to enhance their interest and skill. The teacher can bring different classroom object to the front of the class and models each sentence and allow them to practice. Similarly, the reading text should be modeled by the teacher beforehand.
24	8	27	3	Oral language: Where are the	Listening, speaking	1	83-84	This lesson is selected to	Let the teacher models the lesson first, then do it together

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				books? On, in, under, In front of Reading sentences	and reading			stabilize the language structure learned in the previous lessons.	(the teacher and the students) and students perform activities individually; this would help students to like the lesson and acquire the necessary skills allocate for the level. The reading text should be modeled by the teacher beforehand.
25	8	27	6	Oral language: The Cat is on the chair. Drawer and dresser Listening the description of cat's position	Listening, speaking	1	87	The content presented under this section is selected because of its significance and level of utility.	This lesson accommodates almost all major skills and able to impart the necessary skills to students mentioned in the subsequent lessons. Use picture card and invite students to play "Stand up" and "Sit down" game.
26	9	28	1	Oral language: I can _____. Read, write, walk, jump, play Letter sounds: Segmenting and blending of words	Listening, speaking	1	88	The lesson contains dialogue which introduces the new language item and it gives students additional opportunity to practice the language item.	The lesson gives students to acquire new sentence construction structure and this imitate them to add more contents to their language faculty. The more they get newly language structure, the better to be skillful and knowledgeable in the target language. Encourage students to participate in the dialogue.

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									Model the phonemes and let the students repeat after you then give them a chance to practice in pair.
27	9	28	4	Oral language: Listening words and miming Reading a short passage	Listening, speaking and reading	1	91	This lesson is selected to stabilize the language structure learned in the previous lessons.	The lesson gives students to acquire pronunciation and this imitates them to add more contents to their language faculty. Encourage students to participate in pair and pairs; but check individual students' performance.
28	9	29	3	Oral language: You can jump. Listening descriptions Matching words with the pictures	Listening and speaking	1	96	This lesson is selected to stabilize the language structure learned in the previous lessons.	In the language teaching and learning continuum, learners would be advantaged if they work with collaboration and by their own. So, the teacher should give them time to study the lesson by themselves after teacher's modeling the content.
29	9	30	3	Oral language: "Ten Little Fingers" song Reading sentences	Listening. speaking and reading	1	102	This lesson is selected deliberately because of the song which helps students to	The listening and speaking skills presented through songs and make simple and interesting to the students; and this help learners to have positive attitude towards the target language.

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								stabilize the previous learned materials.	Use flash cards and pass the chalk game.
30	9	30	4	Oral language: Who can bake Injera? Listening sentences and match with pictures.	Listening and speaking	1	103	This lesson is selected to summarize the language structure learned in the previous lessons.	Students will develop listening and speaking skill through the target language structure they have studied and able to enhance their interest and skill. Use picture and word cards separately and show them how to play the game in pairs of four/five.

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1	8	16	1	• Oral Language • Reading	Listening, speaking & reading	1	1-2	Students would be beneficial if they study oral	Listen and show objects in pictures that are named.

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				• Writing				skills before hand	
2	8	16	2	• Oral Language • Reading	Listening, speaking & reading	1	3	The content presented under this section is selected because of its significance and level of utility.	Describe objects in terms of color, shape, size, length and number. Describe objects people possess in terms of number, color, size, shape and length.
3	8	17	1	• Oral Language • Writing	Listening and speaking	1	10	In this lesson students are exposed for new language item. Therefore, if they learn this section, they will be able to acquire other related concepts.	The listening and speaking skills presented to describe what each student has and hasn't make simple and interesting to the students; and this help learners to have positive attitude towards the target language. Bring 2/3 students in front of the class and give them classroom objects to show to their friends and let other student make sentences using has/hasn't.
4	8	17	2	• Oral Language • Writing	Listening & speaking	1	11	This lesson would help students to stabilize the skills gained from the previous lessons.	Let some students bring their classroom objects to the front of the class and the teacher model sentences using "(Sara) doesn't have a (rubber)" and students repeat. Then say the sentence

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									with your students. Finally, allow students to construct sentences.
5	8	17	5	• Oral Language • Word Practice • Writing	Listening & speaking	1	14	In this section of the lesson students will be exposed for new language item, i.e. counting numbers.	When students access to participate in the lesson, they develop confidence and have positive attitude. Therefore, the teacher facilitates the lesson to be interesting and participatory. Use numbered flash cards to count objects (1 to 50).
6	9	18	1	• Oral Language • Reading	Listening and speaking	1	16	Students can learn independently and it is important for the development of their language skills and attitudes towards the target language.	The listening and speaking skills presented through names of colors make simple and interesting to the students; and these help learners to have positive attitude towards the target language. Use colored flash cards and match with the pictures of objects/people.
7	9	18	2	• Oral Language	Listening and	1	18	This lesson would help	The listening and speaking skills presented through names

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				• Word Practice • Reading	speaking			students to stabilize the skills gained from the previous lessons.	of colors make simple and interesting to the students; and these help learners to have positive attitude towards the target language. Use colored flash cards and match with the pictures of objects/people.
8	9	19	1	• Oral Language • Word Practice	Listening and speaking	1	24	In this section of the lesson, students reinforce about different colors which they have already learned and continue in the subsequent lessons.	The lesson would support students to ask questions what they observe and give answer properly. This lesson encourages students to speak and listen to about their friends clothing which will help them to acquire the color differences and theirs name. -Introduce and model the words and then let the students utter/say.
9	9	19	2	• Oral Language • Word Practice • Reading	Listening and speaking	1	24-25	In this section of the lesson students will be participate actively in order to stabilize the language item they have	The teacher can bring the previous lessons contents and connect with today's lesson using different pictures of colors and clothing. Encourage students to match colors with their similar words.

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								learned.	
10	9	19	6	• Oral Language • Reading	Listening and speaking	1	31	This lesson is specially selected for stabilizing the skills gained from the previous lessons.	The lesson should be presented to students in order to impart knowledge of sounds/phonemes of limited words. This would help students to develop their listening and speaking skills. For the reading skill, let the teacher models the sounds and the students repeat after him.
11	10	20	3	• Oral Language • Word Practice • Writing	Listening and speaking	1	34	This lesson reinforces students practice about asking questions and responding correctly.	The lesson give attention for sound differentiation; thus, students will get a chance to realize blending and segmenting of phonemes and words. Therefore, it provides additional skill and knowledge to students.
12	10	20	4	• Oral Language • Writing	Listening and speaking	1	35	The content presented under this section is selected because of its significance and level of utility.	The listening and speaking skills presented in this lesson encourages students to practice speaking through dialogue; and these help learners to have positive attitude towards the target language. Use flash cards of household objects and allow students to ask questions and respond where each object is

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									found.
13	10	21	4	• Oral Language • Word Practice	Listening and speaking	1	34	The content is selected as it has a story which helps students to develop their listening skill and its effect on speaking and reading skills too.	The listening and speaking skills presented through a story telling make interesting the lesson; and this help learners to have positive attitude towards the target language. The teacher should give them some questions before the listening task to guess the story. Use flash cards and pass the chalk game.
14	10	21	5	• Oral Language • Reading • Writing	Listening and speaking	1	42	The lesson focuses particularly on speaking skill and gives attention to reading and writing slightly.	The teacher can bring the previous lessons contents and connect with today's lesson using different pictures of household objects. The teacher should implement I DO, WE DO, and YOU DO method.
15	11	22	2	• Oral Language • Reading • Writing	Listening, speaking & reading	1	48	This lesson is selected deliberately to integrate all language skills which help students to	When students listen to teacher's voice, they will point to the correct picture on their text book. This helps them to be able to integrate their listening skill with the reading ones. And when they say words and write

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								stabilize the previous learned materials.	them on their exercise books, they will get most of the language skills.
16	11	22	3	• Oral Language • Word Practice • Reading	Listening and speaking	1	49	The lesson contains a dialogue which reinforce the previous learned item and it gives students additional opportunity to practice the language item.	The lesson gives students to acquire sentence construction and this helps them to add more contents to their language faculty. The more they get newly language structure, the better to be skillful and knowledgeable. Encourage students to participate in the dialogue.
17	11	23	6	• Oral Language • Word Practice	Listening and speaking	1	61	This lesson is specially selected for stabilizing the skills gained from the previous lessons.	The listening and speaking skills presented through the chant make interesting the lesson; and these help learners to have positive attitude towards the target language. The teacher should give them meanings of some new words beforehand. Use flash cards and pass the chalk game.
18	11	24	2	• Oral Language • Word Practice	Listening and speaking	1	63	The lesson is selected to expose students	This lesson mainly focuses on listening and speaking which allow students to practice with

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				• Reading				constructing sentences using the information in the table.	language structure and this encourages learners to participate in the entire target language environment. Encourage students to work in pairs.
19	12	25	1	• Oral Language • Word Practice • Reading	Listening and speaking	1	68	This lesson is selected to encourage students in order to moving their bodies when they hear action words from the teacher.	Students will develop listening and speaking skill through the target language structured they have studied and able to enhance their interest and skill. The teacher can deliver the content using flash cards of action words.
20	12	25	2	• Oral Language • Word Practice • Writing	Listening, speaking and reading	1	70	In this section of the lesson students will be exposed for take turns and practice what they can and can't do.	Students will be advantaged if they learn keeps the natural order of acquiring knowledge. i.e., listening then speaking. Using this order, the teacher is expected to teach this lesson by modeling each word and allowing students to repeat after him. Thus, the methodology would encourage them to study better.
21	12	26	4	• Oral Language	Listening and	1	80	This lesson is selected to	Let the teacher models the lesson first, then do it together

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				• Writing	speaking			stabilize the language structure learned in the previous lessons.	(the teacher and the students) and students perform activities individually; this would help students to like the lesson and acquire the necessary skills allocate for the level.
22	12	26	5	• Oral Language • Writing	Listening, speaking and reading	1	81	This lesson is selected to stabilize the language structure learned in the previous lessons.	Students will develop listening and speaking skill through the target language structured they have studied and able to enhance their interest and skill. The teacher should facilitate a "Charades" game. When the teacher says action words a student acts out without speaking for the other to guess.
23	13	27	2	• Oral Language • Reading	Listening, speaking	1	85	This lesson is selected to reinforce the language structure learned in the previous lessons.	Students will develop listening and speaking skill through the target language structured they have studied and able to enhance their interest and skill. The teacher encourages students to name pictures of animals.
24	13	27	3	• Oral Language • Word Practice • Writing	Listening, speaking and reading	1	87	This lesson is selected to stabilize the language	Let the teacher models the lesson first, then do it together (the teacher and the students) and students perform activities

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								structure learned in the previous lessons.	individually; this would help students to like the lesson and acquire the necessary skills allocate for the level. The reading text should be modeled by the teacher beforehand.
25	13	28	4	• Oral Language • Word Practice	Listening, speaking	1	96	The content presented under this section is selected because of its significance and level of utility.	This lesson accommodates almost all major skills and able to impart the necessary skills to students mentioned in the subsequent lessons. Use picture cards which depict types of transportation and invite students to play "Stand up" and "Sit down" game.
26	13	28	5	• Oral Language • Word Practice	Listening, speaking	1	97	The lesson contains poem which introduce days of the week and action words that gives students additional opportunity to practice the language item.	The listening and speaking skills presented through poem make interesting the lesson; and these help learners to have positive attitude towards the target language. The teacher should give them meanings of some new words beforehand. Use flash cards and pass the chalk game.
27	14	29	3	• Oral	Listening,	1	102	This lesson is	The lesson gives students to

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				Language • Word Practice	speaking and reading			selected to introduce ordinal numbers with one-digit cardinal counterparts.	acquire pronouncing of ordinal numbers and the cardinal counterpart which encourages them to add more contents to their language faculty. Encourage students to participate in pair and pairs; but check individual students' performance.
28	14	29	4	• Oral Language • Reading	Listening and speaking	1	102	This lesson is selected to stabilize the days of the week and ordinal numbers which learned in the previous lessons.	In the language teaching and learning continuum, learners would be advantaged if they work with collaboration and by their own. So, the teacher should give them time to study the lesson by themselves after teacher's modeling the content.
29	14	30	1	• Oral Language • Word Practice • Writing	Listening. speaking and reading	1	106	This lesson is selected deliberately because of the song which helps students to stabilize the previous learned materials.	The listening and speaking skills presented through dialogue make it simple and interesting to the students; and these help learners to have positive attitude towards the target language. Use flash cards of days of the week, ordinal numbers and cardinal numbers.
30	14	30	2	• Oral	Listening	1	107	This lesson is	Students will develop listening

Grade 2 English									
No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
				Language • Reading	and speaking			selected to introduce weather words to describe their immediate environment.	and speaking skill through the target language structure they have studied and able to enhance their interest and skill. Use picture and word cards to allow students to read and match the pictures with the correct word cards.

Grade 3 English									
No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
1	6	16	1	• Listening • Speaking	Listening, speaking	1	1-2	Students would be beneficial if they study listening skills before hand	Students will make prediction then listen to a text about days of the week and answer questions, they will also talk about days, months and years
2	6	16	2	• Word Study • Reading • Vocabulary	Vocabulary & reading	1	3-5	The content presented under this section is selected to stabilize the	Students will pronounce compound words correctly; read a text about the days of the week and answer questions, segment compound

Grade 3 English									
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								previous learned material.	words
3	6	17	3	• Reading Fluency • Grammar	Reading & grammar	1	12-13	In this lesson students are exposed for new language item. Therefore, if they learn this section, they will be able to acquire other related concepts.	After this lesson students will read a paragraph with fluency and appropriate expression; they will also make sentences with verb to be.
4	6	17	4	• Vocabulary • Speaking	Vocabulary & speaking	1	14	This lesson would help students to stabilize the skills gained from the previous lessons.	Students should read words loudly like, holiday, celebrate, Christmas, Easter, Id al Ad ha, Mawlid, October, and December correctly. Ask them to construct sentences using learned vocabularies. Use numbers to talk about days and months.
5	6	18	1	• Listening • Speaking	Listening & speaking	1	15-16	In this section of the lesson students will be exposed for new language item, i.e. counting numbers.	In this lesson, students should make a prediction about the text based on the title and the picture, then while they are listening to the text, they should answer the questions presented in their text book,

Grade 3 English									
No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
									after listening is over, they should also discuss with their partners about the topic of the text. Listening and answering questions/identifying days and months. Listen a text about events in the months and answer questions
6	6	18	2	• Word Study • Reading • Vocabulary	Vocabulary & reading	1	17-19	The content presented under this section is selected to stabilize the previous learned material.	Students will read words loudly realizing the sounds they are protruding and make prediction about the reading text. They will match words with their correct pictures. The teacher should focus on pre-reading, while-reading, and post-reading activities to be done well.
7	7	19	2	• Word Study • Reading • Vocabulary	Vocabulary & reading	1	24-27	The content presented under this section is selected to stabilize the previous learned material.	Students will read words loudly realizing the sounds they are protruding and make prediction about the reading text. They will match words with their correct pictures. The teacher should focus on pre-reading, while-reading, and post-reading activities to be done well.

Grade 3 English									
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8	7	19	3	• Reading Fluency • Grammar	Reading & grammar	1	27-29	In this section of the lesson, students reinforce about different colors which they have already learned and continue in the subsequent lessons.	The lesson encourages students to practice reading with fluency; this can be achieved through repetition and reading slowly paying attention to reach word. So, the teacher should follow student's performance and encourage them. The grammar section should be given implicitly. Using the action word "Wear".
9	7	20	2	• Word Study • Reading • Vocabulary	Vocabulary & reading	1	32-34	The content presented under this section is selected to stabilize the previous learned material.	Students will read words loudly realizing the sounds they are protruding and make prediction about the reading text. They will match words with their correct pictures. The teacher should focus on pre-reading, while-reading, and post-reading activities to be done well.
10	7	20	4	• Vocabulary • Speaking	Listening and speaking	1	35-36	This lesson is specially selected for stabilizing the skills gained from the	The lesson should be exposed to students facilitating the ground to study the given vocabularies. Encourage students to use short sentences using familiar words in

Grade 3 English									
No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
								previous lessons.	relation to colors of clothing.
11	7	21	2	• Word Study • Reading • Vocabulary	Vocabulary & reading	1	38-40	The content presented under this section is selected to stabilize the previous learned material.	Students will read words loudly realizing the sounds they are protruding and make prediction about the reading text. They will match words with their correct pictures. The teacher should focus on pre-reading, while-reading, and post-reading activities to be done well.
12	7	21	3	• Oral Language • Grammar	Speaking and grammar	1	40-41	In this section of the lesson, students reinforce about different colors which they have already learned and continue in the subsequent lessons.	The lesson encourages students to practice reading with fluency; this can be achieved through repetition and reading slowly paying attention to reach word. So, the teacher should follow student's performance and encourage them. The grammar section should be given implicitly. Using comparing people, objects, places, etc.
13	8	22	2	• Word Study • Reading • Vocabulary	Vocabulary & reading	1	45-47	The content presented under this section is selected to	Students will read words loudly realizing the sounds they are protruding and make prediction about the reading

Grade 3 English									
No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
								stabilize the previous learned material.	text. They will match words with their correct pictures. The teacher should focus on pre-reading, while-reading, and post-reading activities to be done well.
14	8	22	3	• Reading • Fluency • Grammar	Reading & grammar	1	47-48	In this section of the lesson, students reinforce about different colors which they have already learned and continue in the subsequent lessons.	The lesson encourages students to practice reading with fluency; this can be achieved through repetition and reading slowly paying attention to reach word. So, the teacher should follow student's performance and encourage them. The grammar section is better to deliver students through action like study, listen, read, etc.
15	8	22	5	• Oral • Language • Reading • Writing	Listening, speaking & reading	1	50	In this section of the lesson, students reinforce about different colors which they have already learned and continue in the subsequent lessons.	The lesson encourages students to practice reading with fluency; this can be achieved through repetition and reading slowly paying attention to reach word. So, the teacher should follow student's performance and encourage them. The grammar section should be given

Grade 3 English									
No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
									implicitly. Using comparing people, objects, places, etc.
16	8	23	1	• Listening • Speaking	Listening and speaking	1	51-52	In this section of the lesson students will be exposed for new language item, i.e. counting numbers.	In this lesson, students should make a prediction about the text based on the title and the picture, then while they are listening to the text, they should answer the questions presented in their text book, after listening is over, they should also discuss with their partners about the topic of the text. Listening and answering questions/identifying days and months. Listen a text about events in the months and answer questions
17	8	23	5	• Reading Fluency • Writing	Reading & writing	1	57	In this section of the lesson, students reinforce about different colors which they have already learned and continue in the subsequent lessons.	The lesson encourages students to practice reading with fluency; this can be achieved through repetition and reading slowly paying attention to reach word. So, the teacher should follow student's performance and encourage them. The grammar section is better to deliver students through action like

Grade 3 English									
No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
									study, listen, read, etc.
18	8	24	3	• Reading Fluency • Grammar	Reading & grammar	1	62	In this section of the lesson, students reinforce about different colors which they have already learned and continue in the subsequent lessons.	The lesson encourages students to practice reading with fluency; this can be achieved through repetition and reading slowly paying attention to reach word. So, the teacher should follow student's performance and encourage them. The grammar section is better to deliver students through action like study, listen, read, etc.
19	9	25	1	• Listening • Speaking	Listening and speaking	1	66-67	In this section of the lesson students will be exposed for new language item, i.e. counting numbers.	In this lesson, students should make a prediction about the text based on the title and the picture, then while they are listening to the text, they should answer the questions presented in their text book, after listening is over, they should also discuss with their partners about the topic of the text. Listening and answering questions/identifying days and months. Listen a text about events in the months and answer questions

Grade 3 English									
No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
20	9	25	4	• Vocabulary • Speaking	Listening, speaking and reading	1	71-72	This lesson is specially selected for stabilizing the skills gained from the previous lessons.	The lesson should be exposed to students facilitating the ground to study the given vocabularies. Encourage students to use short sentences using familiar words in relation to colors of clothing.
21	9	26	1	• Word Study • Listening • Speaking	Vocabulary & reading	1	73-74	The content presented under this section is selected to stabilize the previous learned material.	Students will read words loudly realizing the sounds they are protruding and make prediction about the reading text. They will match words with their correct pictures. The teacher should focus on pre-reading, while-reading, and post-reading activities to be done well.
22	9	26	3	• Reading Fluency • Grammar	Reading & grammar	1	77	In this section of the lesson, students reinforce about different colors which they have already learned and continue in the subsequent lessons.	The lesson encourages students to practice reading with fluency; this can be achieved through repetition and reading slowly paying attention to reach word. So, the teacher should follow student's performance and encourage them. The grammar section is better to deliver to

Grade 3 English									
No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
									students through action words like study, listen, read, etc.
23	9	27	2	• Word Study • Reading • Vocabulary	Vocabulary & reading	1	81-82	The content presented under this section is selected to stabilize the previous learned material.	Students will read words loudly realizing the sounds they are protruding and make prediction about the reading text. They will match words with their correct pictures. The teacher should focus on pre-reading, while-reading, and post-reading activities to be done well.
24	9	27	5	• Oral Language • Writing	speaking and writing	1	85	In this section of the lesson, students reinforce about different colors which they have already learned and continue in the subsequent lessons.	The lesson encourages students to practice reading with fluency; this can be achieved through repetition and reading slowly paying attention to reach word. So, the teacher should follow student's performance and encourage them. In the writing section, tell students to write the use of domestic animals and share their work with their friends. Check their sentences,
25	10	28	2	• Word Study • Reading	Vocabulary & reading	1	87-89	The content presented under this section is	Students will read words loudly realizing the sounds they are protruding and make

Grade 3 English									
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				• Vocabulary				selected to stabilize the previous learned material.	prediction about the reading text. They will match words with their correct pictures. The teacher should focus on pre-reading, while-reading, and post-reading activities to be done well.
26	10	28	4	• Vocabulary • Speaking	Listening, speaking	1	91-92	This lesson is specially selected for stabilizing the skills gained from the previous lessons.	The lesson should be exposed to students facilitating the ground to study the given vocabularies. Encourage students to use short sentences what people are doing in the pictures.
27	10	29	3	• Reading Fluency • Grammar	Reading & grammar	1	96-97	In this section of the lesson, students reinforce about different colors which they have already learned and continue in the subsequent lessons.	The lesson encourages students to practice reading with fluency; this can be achieved through repetition and reading slowly paying attention to reach word. So, the teacher should follow student's performance and encourage them. The grammar section is better to deliver to students through action words like study, listen, read, etc.
28	10	29	5	• Reading Fluency	Reading &	1	99	In this section of	The lesson encourages

Grade 3 English									
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				• Writing	writing			the lesson, students reinforce about different colors which they have already learned and continue in the subsequent lessons.	students to practice reading with fluency; this can be achieved through repetition and reading slowly paying attention to reach word. So, the teacher should follow student's performance and encourage them. The grammar section is better to deliver to students through action words like study, listen, read, etc.
29	10	30	1	• Listening • Speaking	Listening. speaking and reading	1	99-101	In this section of the lesson students will be exposed for new language item, i.e. counting numbers.	In this lesson, students should make a prediction about the text based on the title and the picture, then while they are listening to the text, they should answer the questions presented in their text book, after listening is over, they should also discuss with their partners about the topic of the text. Listening and answering questions/identifying days and months. Listen a text about events in the months and answer questions
30	10	30	2	• Word Study	Vocabulary & reading	1	101-103	The content presented under	Students will read words loudly realizing the sounds

Grade 3 English									
No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
				• Reading • Vocabulary				this section is selected to stabilize the previous learned material.	they are protruding and make prediction about the reading text. They will match words with their correct pictures. The teacher should focus on pre-reading, while-reading, and post-reading activities to be done well.

Grade 4 English									
No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
1	6	16	1	• Listening • Speaking	Listening & speaking	1	1-2	Students would be beneficial if they study oral skills before hand	Listening is a skill that human kind obtain first naturally; so, language learning should follow the same to begin. Therefore, children should study this skill at this stage, the content which address their interest. The teacher is advised to show students how we ask and tell time; then facilitate to be attempted by students

Grade 4 English									
No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
									all pre, while, and post listening activities.
2	6	16	2	• Word Study • Reading • Vocabulary	Vocabulary & Reading	1	3-5	The content presented under this section is selected because of its significance and level of utility.	In the first section of this lesson, children should identify silent consonant letters when the teacher reads it loudly. The teacher should make it clear and audible enough when he/she protrude sounds of each word. Encourage students to identify silent consonants through activities. The reading comprehension should be begin allowing students to guess about the reading material and the teacher should identify key vocabularies and make it clear to students. The while-reading activity should emphasis on the process of reading which focuses on information transfer activities, reading comprehension activities, understanding references and

Grade 4 English									
No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
									making inferences. The post-reading activity should be done to comprehend the passage. Therefore, the teacher should be curious not to jump each task.
3	6	17	3	• Reading Fluency • Grammar	Reading & grammar	1	14-15	In this lesson students are exposed for new language item. Therefore, if they learn this section, they will be able to acquire other related concepts.	In order to maximize the reading fluency of students, the teacher should read the time expression aloud with accuracy and appropriate rate to be listened enough. Read the text at least twice. The grammatical item 'verb to do' should be exercise with additional material prepared by the teacher.
4	6	17	4	• Vocabulary • Speaking	Listening & speaking	1	16	This lesson would help students to stabilize the skills gained from the previous lessons.	In this lesson, vocabulary study objectives can be achieved through supporting with reading materials which incorporate selected vocabularies from students text book. To study meanings of vocabulary; writing sentences should be alternative approach. to

Grade 4 English									
No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
									develop the speaking skill of children, dialogues is one of other types of tasks but the teacher can add more activities like, information gap activities and others. Encourage students to work in pairs and tell them to report their task to the class.
5	6	18	4	• Vocabulary • Speaking	Vocabulary & speaking	1	23	This lesson would help students to stabilize the skills gained from the previous lessons.	In this lesson, vocabulary study objectives can be achievpaired through supporting with reading materials which incorporate selected vocabularies from students text book. To study meanings of vocabulary; writing sentences should be alternative approach. to develop the speaking skill of children, dialogues is one of other types of tasks but the teacher can add more activities like, information gap activities and others. Encourage students to work in pairs and tell them to

Grade 4 English									
No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
									report their task to the class.
6	6	18	5	• Reading Fluency • Writing	Reading & writing	1	23	Students can learn independently and it is important for the development of their language skills and attitudes towards the target language.	The teacher models the reading text entitled "Use Your Time Wisely" loudly and students should make pairs and read the text with accuracy, proper rate and expressions. students should record each of their partner performance. To practice writing activity, students should write a paragraph about any topic; write four/five sentences and combine it keeping the flow of ideas being natural.
7	7	19	4	• Vocabulary • Speaking	Vocabulary & speaking	1	29-30	This lesson would help students to stabilize the skills gained from the previous lessons.	In this lesson, vocabulary study objectives can be achieved through supporting with reading materials which incorporate selected vocabularies from students text book. To study meanings of vocabulary; writing sentences should be alternative approach. to develop the speaking skill of

Grade 4 English									
No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
									children, dialogues is one of other types of tasks but the teacher can add more activities like, information gap activities and others. Encourage students to work in pairs and tell them to report their task to the class.
8	7	19	5	• Reading Fluency • Writing	Listening and speaking	1	31	Students can learn independently and it is important for the development of their language skills and attitudes towards the target language.	The teacher models the reading text entitled "Healthy Eating" loudly and students should make pairss and read the text with accuracy, proper rate and expressions. students should record each of their partner performance. To practice writing activity, students should write a paragraph about any topic; write four/five sentences and combine it keeping the flow of ideas being natural.
9	7	20	2	• Word Study • Reading • Vocabulary	Reading & vocabulary	1	33-34	The content presented under this section is selected because of its significance	In the first section of this lesson, children should identify silent consonant letters when the teacher reads it loudly. The teacher should

Grade 4 English									
No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
								and level of utility.	make it clear and audible enough when he/she protrude sounds of each word. Encourage students to identify silent consonants through activities. The reading comprehension should be begin allowing students to guess about the reading material and the teacher should identify key vocabularies and make it clear to students. The while-reading activity should emphasis on the process of reading which focuses on information transfer activities, reading comprehension activities, understanding references and making inferences. The post-reading activity should be done to comprehend the passage. Therefore, the teacher should be curious not to jump each task.
10	7	20	3	• Reading Fluency	Reading	1	35	The content	In order to maximize the

Grade 4 English									
No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
				• Grammar	and grammar			presented under this section is selected because of its significance and level of utility.	reading fluency of students, the teacher should read the time expression aloud with accuracy and appropriate rate to be listened enough. Read the text at least twice. The grammatical item 'verb to do' should be exercise with additional material prepared by the teacher.
11	7	21	1	• Listening • Speaking	Listening and speaking	1	37-38	Students would be beneficial if they study oral skills before hand	Listening is a skill that human kind obtain first naturally; so, language learning should follow the same to begin. Therefore, children should study this skill at early stage, the content which address their interest. The teacher is advised to guess students using the title of the listening skill; then facilitate to be attempted by students all pre, while, and post listening activities.
12	7	21	2	• Word Study • Reading	Listening and	1	39-40	The content presented under	In the first section of this lesson, children should

Grade 4 English									
No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
				• Vocabulary	speaking			this section is selected because of its significance and level of utility.	identify silent consonant digraphs **ph** and **gh** when the teacher reads it loudly. The teacher should make it clear and audible enough when he/she protrude sounds of each word. Encourage students to identify silent consonants through activities. The reading comprehension should be begin allowing students to guess about the reading material and the teacher should identify key vocabularies and make it clear to students. The while-reading activity should emphasis on the process of reading which focuses on information transfer activities, reading comprehension activities, understanding references and making inferences. The post-reading activity should be done to comprehend the passage. Therefore, the

Grade 4 English									
No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
									teacher should be curious not to jump each task.
13	8	22	3	• Reading Fluency • Grammar	Reading and grammar	1	48-49	The content presented under this section is selected because of its significance and level of utility.	In order to maximize the reading fluency of students, the teacher should read "A Busy Farmer." aloud with accuracy and appropriate rate to be listened enough. Read the text at least twice. The grammatical item 'verb to do' should be exercise with additional material prepared by the teacher.
14	8	22	4	• Vocabulary • Speaking	Vocabulary and speaking	1	49-50	This lesson would help students to stabilize the skills gained from the previous lessons.	In this lesson, vocabulary study objectives can be achieved through supporting with reading materials which incorporate selected vocabularies from students text book. To study meanings of vocabulary; writing sentences should be alternative approach. to develop the speaking skill of children, dialogues is one of other types of tasks but the teacher can add more

Grade 4 English									
No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
									activities like, information gap activities and others. Encourage students to work in pairs and tell them to report their task to the class.
15	8	23	1	• Listening • Speaking	Listening, & speaking	1	51-52	Students would be beneficial if they study oral skills before hand	Listening is a skill that human kind obtain first naturally; so, language learning should follow the same to begin. Therefore, children should study this skill at early stage, the content which address their interest. The teacher is advised to ask students to listen to the poem and find out if their predictions were correct; then facilitate to be attempted by students all pre, while, and post listening activities.
16	8	23	2	• Word Study • Reading • Vocabulary	Vocabulary & Reading	1	53-55	The content presented under this section is selected because of its significance and level of	In the first section of this lesson, make sure children understand that the third person singular marker s, can have one of three different sounds at the end of a word.

Grade 4 English									
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								utility.	(s → /s/ after voiceless consonant. s → /z/after voiced consonant s → /iz/ after ch, sh). children should identify silent consonant letters when the teacher reads it loudly. The teacher should make it clear and audible enough when he/she protrude sounds of each word. Encourage students to identify silent consonants through activities. The reading comprehension should be begin allowing students to guess about the reading material and the teacher should identify key vocabularies and make it clear to students. The while-reading activity should emphasis on the process of reading which focuses on information transfer activities, reading comprehension activities, understanding references and

Grade 4 English									
No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
									making inferences. The post-reading activity should be done to comprehend the passage. Therefore, the teacher should be curious not to jump each task.
17	8	24	5	• Reading Fluency • Writing	Listening and speaking	1	64	The content presented under this section is selected because of its significance and level of utility.	The teacher models the reading text entitled "A Secretary" loudly and students should make pairss and read the text with accuracy, proper rate and expressions. students should record each of their partner performance. To practice writing activity, students should write a paragraph about any topic; write four/five sentences and combine it keeping the flow of ideas being natural.
19	9	25	3	• Reading Fluency • Grammar	Listening and speaking	1	69-70	The content presented under this section is selected because of its significance and level of	In order to maximize the reading fluency of students, the teacher should read the time expression aloud with accuracy and appropriate rate to be listened enough. Read

Grade 4 English									
No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
								utility.	the text at least twice. The grammatical item 'comparative' should be exercise with additional material prepared by the teacher.
20	9	25	4	• Vocabulary • Speaking	Vocabulary & speaking	1	70-71	This lesson would help students to stabilize the skills gained from the previous lessons.	In this lesson, vocabulary study objectives can be achieved through supporting with reading materials which incorporate selected vocabularies from students text book. To study meanings of vocabulary; writing sentences should be alternative approach. to develop the speaking skill of children, dialogues is one of other types of tasks but the teacher can add more activities like, information gap activities and others. Encourage students to work in pairs and tell them to report their task to the class.
21	9	26	1	• Listening & • Speaking	Listening, &speaking	1	72-73	This lesson is selected to	Listening is a skill that human kind obtain first

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								stabilize the language structure learned in the previous lessons.	naturally; so, language learning should follow the same to begin. Therefore, children should study this skill at early stage, the content which address their interest. The teacher is advised to ask students which domestic animal looks like donkey; then facilitate to be attempted by students all pre, while, and post listening activities.
22	9	26	2	• Word Study • Reading • Vocabulary	Vocabulary & Reading	1	73-75	The content presented under this section is selected because of its significance and level of utility.	In the first section of this lesson, motivate children to unscramble letters to form meaningful words. The teacher should model words and let students repeat after you. The reading comprehension should be begin allowing students to guess about the reading material and the teacher should identify key vocabularies and make it clear to students. The while-

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									reading activity should emphasis on the process of reading which focuses on information transfer activities, reading comprehension activities, understanding references and making inferences. The post-reading activity should be done to comprehend the passage. Therefore, the teacher should be curious not to jump each task.
23	9	27	3	• Reading Fluency • Grammar	Listening, speaking	1	82-83	This lesson is selected to reinforce the language structure learned in the previous lessons.	In order to maximize the reading fluency of students, the teacher should read the text titled “Birds” aloud and let your students repeat after you. Read the text at least twice. The grammatical item should be exercised with additional material prepared by the teacher.
24	9	27	4	• Vocabulary • Speaking	Vocabulary & speaking	1	83-84	This lesson is selected to stabilize the language	In this lesson, vocabulary study objectives can be achieved through supporting with reading materials which

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								structure learned in the previous lessons.	incorporate selected vocabularies from students text book. To study meanings of vocabulary; writing sentences should be alternative approach. to develop the speaking skill of children, dialogues is one of other types of tasks but the teacher can add more activities like, information gap activities and others. Encourage students to work in pairs and tell them to report their task to the class.
25	10	28	2	• Word Study • Reading • Vocabulary	Listening, speaking	1	86-87	The content presented under this section is selected because of its significance and level of utility.	In the first section of this lesson, children should listen to and repeat after him/her when the teacher reads it loudly. The teacher should motivate students to realize how the letters and sounds are the same. Encourage students to identify silent consonants through activities. The reading comprehension should be begin allowing

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									students to guess about the reading material and the teacher should identify key vocabularies and make it clear to students. The while-reading activity should emphasis on the process of reading which focuses on information transfer activities, reading comprehension activities, understanding references and making inferences. The post-reading activity should be done to comprehend the passage. Therefore, the teacher should be curious not to jump each task.
26	10	28	3	• Reading Fluency • Grammar	Listening, speaking	1	88	The lesson contains poem which introduce months of a year and action words that gives students additional opportunity to	In order to maximize the reading fluency of students, the teacher should read the poem titled “Days in a Month” aloud with accuracy and appropriate rate to be listened enough. Read the poem at least twice. The grammatical item should be

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								practice the language item.	exercise with additional material prepared by the teacher.
27	10	29	1	• Listening • Speaking	Listening, speaking and reading	1	91-92	This lesson is selected because of its significance and learnability.	Listening is a skill that human kind obtains first naturally; so, language learning should follow the same to begin. Therefore, children should study this skill at this stage, the content which addresses their interest. The teacher is advised to encourage students to tell to their partners what they did yesterday; then facilitate to be attempted by students all pre, while, and post listening activities.
28	10	29	2	• Word Study • Reading • Vocabulary	Listening and speaking	1	92-94	This lesson is selected to stabilize silent consonant letters which is a specific part of a lesson.	In the first section of this lesson, children should identify silent consonant letters when the teacher reads it loudly. Students should also repeat words after him/her. Encourage students to identify silent consonants

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									through activities. The reading comprehension should be beginning allowing students to guess about the reading text and the teacher should identify key vocabularies and make it clear to students. The while-reading activity should emphasis on the process of reading which focuses on information transfer activities, reading comprehension activities, understanding references and making inferences. The post-reading activity should be done to comprehend the passage. Therefore, the teacher should be curious not to jump each task.
29	10	30	4	• Vocabulary • Speaking	Listening. speaking and reading	1	102	This lesson is selected deliberately to stabilize the previous learned materials.	In this lesson, vocabulary study objectives can be achieved through supporting with reading materials which incorporate selected vocabularies from student's

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									text book. To study meanings of vocabulary; writing sentences should be alternative approach. Students should be in pairs and take turns to tell a story you know to your partner. Encourage students to work in pairs and tell them to report their task to the class.
30	10	30	5	• Reading Fluency • Writing	Listening and speaking	1	103	This lesson is selected to develop students' reading fluency and writing skill, moreover, it's significant and self-sufficient.	The teacher models the reading text titled "Keep Your Eyes Open" loudly and students should read with him/her. Make pairs and read the text with accuracy, proper rate and expressions. Students should record each of their partner performance. To practice writing activity, students should get in to pairs and complete the story using the sentences provided.