English for Ethiopia

Teacher's Guide

GRADE 2

English for Ethiopia Teacher's Guide Grade 2

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Federal Democratic Republic of Ethiopia
Ministry of Education

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English
Teacher's Guide
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Introduction

The purpose of this Teacher's Guide is to help Grade 2 English Language teachers to implement the syllabus in the classroom. Hence, the guide provides you with guidelines and directions to help you plan and deliver teaching and learning activities for the achievement of the competencies addressed in the syllabus through the contents incorporated in the student's textbook.

The guide provides you with information and processes to teach required knowledge, skills and attitudes at this level and develop teaching programs that best fits to the real context in your classroom. In addition to giving you the general framework and procedures, the guide also helps you to plan daily lessons ahead and deliver the lessons effectively. What is more, the teacher guide also gives you direction on how to plan and assess students' progress and achievement

For smooth and efficient handling of lessons in the students' textbook, the teachers are required to read carefully and use the guidelines in the Teachers Guide to plan and develop teaching and learning programs.

Grade 2 *English for Ethiopia* focuses on initial and basic level of English Language aiming at enabling the pupils master initial level listening, speaking, reading and writing. At this level the students learn to listen and appropriately respond to simple expressions used in communication, study common words, listen to and discriminate common sounds and words, read aloud short expressions and copy/write simple sentences. The topics addressed in all the units of the textbook are related to the students' surrounding so as to encourage their engagement in the activities and relate their lessons to life beyond the classroom. But as the students might come from different backgrounds, the teachers need to contextualize activities so as to help the kids learn better. The activities under each lesson are designed to encourage students' curiosity and desire for exploring their immediate surrounding. The contents of the textbook are also designed to hone the values of collaboration, tolerance, respect, equity, patriotism and hospitality among the students from early grade levels. Hence, the teacher should be conscious about these values and help the children develop them both in teaching the content as well as through using appropriate pedagogical strategies suggested.

In addition, this material helps you to understand the nature of teaching early grade children teaching ELT and it highly focus on teaching oral skills and the approach adapted in this new curricular material.

The students' text is divided into five main sections *oral language, Initial Reading, Word Study, Expressions and Initial Writing*. The Minimum Learning Competence (MLC) the students need to master under these sections at this grade level are listed below.

MLC for Oral Language (Listening and Speaking)

- *Recognize and spell high frequency topic-based vocabulary*
- *Recognize words related to days of the week*
- *Listen to songs on home village*
- *Listen to a story of a family*
- *Ask simple questions and give answers*
- *Describe a family tree*
- *Listen for specific points*
- *Listen and identify specific sounds and words*
- *Listen and say out sounds and words correctly*
- *Listen to short texts and identify important words.*
- *Say words aloud*
- *Speak about their favorite food.*
- *Identify consonants at the word initial*
- *Listen and pronounce words correctly.*
- *Listen for specific information.*
- *Listen and locate explicitly stated information in short texts.*
- *Use simple sentences to talk about environmental pollution*

MLC for Initial Reading

- *Read simple story on family*
- *Read a short description of a villages*
- *Read aloud vowels and consonants correctly.*
- *Identify vowel and consonant sounds*
- *Read and match pictures*
- *Read short texts and locate specific words/phrases*
- *Read short paragraphs and identify clearly indicated information.*
- *Read and find words to complete sentences and short texts.*

MLC for Word Study

- *Use words related to family*
- *Use correct English words to tell parts of a tree.*
- *Use correct words/phrases to talk about the importance of forest/trees*
- *Identify and use words, phrases or expressions related to forests or trees to write short sentences*

- *Read words aloud correctly*
- *Read short sentences aloud correctly*
- *Read and identify specific information from a written text.*
- *Answer questions by reading short texts*
- *Make simple sentences using words of quantity or amount.*
- *Use singular and plural nouns correctly.*
- *Use word to make short sentences*

MLC for Expressions

- *Use 'has and have' to talk about possessions or what another person or thing own*
- *Use simple sentences to speak about their likes and dislikes*
- *Use personal pronouns to talk about oneself*
- *Use personal pronouns to make simple sentences*

MLC for Initial Writing

- *Write/Spell words related to days of the week*
- *Recognize and spell key words in simple sentences*
- *Use capital letters to spell words referring to days of the week*
- *Use small letters to spell words referring to days of the week.*
- *Write, spell and recognize words*
- *Recognize and spell key words in simple sentences.*
- *Spell words referring to traffic light colors*
- *Write sentences related to their parents.*
- *Write about their family tree using a model text*
- *Constructions short and simple sentences.*
- *Complete short texts by writing simple words and phrases*
- *Write sentences using words selected from a short reading text*
- *Write down words taken from reading texts*
- *Unscramble letters to make words*
- *Unscramble words to make sensible sentences*
- *Write short sentences about their favorite food*
- *Copy down words, phrases and sentences from chalkboard*
- *Make sentences using the given words.*
- *Fill gaps with words to make complete texts.*
- *Put sounds in correct order to form words*
- *Reorder words to make sensible sentences*
- *Make sentences using words selected from a reading text*

Guide on Lesson Planning

Before teaching a unit, teachers should follow these steps in order to teach it successfully and address the learning objectives:

- Familiarise yourself with the content by reading through the notes and exercises in the Students' Book, as well as the corresponding notes in the Teacher's Guide.
- Make a note of the objectives listed at the start of each unit in the Teacher's Guide and see where these tie in with your syllabus.
- Collect and prepare any materials or resources that are listed in the Teacher's Guide. You are encouraged to be conscious about the different needs of your students (particularly students with special needs) and collect or create resources from the local materials at your disposal. Be sure to plan ahead.
- Plan what exercises you will teach during the lessons you have available. For your convenience each unit is broken down into lesson plans for each week suited to 40-minute lessons, but some may take more time and some less depending on the nature and status of your students. You can allocate some exercises for homework too. Note that you should try to follow the sequence of units, sections and activities in the Students' Book as much as possible, since many of them are built on knowledge and skills acquired in the preceding ones.
- Think about and prepare supplementary activities for higher ability students, lower ability students and 'fast finishers'
- Plan how you will conduct ongoing assessment during the unit. This may be in the form of informally monitoring the development of students' oral skills. You may also decide which activities you wish to give as homework. Suggestions are given for ongoing assessment in the Teacher's Guide, but it is important for you to plan beforehand what you want to assess and how you will assess it.

Classroom Management

The lessons in Grade 2 English for Ethiopia textbook consists of individual, pair, group and whole class activities. For many teachers, individual and whole class activities are the preferred way of managing a class, because they allow the teacher to control the noise level, student participation and so on. However, pair and group activities play an integral part in the language classroom as they enable students to interact and to practise new language more regularly. Thus, many of the activities in Grade 2 English for Ethiopia involve students in working with a partner or in a small group. Because the students are to shoulder an independent role in pair and group works, the teacher should closely monitor and guide them. Try varying the mix of the groups and pairs.

Students with Special Needs

- ✓ Teachers are advised to consider students with special needs depending on the nature of the students in their class.

How to use this teacher's guidebook

Teachers of Grade 2 are required to read carefully and use this teacher's guide to plan and develop teaching and learning lessons by giving attention to the following under each section in the unit.

- ➢ Subject matter
- ➢ Material
- ➢ Presentation and procedure
- ➢ Assessment

Time Allocation

- ✓ The following guide to lesson planning is for the teacher's convenience. It is based on a 36-week school year (2 weeks reserved for semester break), with each of the 8 units divided into five periods a week, and includes an end-of-year examination**.** Furthermore, there is also flexibility at the end of each unit to enable the teachers to conduct assessment and revisions. It is meant as a guide and is not prescriptive. Teachers should adapt it to suit their own classes and local conditions. Despite the syllabus has been designed for 40 weeks to cover 8 units (25 periods for each), in reality we don't think teachers can have 10 months to conduct teaching.

1st semister

Unit 1: Our Surroundings (25 Periods)

Week 1 **Section I: Oral Language** Lesson 1: A.1, A.2 Lesson 2: A.1, A.2, A.3, A.4, A.5 Lesson 3: A.1, A.2, A.3 Lesson 4: A.1 A.2 **Section 2: Word study** **Week 2** Lesson 1: A.1, A.2, A.3 Lesson 2: A.1, A.2 Lesson 3: A1, A2, A3	**Section 3: Expressions/ Dialogue** Lesson 1: A.1, A.2 Lesson 2: A.1, A.2 Lesson 3: A.1, A.2 Lesson 4: A.1, A.2 **Week 3:** **Section 4: Reading** Lesson 1: A.1, A.2, A.3, A.4 Lesson 2: A.1, A.2	Lesson 3: A1, A2 Lesson 4: A.1, A.2 Lesson 5: A.1, A2 **Week 4** Lesson 6: A.1, A.2, A.3 **Week 5:** Writing **Section 5: Writing** Lesson 1: A.1, A.2 Lesson 2: A.1, A.2 Revisions

Unit 2: Days of the Week (25 periods)

Week 6 **Section I: Oral Language** Lesson 1: A.1, A.2, A.3, A.4 Lesson 2 A.1, A.2 Lesson 3: A1, A2 Section 2: Dialogue Lesson 1: A.1, A.2, Lesson 2: A.1, A.2	**Week 7** Lesson 3: A1, A2 **Section 3: Reading** Lesson 1: A.1, A.2, Lesson 2: A1, A.2 Section 4: Word Study Lesson 1: A.1, A.2, A.3	**Week 8** Lesson 2: A.1, A.2, A.3 Lesson 3: A1, A2, A3 **Section 4:** Writing Lesson 1: A.1, A.2, A.3 Lesson 2: A1, A2, A3 **Week 9** Lesson 3: A1, A2 Week 10: Revisions

Unit 3: Traffic Lights (25 periods)

Week 11 **Section I: Oral Language** Lesson 1: A.1, A.2, A.3 Lesson 2: A.1, A.2, A.3, A.4 **Section 2: Reading** Lesson 1: A.1, A.2, A.3 Lesson 2: A.1, A.2, **Week 12** Lesson 3: A.1, A.2, Lesson 4: A1, A2, A3	Lesson 5: A1 **Week 13** **Section 3: Writing** Lesson 1: A.1, A.2, A.3 Lesson 2: A.1, A.2, A.3 Lesson 3: A.1, A.2 Lesson 4: A1, A2 Lesson 5: A1 A2 **Week 14** **Section 4: Word Study** Lesson 1: A.1, A.2	Lesson 2: A1, A2, A.3 Lesson 3: A1, A2 Lesson 4: A1, A2 **Week 15** **Section 5: Expressions** Lesson 1: A.1, A.2, A.3 Lesson 2: A1, A2 Revisions for the whole lessons

Unit 4: Forest (25 periods)

Week 16 **Section I: Oral Language** Lesson 1: A.1, A.2 Lesson 2: A1, A2, A.3, A.4 Lesson 3: A.1, A.2, A.3 Lesson 4: A1, A2 **Section 2: Expressions/ dialogue** Lesson 1: A.1, A2 **Week 17** Lesson 2: A1, A2	**Section 3: Word study** Lesson 1: A.1, A.2, A.3, A.4 Lesson 2: A.1, A.2 **Section 4: Reading** Lesson 1: A1, A2, A 3 Lesson 2: A1, A2 **Week 18** Lesson 3: A1, A2 Lesson 4: A1, A2	**Reading** Lesson 5: A1, A2 Lesson 6: A1, A2 **Week 19** **Section 5: Writing** Lesson 1: A.1, A.2, Lesson 2: A1, A.2, Lesson 3: A1, A2, A3 Lesson 4: A1, A2, Lesson 5: A1, A2 **Week 20** Revisions!!

2nd semister

Unit 5: Food crops

Week 21 **Section I: Oral Language** Lesson 1: A1, A2 Lesson 2: A1, A2, A3 **Week 22**	**Section II: Reading** Lesson 1: A1, A2, A3 Lesson 2: A1, A2 Lesson 3: A1, A2 Lesson 4: A1, A2, A3	**Section III: Writing** Lesson 1: A1, A2 **Week 23** Lesson 2: A1, A2 Lesson 3: A1, A2, A3, A4 **Section IV: Expressions** Lesson 1: A1, A2, A3

Unit 6: Food

Section I: Oral Language Lesson 1: A1, A2, A3 Lesson 2: A1, A2 **Week 24**	**Section 2** Lesson 1: A1, A2 Lesson 2: A1, A2 Reading	Lesson 5: A1, A2 Week 20 Revisions!!

Unit 7 Polluted environment

Section I: Oral Language **Lesson 1: A1, A2** **Lesson 2: A1, A2, A3** **Section 2** **Lesson 1: A1, A2, A3**	**Week 26** **Section 3** **Lesson 1: A1, A2** **Lesson 2: A1, A2** **Section 4** **Lesson 1: A1** **Lesson 2: A1, a2, A3, A4**	**Section 4: Reading** **Lesson 1: A1, A2, A3, A4** **Week 27** **Section 5: Writing** **Lesson 1: A1, A2, A3** **Lesson 2: A1, A2**

Unit 8: Good manners

Listening and speaking Lesson 1: A1, A2 Lesson 2: A1, A2 Lesson 3: A1, A2 **Week 28** Expressions	Lesson 1: A1, A2, A3 Lesson 1: A1, A2 Lesson 2: A1, A2 **Word study** Lesson 1: A1, A2 **Reading**	Lesson 1: A1, A2, A3, A4, A5 **Week 29** **Writing** Lesson 1: A1, A2, Lesson 2: A1, A2, A3

UNIT 1 Our Surroundings

Unit objectives:

Upon completion of this unit, students will be able to:

* *listen to and sing songs.*
* *pronounce short and long words.*
* *use family related words in their daily communication.*
* *describe things in their surroundings.*
* *express feelings using likes and dislikes.*
* *write short sentences about their parents*

Section 1: Oral Language

Dear teacher, in this specific section you are encouraged to teach the lesson called "My School". You provide them some real objects in the classroom and then encourage students to say each word after you. Under the same lesson, you are also given a song called "greeting song" that students sing by your support. Moreover, you are given story about Bontu's family to teach listening and speaking. You need to apply all the essential procedures while teaching the listening. For instance, let you motivate the students to listen to the story before directly taking them to the listening. Again, give them clear information to listen attentively during while listening and give them adequate activities for the post listening.

Under similar section, you will present the 'village song' three times to your students. To be very specific, you present the names, pictures and sounds of some animals e.g. cat, sheep and pig around you. This section of the lesson has presented different activities in which you mainly teach to improve the listening and speaking skills of your students. All the activities are teacher led type of activities though you can be flexibile to do all the activities. In most cases, the activities need your support. For instance, while teaching about short and long vowel sounds your preparation to pronounce or utter each word matters.

While presenting this section, try to be inclusive to all students i.e. assist students with hearing impairment. Therefore, you will use any modest and appropriate methodology in addition to the procedures given below to deliver each lesson in this section. Finally, bear in mind that although the main purpose of this section is to present the listening and speaking skills to your students, you

are also encouraged to motivate your students towards learning new words. In general, you need to complete this section in eight periods with complete coverage of the first week and three days from the second week. Therefore, it is important to make an alignment between the lessons/activities with the timeframe though reasonable flexibilities are inevitable.

Dear teacher, you are kindly requested to implement that the objectives of this unit is to increase students' pronunciation, listening and repeating. To achieve these, there are different contents, procedures and suggested assessments and techniques for all sections. Be informed that there is no one way of teaching, so be flexible in the process and use total physical response activities like actions and real objects and flashcards to support teaching. You are also advised to prepare your own activities which you think fits to the objectives of the lessons.

Lesson objectives:

At the end of the lesson, students will be able to:

** listen to the village song.*
** sing about the village song.*
** sing about Hello song.*
** associate the words and the pictures.*

Lesson 1: My School

Activity 1: Point to the pictures and the words in the following tables. Say the names of the objects.

Dear teacher, in order to be more successful in this lesson and the activities, please see the given examples in students' book and use additional resources to practice the names of the real objects in the classroom. You are encouraged to use more of real objects in the classroom.

Activity 2:

Listen and say greeting song 'HELLO'. Follow your teacher's instructions.

Subject matter:

- ✓ help and encourage the students to sing the song. Try to access the song from online devices or any possible apparatus.
- ✓ listening and speaking (village and greeting songs)

Materials:

- ✓ Use pre-recorded song about village, tape/CD player, pictures…

Presentation:

- ✓ Motivate them to describe their family tree to their friends.
- ✓ Teach village songs.

- ✓ Make a sound of an animal that students know.
- ✓ Ask what animal makes this sound. Example, mew for cat.
- ✓ Students listen and respond appropriately.
- ✓ Sing the song beautifully or use the already recorded material.
- ✓ Show the pictures to the students.
- ✓ Choose some students in the class to make an animal sound turn by turn and the other students guess the animal.
- ✓ Show a picture of an animal and make an animal sound that may or may not match the picture.
- ✓ Students listen and identify the animal sound and say if the sound matches the picture.
- ✓ Let the students hear the name of the pictures.
- ✓ Associate the names of the pictures with the words in their textbook.

Procedure:

1. Students play the game what animal makes this sound. Example: "Meow" (cat)
2. Refer to the four activities (1-4) under this lesson.
3. Let them try to listen and sing the song.
4. Let them identify the pictures and associate with words.

Assessment:

- ✓ Speaking and listening
- ✓ Observation of student performance on the activities.
- ✓ Assist the students to listen and identify different animal sounds.
- ✓ Students name the animal that makes the given sound.
- ✓ Students match correctly the sound to the animal.

Lesson 2: Listening about Bontu's Family

Lesson objectives:

at the end of the lesson, students will be able to:

** listen and repeat to the family words of grandfather, mother, father, sister and brother.*

** identify the sound students hear at the end of each word e.g. grandfather, mother, sister and brother.*

** listen to the story about Bontu's family*

A. Before you listen

Activity 1: Listen and say these words.

Grandfather	Grandmother	Mother	Father	Brother	Sister	Uncle	Cousin	Aunt

Dear teacher, you role to rehearse the words of the family is more important. The example is given on Bontu's family, but you are allowed to be flexible based on the existing situation. Help your students to say all the sounds of the family words in the table.

Subject matter

- ✓ Listening story:

  Bontu is eight years old. She learns in grade two. She goes to school every morning. She lives with ten family members. The family members are ***grandfather, grandmother, mother, father, uncle, aunt, cousin, sister*** *and* ***brother****. Bontu's father is a farmer. Her mother is housewife. Bontu loves and respects all her family.*

Materials:

- ✓ Pictures of family members.

Presentation:

- ✓ Tell your students that there are different activities they do before when and after you read the story about Bontu's family.
- ✓ First, let them discuss about family with each other or with you.
- ✓ Example let them say and repeat words, such as grandfather, father…
- ✓ Before they listen, let them: talk, share, predict…
- ✓ You ask them to be silent and listen when you read the story.
- ✓ When you read the story, tell them to answer *activity 2* from their textbook on their exercise book.
- ✓ You read the story (see above under material) with clear and loud voice twice or three times.
- ✓ Inform them that *activity 2* has four questions to be answered by them as they listen.
- ✓ Tell them that activity 3 will be done in their exercise book based on the example.
- ✓ Tell them that *activity 1 and 2* will done simultaneously while you read for them
- ✓ You should clearly tell them activity that 4 and 5 will be done after you finish reading the story.
- ✓ Aware them to finish their activity in the given time.

Procedure:

- ✓ Use clear and loud voice to read the story.
- ✓ Apply modest methodology to enable students to listen to the story.
- ✓ Do not be very fast nor too slow when you read; just understand whether the students listen to you.
- ✓ Ask some questions about family to motivate the students.

Assessment:

- ✓ Inform the students that there are three ways of assessment
- ✓ *First*, before you read the story. *Second*, when you read the story. *Third*, after you finish reading the story.
- ✓ In general, there are five activities to assess them.
- ✓ Check if the students can answer each question in their exercise book and discuss together.

Answer key

Activity 2: As you listen, fill in the blank spaces.

1. Bontu is eight years old.
2. Bontu learns in grade two (2).
3. Bontu's father is a farmer.
4. She goes to school every morning.

Activity 3: As you listen, thick the family members of Bontu in the table.

Bontu lives with her_____	"✓"
1. brother	✓
2. sister	✓
3. grandfather	✓
4. grandmother	✓
5. uncle	✓
6. nephew	
7. aunt	✓
8. mother	✓
9. father	✓
10. cousin	✓

Activity 4: List the name of your family members.

Example: Grandfather

1. Grandfather 2. Grandmother 3. Mother 4. Father

5. Uncle 6. Aunt 7. Cousin 8. Sister 9. Brother

Activity 5: Tell about your family's story like Bontu's. Check any possible answer. Dear teacher, motivate and use different strategies that can help the students to tell their family's story.

Bontu's family	**Your family**
Bontu is eight years old. She learns in grade two. She lives with ten family members. They are her grandfather, grandmother, mother, father, uncle, aunt, cousin, sister and brother. Bontu's father is a farmer. Bontu loves and respects all her family·	

Lesson 3: Song about the Village

Activity 1: Listen and sing a song about village. Follow your teacher's instructions.

Dear teacher, you are given the link of the song: ***EFL Kids Video: https:// youtube.com/c/ EFLKidsVideos.***

The purpose of this song is to enable the students to learn about the animals in their village. You will present the song twice. The first one is to teach what they can see from their pictures. And in the second song what they can hear from each animal. You are encouraged to show the pictures and the words. So, this enables the students to associate the names of the animal with its picture. Give them advice to use their

Answer key

- ✓ Dear teacher, check if the students have heard and sung the village songs individually, in pairs and in groups.

Activity 2: Listen and associate the names with pictures.

- ✓ Observe whether the students identify the pictures and associate them with their words
- ✓ Check whether the students correctly do the matching activity under Activity 2 or not.

Dear teacher, inorder to be successful in this lesson, you should assist and check whether your students correctly associate the names with pictures. Be flexibile and use different strategies to know if they associate or not.

Activity 3: Listen and sing the given song.

Dear teacher, use the song and help your students to sing it correctly. You can help the students reasonably to sing a song repeatedly.

Lesson 4: Short and long sound words

Lesson objectives:

at the end of the lesson students will be able to,
** decode some short and long sounds.*
** associate the words with the pictures.*

Activity 1: Listen and repeat short and long sound words. Identify the short sounds from long ones.

Short sound	Long sound
Doll	Door
Live	Leave
Got	Goat

Adored teacher, your kindly requested to pronounce or utter the words in the table very correctly. The words in the left side are short vowel ones, whereas those in the right side of the table are long vowels. Therefore, give due attention while pronouncing the words. Help your students to say/pronounce the words very correctly. Encourage the students to see the pictures when they pronounce the words from their books.

Subject matters (listening and speaking)

- ✓ Shorts and long sounds

Materials:

- ✓ Pictures of short and long sounds.
- ✓ Pre-recorded sounds, tape/CD, cassette/CD player, pictures/models of those words.

Presentation:

- ✓ present the short sounds with correct pronunciation.
- ✓ present the long sounds with correct pronunciation.
- ✓ Present the words side by side with pictures.
- ✓ Give attention to the activities 1 and 2.

Procedure:

1. Inform your students to listen to you with due attention.
2. Tell them to say after you.
3. Tell them to recognize the difference between short and long sounds.
4. Divide the class into two. Then, one group will say whereas the other will repeat. Make sure if they say the short and long words correctly.
5. Let them repeat the same task in pairs. Each pair should take turns to say and repeat the short and long words.

Assessment

- ✓ Ask the students if they listen the short and long words correctly.
- ✓ Ask the students if they can repeat the short and long words correctly.
- ✓ Check if the students can match the words with the pictures.

Activity 2: Listen and associate the words with the pictures.

Dear teacher, your role is very important as usual. Help your students to differentiate the short and long sounds. Take time and make necessary preparations before coming to the class. You will be their role model in pronunciation. The main target of this activity is to enable the learners to associate the pictures with the words.

Answer key for activity 1 and 2

- ✓ Observe whether the students listen and repeat.
- ✓ Check them while they match the words with the pictures in their exercise book.
- ✓ Crosscheck sometimes by disorganizing activity 2.

Section 2: Word study

Esteemed teacher, the purpose of this section is to present a few words to the students e.g., sheep vs ship and chip vs cheap. In order to achieve the purposes of this section, there are some significant activities expected from you. For example, you give attention to the sounds at the initial or beginning of the words e.g. **sh**ip vs **sh**eep. Mind you their pronunciation is different.

Under the same lesson, objective, you have some words related to family. So, help your students to say after you each of those words correctly.

Under the lesson 2, you also help your students to distinguish 'this and that' based on the given contexts and clues from the picture in their textbook. Moreover, you need to prepare yourself to identify and associate a number of words with their pictures. In general, the aim of this section is to build students' vocabularies by associating with pictures. Therefore, in order to present and achieve the objectives of this specific section your motivation strategies, creativity and flexibility are much important. For

instance, if you have students with disability e.g. visual impaired, let you devise any modest way of presenting the lessons. You are advised to cover this section in five periods.

Lesson 1: Saying Words

Objectives of the lesson:

at the end of the lesson, students will be able to:

** Listen and repeat each of these words e.g. ship/sheep, chip/cheap out loud.*
** Identify the sound you hear at the beginning of each word.*
** Associate the words with pictures.*

Subject matter

- ✓ Say words

Materials

- ✓ Pictures of sheep and ship; chip and cheap.
- ✓ Initial sounds of the words: ship/sheep and chip/cheap.
- ✓ Charts and tables

Presentation

- ✓ Tell the students to listen to the sounds of ship and sheep.
- ✓ Tell the students to listen to the sounds of chip and cheap.
- ✓ Coach them to repeat what you have already said.
- ✓ Help them to see the words and the pictures from their textbook.
- ✓ Let them name the objects by using 'that and this' and use them in their class.
- ✓ Students use 'that and this' by looking at the pictures.
- ✓ Students point to any objects e.g. duster, pen & pencil in their classroom.

Procedure

1. Let the students listen to different words having similar initial sounds.
2. Ask them to point to many objects and mention their names in the classroom.
3. Divide the class into two. Then, one of the groups point to the objects in the classroom, and the second group calls the name of that object.

Assessment:

- ✓ Listen and identify the beginning of the sounds of the words.
- ✓ Observe when they repeat.
- ✓ Check how correctly they point to the objects in the classroom.
- ✓ Crosscheck and observe how correctly they name the objects in their classroom.

Answer key

- ✓ You provide correct and other possible answers for the entire activities (four).

Activity 1: Listen and repeat each of these words out loud. Identify the sound you hear at the beginning of each word.

Sheep	Ship

- ✓ Encourage the students to differentaite 'sh' and 'ch'.
- ✓ Make necessary preparation to read those words (ship/sheep, chip/cheap).
- ✓ Check whether the students identify the sounds of ship/sheep, chip/cheap.
- ✓ Create opportunities for your students to engage actively to differentiate **sh** sounds and **ch** sounds.
- ✓ You have already taught short and long vowels. So, help them to understand very well this time.

Activity 2: Listen and associate each of these words with pictures.

- ✓ Check if the students match the word sheep/ship with the appropriate pictures and others as well.
- ✓ Give them similar examples.

Activity 3: Point to each picture and say the names of the family

- ✓ Be sure that students can match the family names with the pictures.
- ✓ Because students are familiar with the family names, you can now teach in different ways of presentation.
- ✓ Dear teacher, use various activities and classroom strategies to build your students' confidence in pointing at and saying the names of family.

Lesson 2: Naming pictures and objects

Lesson objectives:

at the end of the lesson, students will be able to:
** use this and that correctly with the picture.*

Activity 1: **Name the objects in the pictures**

Dear teacher, here you are responsible to do many things:

- ✓ For example, check if students can correctly apply '**that and this'** based on the distance of the picture.
- ✓ Next show them real objects in the classroom and then ask them to use '**that and this'** correctly.
- ✓ Bear in mind that, the distance of the students from that real object is very important.
- ✓ If the student is near to the real object, help them to say 'This….
- ✓ If they are not near to the object, teach them to say 'That….
- ✓ You can help your students more in *Activity 2*

Dear teacher, use the objects in the classroom several times.

Activity 2: Name the real objects in the classroom by using 'This and That'

Examples of classroom objects**: duster, pen, pencil, door, window**

- ✓ You can also give them any possible activities.

Dear teacher, please use real objects in the classroom repeatedly.

Section 3: Expressions/Dialogue

The main purpose of this section is to motivate students towards making a dialogue. In order to conduct and make students to express their feeling or opinion, you are expected to present the lesson in attractive and motivated way. One way to present this section is to engage your students in the **dialogue through greeting**. Therefore, the writers of this book advise you to take two students infront of the classroom turn by turn to greet eachother.

This section contains lesson divided into various different activities. The activities are designed to attract the students towards making a dialogue. This will be achieved by the tasks, such as making a dialogue on greeting, like and dislike and other forms of presentations. Finally, this section is planned to be covered in three periods of the third week.

Lesson 1: Making a dialogue

Lesson objectives:

at the end of the lesson, students will be able to:

** Students will speak clearly using correct English grammar and vocabulary.*
** Read a dialogue on greetings.*
** Ask and answer about objects in their classroom and what they like and dislike.*

Activity 1: Read the following dialogue with a partner. Follow your teacher's instructions.

Dear teacher, the main target of this activity is to enable the students to ask and tell their names and where they are from to each other. Your main task is just to encourage students to be in pairs to do the activities as in the example in their book. Assign students in pairs to make the dialogue sometimes invit them to come to infront of the classroom.

Activity 2: Do the same dialogue with 'Activity 1' with your teacher.

After you encourage your students to talk together in Activity 1, now in Activity 2 you are encourage making a dilogue with your students turn by turn. Dear teacher, some students may not speak in their pairs. So, this is much important to check their participation.

Lesson 2: Making a Dialogue by Using 'they'

Activity 1: Listen and say after your teacher.

In this activity, your main attention is to teach the pronoun 'they'. So, give much focus to real objects to present the lesson. There are several pictures in their book to help as well. For example, show them three chairs together. Then, ask them what are they? They are… Again, call three or four students to the front and ask the students, who are they? They are… Whereas, in activity 2, the task is very open for the students. For example, they can use 'they' to speak or tell any thing or material in the classroom. It might be real objects or person.

Lesson 3: Making a dialogue using 'I have'

Dear teacher, help your students to make a dialogue to practice using 'I have'. Let them tell what they have.

Lesson 4: Expressing Likes and Dislikes

Activity 1: Read the dialogue with your partner on <u>like</u>. Follow your teacher's instructions.

Dear teacher, it is very important to teach the difference of the two (like and dislike). The simplest way is just give them examples as much as you can. Like is just what someone is interested in, whereas

dislike is what someone do not interested in. Give them the context to talk about what they like and dislike. Mind you, the examples are very important.

Activity 2: Tell which food you dislike. Follow your teacher's instructions.

Dear teacher, as has been mentioned, give them very simple and clear instructions so that students can tell each other or to you about which food they dislike. You can teach your students that the meaning of **dislike** is similar to **do not like.**

Subject matter

- ✓ Conversation on dialogue (spoken English)

Materials

- ✓ Dialogue in different forms e.g. greeting
- ✓ pictures

Presentation

- ✓ Ask some simple questions: What is it? It is…; what is that? It is…
- ✓ Encourage students match real objects with words.
- ✓ Assist students match pictures to English words.
- ✓ Students show/point to (three) objects and say words
- ✓ Read the dialogue on greeting to your students.
- ✓ Choose two students to demonstrate the greeting dialogue to the class.

Make the dialogue or expressions on the followings:

- ✓ Greetings
- ✓ Use 'they' to answer the question: what are these? These are…..
- ✓ Look at pictures and make a sentence by using "they".
- ✓ Speak on the fruits you like and dislike. Do you like a banana?
- ✓ Tell what you have saying: "I have…."

Procedure

- ✓ Practice the dialogue in classroom with students in pairs.
- ✓ Arrange students to sit in pairs. Then, let them greet each other.
- ✓ Coach them to see the example given under activity 1 in their textbook between two students.
- ✓ Let them see the chairs and tables in the classroom. Then, one of them asks the question: "what are they?" and the second will answer: "They are…..".
- ✓ Give them different possibilities.

Assessment

- ✓ Students say the dialogue in the correct sequence.
- ✓ Make necessary observation to check whether students participate on greetings.
- ✓ Check that they have asked question: what are they? This time there must be two or more pictures or objects.
- ✓ Assess that they have answered by saying: They are…..

Answer Key

- ✓ Refer to all activities and help the students do accordingly. Check all other possible answers.

Section 4: Reading

One of the major objectives of this unit is to teach students reading in English. As a result, this section is designed to enable the students to read different words, simple sentences and very short text. While focusing on the reading, this section is also designed to teach the difference between these and those and its and it's. To this end, you should prepare yourself to present the reading in different modalities and using appropriate strategies. For instance, some of the activities want to teach reading about the names of family members in a very short text. As usual, you are kindly requested to present this section in amazing way by giving necessary attention for those students who need special attention. For example, consider providing some additional material to understand the reading; in case, you have visually impaired students. Finally, this section will be covered in 7 periods of the fourth full week and the first 2 days of the fifth week.

Lesson 1: Reading words and sentences

Lesson objectives:

at the end of the lesson, students will be able to:

** read various names and short sentence of the family members alone.*
** read and match some objects in their classroom.*

Activity 1: Read each word in the table. Read each sentence after your teacher.

Grandfather	Grandmother	Mother	Father	Brother	sister	Uncle	Aunt

Dear teacher, by now your students are familiar with family words. So, you can prepare them to make very short sentences. Do not take long hours in Activity 1. In fact, it is reading. So, give them appropriate strategies to read. Your motivation and encouragement give them high confidence to read words and sentences.

Activity 2: Read each sentence below. Follow your teacher's instructions.

Dear teacher, you are very responsible to motivate the students to read sentences. Although sentences are given from family words in students' book, you can see any other alternatives to attract students to read. You better understand what students like to read and why they read.

Activity 3: Read the words in the following table out loud after your teacher. Follow your teacher's instructions.

There are words given to the students to read in their book. However, you are allowed to give them additional words to read loud.

Activity 4: Read the words and point to the objects in the classroom. Follow your teacher's instructions.

Under this activity, you are encouraged to use real objects in the classroom as much as possible. The main purpose of this lesson is to enable the students to point at different objects in their classroom. Take much time to achieve the objective of the lesson. If you believe students master real objects in the classroom, you can ask them to practise real objects out of their classroom e.g. from their home. Be careful, students only consider the objects they have at home. As a result, they might consider some objects not at their might be not objects in the house.

Subject matter

- ✓ Reading stories about family
- ✓ Words, simple sentence and a short text

Materials

- ✓ Pictures, chart, boxes

Presentation

Before they read, encourage the students to do the following:

- ✓ Join or prepare in with the reading.
- ✓ Use/see picture clues.
- ✓ Use context clues to clarify the meaning of unknown words.
- ✓ Use knowledge of phonics to read unknown words

Instruct the students to open their textbook and ask them to do the following:

- ✓ Read aloud all the names of the family members in the chart of activity 1 to your friend turn by turn.
- ✓ Read aloud the simple sentences about yourself (Activity 2) to your partner.
- ✓ Encourage the students to finish this sentence: I have…

- ✓ Ask them to read aloud all the objects in your classroom.
- ✓ Let them read loud the following words for their friends: book, pen, pencil, eraser and duster e.g. look at activity 3.
- ✓ Ask them to read words and to match them with their objects immediately (see activity 4 and 5).

Procedure

- ✓ Present the names of family names and ask the students to read them loudly and correctly.
- ✓ Let them learn new words and match them with the objects in their classroom.
- ✓ Coach them to read simple sentences using 'I have…'
- ✓ Match words with pictures.

Assessment

- ✓ Say this before: what do you know about family members?
- ✓ Say this during reading: Here is a short story. Read it aloud. When you have finished reading the story, I will ask you some questions about what you have read.
- ✓ Do you understand what you have to do?
- ✓ Use daily classroom activities to observe your students during reading lessons.
- ✓ Observe and listen to students as they take part in the reading activities.
- ✓ Make the necessary follow up when students read about the names of their family members.
- ✓ Observe when students read a sentence, 'I have…' to their partner.
- ✓ Check whether they read words of objects in their classroom.
- ✓ Assess if they have read and match the names of words with their pictures.
- ✓ Provide more detailed information about the reading lesson.

Answer key

- ✓ Refer to all the activities and look for any alternative replies from the students.

Lesson 2: Using "These and Those"

Lesson objective:

at the end of the lesson, students will be able to:
** distinguish and use 'these and those' in English.*

Activity 1: Read each underlined word in the sentences correctly.

1. These books belong to Shonkore. Those exercise books on the table belong to Hana.

2. These pens are expensive. Those pencils are not expensive.

Dear teacher, please prepare contexts that can help the learners to identify '**These and Those'**. You can make it very clear that these and those are used for plural. Take real objects and take care about the position of the real objects. Remeber that both of them are used for plural things. However, the distance matters.

Activity 2: Name the objects in the classroom using 'These and Those'. Follow your teacher's instruction.

Just feel free to help students in pairs or groups to practise using of **'These and Those'**. Using real objects in the classroom can help yopu more to teach this lesson. For example, use several pens or pencils.

Subject matter and materials

- ✓ Use these and those
- ✓ Pictures, charts

Presentation

- ✓ Show a picture of a girl who wants to collect candies that are near to her and another girl wants to collect breads, but the breads are little bit far away from her.
- ✓ Ask questions: what are these? This time you may point to things that are not very far away.
- ✓ Ask questions: what are those? This time the things you point at might be some how far away from you.
- ✓ Show the students to use 'these' for the nearest items or objects.
- ✓ Assist them to use those for items somehow far away from the speaker, but not much distance.

Procedure

- ✓ Give the learners different situations and contexts that help them to use ‘these and those’.
- ✓ Provide similar or different items, but in different distance.
- ✓ Divide the class into two. One of the groups asks question: what are these? The remaining replies ‘These are…’ Let them do this turn by turn.
- ✓ Prepare a game in which students use ‘these and those’.
- ✓ The game must focus on objects in the classroom (see Activity 2).

Assessment

- Make critical observation that students identify both ‘these and those’ used for 2 or more things.
- Assess students to choose ‘these or those’ based on their closeness to the speaker.
- Check whether they have used these and those in the appropriate context.
- Assess their improvement by providing various pictures to locate these or those.

Answer Key

- ✓ Refer to activity one and two.

Lesson 3: Contracted and full forms.

Lesson objectives:

at the end of the lesson, students will be able to

** Read the contracted and full forms of they’re and they are correctly.*

Activity 1: Study the following contracted forms and their full forms.

I’m I am	He’s He is	We’re We are
You’re You are	She’s She is	They’re They are

Dear teacher, do not teach all the contracted/short forms pronouns at one time. Let you start from the one they have laready learned and go to the new one. For instance, you have taught them about They're.
Activity 2: Read the contracted and the full forms correctly.

In order to teach about the contracted forms Activity 2 is more helpful. Different pictures are given in students' book. However, you are allowed to use similar exercises.

Activity 3: Look at the pictures and say out loud as in the example.

Activity 2 is almost similar with activity 1, but the difference is in the activity 2 the lesson is to teach the contracted or short form of they are. This is **They're**. Therefore, you can repeat the above examples. You need to give attention on the two versions (They are and They're) as the meaning is similar. But, be conscious on the pronunciation. Prepare to teach all the pronunciation before going to the classroom.

Subject matter

- ✓ Contracted and full forms of pronoun

Materials

- ✓ Charts, pictures.

Presentation

- ✓ First, provide them the full forms of pronoun.
- ✓ Then, let them read.
- ✓ Examples: I am; She is; They are…
- ✓ Second, help them to read the contracted forms correctly.
- ✓ Examples: He's; She's; They're…
- ✓ Divide the class into two groups or in pairs to practise both the contracted and the full forms.

Procedure

- ✓ Motivate the students to remember what they have learned about I and am, she and is, he and is…
- ✓ Read the followings and ask them to repeat:

  I am student. I'm student.

  She is a teacher. She's a teacher.

  They are farmers. They're farmers.

Assessment

- ✓ Give them a chance to read either the contracted or the full forms.
- ✓ Check whether the students have read them correctly or not.
- ✓ Observe their participation in pairs or group activities.

Answer key

- ✓ Refer to the three activities.

Lesson 4: Differentiating 'Its and It's' in the sentence

Lesson objective:

at the end of the lesson, students will be able to:

** differentiate 'its and it's' in the sentence.*

Activity 1: Identify the use of its and it's. Follow your teacher's instructions.

Dear teacher, you have already introduced the contracted forms of pronoun. By now, you clearly motivate your students to learn the full or complete and contarcted forms of it's and its. Give emphasis that there is a difference between the two. It's means the contracted form of it is. Whereas, its is the possession form. Look at the examples given in their book.

Activity 2: Listen and repeat what your teacher says.

Once, you are convinced that students are familiar with its and it's. Now you form students in pairs or groups to make various sentences. Still you role is very important by making contexts which is similar in their book.

Subject matter

- ✓ Its and it's
- ✓ Spoken
- ✓ Differentiate the meaning of contracted form (it's) and pronoun (its)

Materials

- ✓ Pictures, charts and diagrams.

Presentation

- ✓ Divide the class into small groups. Each group will listen when the teacher says 'its and it's'. Each group will associate 'its and it's' with pictures. Each group should read at least two sentences for each other. The sentences should make sense in relation to the pictures. The teacher encourages/motivates the students to use their own way of using 'its and it's'.

Procedure

- ✓ Show various pictures presenting 'its and it's correctly.
- ✓ Provide 'its and it's' in sentences with clear contextualization.
- ✓ Underline and bold 'its and it's' in each sentence.

Assessment

- ✓ Give adequate assessment while they apply 'its and it's'.
- ✓ Make the necessary follow up and listen to them.
- ✓ Observe while they read in the sentences.
- ✓ Refer the students to their textbook-Activity 1 and 2.

Answer key

- ✓ Mentor them to do all the activities and collect any possible answers.

Lesson 5: Using 'in, on, under, near and inside' in the sentence.

Lesson objective: at the end of the lesson, students will be able to:

- ✓ use 'in, on, under, near and inside' based on the given pictures.

in	on	under	near	inside	outside	in front of

Activity 1: Look at the pictures and make a dialogue with your partner

Dear teacher, teach the prepositions in the table, but not at a time. To make it very easy use any flexibile situations. Presenting through pictures might be one option.

Activity 2: Look at the pictures below and read or say the sentences. Tell the position of the duster.

You can teach prepositions not only by pictyures. But give opportunities for the learners by moving in the classroom. For instance, invite three students to come to the front. Then, let them stand in queue. Next, ask them different questions, such as: where is X? X is next to Y or X is in front of Y or X is .... Or you can use objects like dastur. Where is the dastur?

Subject matter

- ✓ Prepositions for place: in, on, near and inside.
- ✓ Locate where something is in conversation.

Materials

- ✓ Chart and picture

Presentation

Read and answer the following questions:

- ✓ Question: Where is the blackboard?
- ✓ Answer: The blackboard is in front of the table.
- ✓ Question: Where is the chalk?
- ✓ Answer: It is on the table.
- ✓ Question: Where is the duster?
- ✓ Answer: It is on the table.

Procedure

- ✓ Put a duster either on or under the table.
- ✓ Then, give a chance to the students to ask each other where the duster is.
- ✓ Or give them a chance to see the pictures on their textbook

Assessment

- ✓ Observation
- ✓ Check their participation in the conversation.

Answer key

- ✓ Ask all the students to use 'in, on, near and under' in the given activities. .
- ✓ Provide them any possible alternatives to the given tasks.

Lesson 6: Reading Story about Bontu's family

Lesson objectives: at the end of the lesson, students will be able to

- Use clues to make predictions about the name of family members before, during, and after reading.
- Read and do some comprehension questions about family members from the text.

Subject matter

- ✓ Reading story

Materials

- ✓ Pictures

Presentation

- ✓ Side by side with the reading text, show the students pictures about family.
- ✓ Show the picture of each family member very clearly in the text.
- ✓ Ask: Where does Bontu live?
- ✓ Ask: Is Bontu's father a teacher?
- ✓ Ask the students to read the story again.
- ✓ Let them discuss what they have read about.
- ✓ Be sure to consult a dictionary for the meaning and pronunciation of the words.

Procedure

- ✓ Make clear key the words in the story using pictures, realia and oral context clues.
- ✓ Ask student very motivating and initiating questions.
- ✓ Encourage every student to read.
- ✓ Let them read aloud for sometimes, but also advise them that silent reading is important.

Assessment

- ✓ Assess if the students read each sentence.
- ✓ Observe and clarify some unfamiliar words.
- ✓ Ask the students the number of family members in the story.

Answer key

- ✓ Before you read
- ✓ Activity 1: Let them provide possible answers based on the story on Bontu's family.
- ✓ Activity 2: Let them fill the blank space from the reading.

1. Bontu is <u>eight</u> years old.
2. Bontu learns in <u>Grade Two</u>.
3. She lives with <u>nine</u> family members.
4. She <u>loves and respects</u> all her family members.

- ✓ For activity 3, you should consider different possible answers from the students.

Section 5: Writing

The main purpose of this section is to present some initial writing activities. Let you motivate your students to write the missing spellings, very short scrambled sentences and about students' family members in the form of story. In order to achieve the aim of this specific section, your contribution is very crucial. For instance, the modalities of your presentation play a significant role to attract the students towards the initial writing. To this effect, this section contains two lessons and various activities to teach writing to the students. Finally, this section is the last section of unit one, writing, and it is proposed to be covered in the last three periods of the fifth week.

Lesson 1: Correcting scrambled sentences.

Lesson objectives:

at the end of the lesson, students will be able to

* *Write by correcting the scrambled sentences.*
* *Use like and dislike in their sentences.*

Subject matter

- ✓ Writing words and sentences

Materials

- ✓ Pictures

Presentation

- ✓ Ask: can you write a sentence?
- ✓ Can you correctly write this: Lemon/dislike/I
- ✓ Encourage by telling them: A sentence forms a complete thought. It begins with a capital letter. It ends with a punctuation mark. It may end with a period, a question mark, or an exclamation point.
- ✓ Try to present pictures for dislike and like something.
- ✓ You can also use realia and action to unpack the meanings.

Procedure

- ✓ Present two sentences of which one is scrambled and the other is unscrambled. Tell the students how the letters can be rearranged and give the students other examples.
- ✓ Do not give them very long sentences.
- ✓ Present the examples with previously known words.

Assessment

- ✓ Give correct feedback.
- ✓ Continuous observation.

Answer key

Activity 1: Write what you like or dislike.

1. like/ I/ a cat.

I like a cat. Or I dislike a dog

2. a dog/ like/ I.

I like a dog. Or I dislike a dog.

3. I/ a cow/ dislike.

I like a cow. or I dislike a cow.

Activity 2: Write short sentences about classroom objects. Write the names, number and location of the objects. Use the words **near, on, under** and **in front of**.

Example: A book is **on** the table.

Adored teacher, do not fix yourself only to the example given. So, be flexibile and encourage your students to write sentences using prepositions. See the activities and provide possible answers.

Lesson 2: Writing sentences

Activity 1: Write three sentences about the fruits using like and dislike.

Example: I like banana.

By the way, your students may write out of the given pictures of fruits. Therefore, be flexible and give them opportunity to write and take them to the given tasks. Therefore, let you encourage and guide to use like and dislike in any circumstances.

UNIT 2 Days of the Week

Unit objectives:

Upon completion of this unit, students will be able to:

* *recite/learn the days of the week in the correct order.*
* *identify the days of the week on a calendar.*
* *link specific days to familiar events.*
* *choose events and actions that make connections with their everyday family routines.*
* *sequence familiar events in time order.*
* *write the days of the week.*

Section One: Oral Language

This unit contains five main sections. Among those five sections in the unit, the first section has been designed to present listening and speaking skills in English to the students. Under each section, there are different lessons and activities to present about the days of the week. In order to enable students to listen and speak about the days of the week, you are encouraged to perform a number of tasks.

Essentially, you present the songs of the days of the week with very projected voice or prepare other means to deliver the lesson. In addition, you make the necessary follow up to check whether your students correctly listen to and repeat what you present. Furthermore, you play a crucial role not only to attract the learners to listening and speaking, but you also control your teaching by presenting the activities in attractive manner. The activities in this section will help your students to listen and speak in general and to say and listen the days of the week in particular. You will need to consider the progress of your students in relation to the teaching material and time. Moreover, your role is significant in adjusting the difficulty level of each lesson; perhaps, through contextualization. Very briefly, in this section you will address the seven days of the week to your students through songs. Before that, you need to familiarize yourself with such things. Bear in mind that, you will accomplish this section in 4 periods in the week six.

Lesson 1: Listeing and repeating

Lesson objectives:

at the end of the lesson, students will be able to:

** listen and say the 26 letters and sound of English alphabet.*

** repeat the last sounds in each day of the week.*

B. Sounds:

/i/	/ʌ/	/j/	/u/	/e/	/æ/	/ə/	/ɜ:/	/ai/	/θ/	/z/	/d/	/fr/

Name of the days of week	Pronunciation
Monday	m**ʌndei**
Tuesday	tju:zd**ei**
Wednesday	Wenzd**ei**
Thursday	**θɜ:**zd**ei**
Friday	Fraid**ei**
Saturday	s**ætədei**
Sunday	s**ʌndei**

Activity 1: Listen and repeat the following numbers after your teacher.

Numbers in word	Numbers in figure	Ordinal number
One	1	first
Two	2	second
Three	3	Third
Four	4	Fourth
Five	5	Fifth
Six	6	Sixth
Seven	7	Seventh

Dear teacher, let you help your students to count those numbers from 1 to 7 both in words and figures. Doing this would help the students to know which days of the week comes first, second or third and so on. You also help them to distinguish numbers in words, ordinary and figures. Please, help them to say them repeatedly.

Activity 2: Listen and say the letters and sounds. Follow your teacher's instructions.

A. Letters:

Mm	**Tt**	**Ww**	**Tt**	**Ff**	**Ss**	**Ss**

The target of this lesson is to present the seven initial letters of the days of the week. It is obvious that students are familiar with alphabets of English since they learned in Grade one. By now, just help them to focus on the days of the week. For example, Monday starts with Mm or Tuesday starts with Tt…

Activity 3: Listen and repeat the pronunciation of the days of the week. Listen to your teacher carefully.

Name of the days of week
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Dear teacher, please let you correctly say the words of the days of the week. Then, help them to say after you correctly.

Activity 4: Sing the following song about days of the week after your teacher

- ✓ Use this link to perform the song or use any alternatives. EFL Kids Video: https:// youtube. com/c/EFLKidsVideos

Subject matter

- ✓ Days of the week
- ✓ Pronunciation of the days of the week

Materials

- ✓ Charts, music, pictures

Presentation

- ✓ Ask and remind the students some points from their previous class.
- ✓ Example: Can you say letters of English Alphabet?
- ✓ What is the date of today?
- ✓ Is the date of today Monday or Tuesday?
- ✓ Now inform them to repeat after you.

- ✓ Give them a chance to say one after another.
- ✓ Ask them to say from Monday to Sunday in the correct order.
- ✓ Encourage the students to follow along and sing the song.

Procedure

- ✓ Connect each day with some activities e.g. Monday vs school, Saturday vs shopping.
- ✓ Ask them to sing the song.
- ✓ Tell them to look at the song in their textbook.
- ✓ Ask their experience on what they do every day.

Assessment

- ✓ Can you tell me what you do on Sunday morning?
- ✓ Do you remember what you do on Friday?
- ✓ Ask them to sing or tell their own song on the days of the week.

Answer key

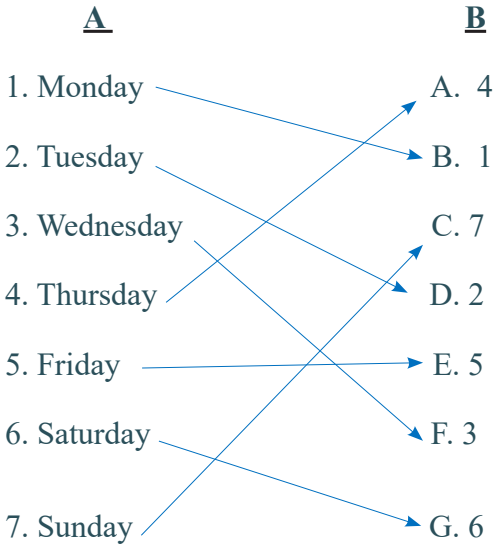
Lesson 1: Listen and repeat

- ✓ Consider Activity 1-3 to check whether the students perform correctly.
- ✓ Help them to listen/read and repeat the days of the week in their order and in the song as well.

Lesson 2: Listening and Associating

Activity 1: Teach before/after/between in action first. E.g three students can line up in front of the classroom and the teacher who is where and students can tell and practice further.

Activity 2: Assist your students to match the days of the week with the numbers that show their correct order**.**



Section 2: Dialogue

The second section of this unit, the dialogue, is mainly prepared to enhance students' conversation/ dialogue. The lesson of the presentation is the seven days of the week. You have a lion's share by correctly presenting the designed activities or you can present by adding more contextualized activities. To ease the lessons, it is much effective to use what students do during the days of the week. Moreover, you need to encourage your students to learn from the dialogue in their textbook before preparing their own in the classroom. Finally, this section needs five periods of the week seven. Hence, try to arrange your weekly lesson plan in line with the given periods.

Lesson 1: Making a dialogue

Lesson objective:

At the end of the lesson, students will be able to:
** make a dialogue on the days of the week with their partners.*

Subject matter

- ✓ Days of the week (dialogue)

Materials

- ✓ Music, charts, pictures

Presentation

- ✓ Ask: what do you know about the week?
- ✓ How many days you know in the week?
- ✓ Which day is the first day of the week?
- ✓ What do you do every Monday?
- ✓ Do you go to the Church on Sunday?
- ✓ When do you go to mosque?
- ✓ Do you remember any music about the days of the week?
- ✓ Let you sing, please.

Procedure

- ✓ Sing the days of the week.
- ✓ Tell your activities from Monday to Sunday.
- ✓ Show the calendar.
- ✓ Have a show and tell activity using days of the week.

Assessment

- ✓ Teacher asks the students basic questions:
- ✓ What day is today? (e.g. Today is Friday)
- ✓ Are you free on Saturday evening? (e.g. Yes, I am)
- ✓ Is it (the school) on Monday/ Friday/the weekend?
- ✓ When is your birthday? (e.g. My birthday is this Tuesday)
- ✓ Refer to all the activities under activity 1 & 2.

Answer key

- ✓ Let you mentor and observe for their correct performance of Activity 1and 2

Activity 1: Practise the dialogue with your teacher.

Dear teacher, help your students to repeat the days of the week in their order. Give them a perfect situation to practice in pairs. Be informed that the dialogue is not limited to only between you and your students; rather, you cas assign or ask students to practise in pairs.

Activity 2: Practise the following dialogue with a classmate. Follow your teacher's instructions.

In similar situation, under activity two you are expected to teach the students to make a dialogue on the days of the week. Now, help them to ask each other. For example, one of the students will ask: what is today? And the second student will answer, today is…. Look at the example given between Hanna and Sirri.

Lesson 2: Using before, after and in between

Activity 1: Use "before, after and between" to describe the order of the days.

Answer key:

1. after 2. before 3. in between.

4. in between 5. before

Activity 2: Look at the three pictures of Debora, Akkati and Kumale. Then, ask students to fill (before, after or between) in the blank space. Based on the pictures in the students' text, you are requested to give them examples in the classroom by taking three students to the front. You are fully responsible to be flexibile to teach those prepositions and very related at this level. Thus, what you can do is:

- ✓ no need to see the pictures all the time. You can use the students to teach the prepositions. For example, who is sitting before who? Who sits next to who?...
- ✓ based on the pictures, collect appropriate answer from your students.

Answer Key:

1. after

2. between

3. before

Section 3: Reading

Section 3 of this unit (Unit 2) is intended to present initial reading to the students. Reading is one of the areas that need much emphasis, especially at lower class. In this section, there is a very short text about the days of the week. The purpose of the text is to teach the days of the week by assigning various activities for each day.

As usual, your help is very significant to motivate the students to read the paragraph about the days of the week. There are a number of activities that are taken from the reading material. As a result, you are advised to engage the students in the activities, some of them before reading activities, whereas others are when and after reading activities. Thus, the text can help students to improve various areas of language such as vocabulary, grammar and comprehension, but the main focus is given to distinguish the days of the week. As much as possible, try to cover this portion in not more than six periods.

Lesson: Reading about the days of the week

Lesson objectives:

at the end of the lesson, students will be able to:

** Read the text about the days of the week.*

** Distinguish the days of the week.*

Subject matter

- ✓ Reading (days of the week)

Materials

- ✓ Passage, charts, pictures

Presentation

- ✓ Let them roughly know the stages of the reading.
- ✓ Just tell them the importance of employing reading strategies.
- ✓ Advise them not to move their necks unnecessarily.
- ✓ Inform them to read loud and silent.
- ✓ Before students read a text, do the following.
- ✓ Try to motivate students to the reading by asking different questions.

- ✓ Ask: What is today? Do you come to school on Sunday?
- ✓ While reading the text, do this:
- ✓ You read them aloud.
- ✓ Let them do similar.
- ✓ Tell them to answer some questions when you read e.g. Activity 2.
- ✓ Give students clear points how to do the questions after the reading.

Procedure

- ✓ Talk about the days of the week.
- ✓ Recall all the activities done by Tola.
- ✓ Ask: what does Tola do on Monday?

Assessment

- ✓ Ask the students basic questions:
- ✓ What day is today? (e.g. Today is Friday)
- ✓ Are you free on Saturday evening? (e.g. Yes, I am)
- ✓ Is there school on Monday/ Friday/the weekend?
- ✓ When is your birthday? (e.g. My birthday is this Tuesday)
- ✓ Assign students in a pair and ask them to present what they do every day.
- ✓ Invite them to read the text again, and to narrate the activities.
- ✓ Help them to plan what they can do in the coming week.

Answer key

Lesson 1: Reading about the days of the week

- ✓ Activity 1: Read the text below and answer the questions

  1. Collect possible answers.

  2. Collect possible answers.

- ✓ Activity 2: As you read the text, complete the table below with information from the text

Days of the week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
What does Tola do?	Tola reads an English book	Tola listens to stories from his father.	Tola plays football	Tola helps his family	Tola learns riddles from his mother	He goes to swimming	He washes his body with his sister

Lesson 2: Reading about what you do in each day of the week

Activity 1: After you read the text, do the following questions.

- ✓ Dear teacher, consider any possible answer for question 1 and 2. Try to give them your oen example.

Activity 2: Fill in the chart what you do in the days of the week. Look at the example on Saturday.

- ✓ Dear teacher, collect any possible answers from the students to fill in the chart. Mind you, students will give different activities they do in each day of the week.

Days of the week	What do you do?
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	I go for shopping
Sunday	

- ✓ Dear teacher, be flexible and provide other options that can help students to answer what they can do every day.

Dear teacher:

In conclusion, though it is not only specific to the reading section of this unit, the writers of this book want to remind you that reading is a great way to improve students' word study, pronunciation and learn new things. Therefore, we encourage you to providing lots of interesting texts for your students to read. Do not only limit yourself only to the reading of the Days of the Week.

Section 4: Word Study

Dear teach, try to prepare yourself to present some words and phrases that can be used with the days of the week. In order to achieve this section, a number of activities are already presented in the students' textbook. Let you devise your own way of mechanism that is more creative and productive to enable your learners to distinguish days of the week. Five periods are already allotted to cover this section.

Lesson 1: Filling the gaps Subject matter

- ✓ Word study (days of the week)

Materials

- ✓ Large calendar
- ✓ Days of the week written on index cards
- ✓ Days of the week read-aloud book
- ✓ Abbreviations of days of the week's written on index cards
- ✓ Days of the week video
- ✓ Lesson instructions
- ✓ Weekday Song

Presentation

- ✓ Show the students the large calendar and ask them to take turn and talk with their neighbour about what they see on the calendar.
- ✓ Call on a few students to share out their responses.
- ✓ Use a song that will help them learn the days of the week.
- ✓ Sing the song with the students a few times and point to the days on the calendar as they sing.

Procedure

- ✓ Ask: what do they do from Monday to Sunday?

Assessment

- ✓ Teacher asks the students basic questions:
- ✓ What day is today? (e.g. Today is Friday)
- ✓ Are you free on Saturday evening? (e.g. Yes, I am)
- ✓ Is Monday/ Friday/the weekend? School day?
- ✓ When is your birthday? (e.g. My birthday is this Tuesday)

Answer key

Activity 1: Fill in the gaps with the correct day

2. Friday

3. Wednesday

4. Thursday

Activity 2: Read the words aloud.

- ✓ Give necessary attention to activity 2.

Activity 3: Write three sentences in the blank spaces

- ✓ Dear teacher, create any conducive context that can help the students to write three sentences what they can do. Consider any possible answer according to the example in students' textbook.

Lesson 2: Arranging scrambled words

Activity 1: Write the scrambled days of the week correctly as in the example.

Give attention and help the students to write the days of the week correctly.

Answer Key:

Scrambled	Unscrambled
edenysaW	Wednesday
oManyd	Monday
uesTyda	Tuesday
truSadya	Saturday
yidFar	Friday
hdusyTra	Thursday
Snuady	Sunday

Activity 2: **Write the name of the day that begins with the following letters.**

Answer Key:

- ✓ M-Monday
- ✓ T-Tuesday
- ✓ W-Wednesday
- ✓ T-Thursday
- ✓ F -Friday
- ✓ S-Saturday
- ✓ S-Sunday

Activity 3: Listen and repeat the song on "Days of the Week"

- ✓ Assist the students to sing the song with you. Dear teacher, please motivate your students to sing the song about the Days of the Week.

Section 5: Writing

Dear teacher, as a writing skill is an issue to produce a given task, in every unit of the textbook you are highly encouraged to motivate the students towards writing words, phrases, sentences and a short text. Although this is their second time to practise an initial writing, students need various strategies to get involved in the writing. To this end, there are some lessons and activities already prepared, but you need to motivate each student to participate in doing the writing activities. To the point, continue writing relatively longer words, phrases and short sentences. "The days of the week" is the effective topic and context chosen to deliver the writing session for this section. You are expected to cover this section in five continuous periods.

Lesson 1: Matching the days of the week with their correct order

Lesson objectives:

At the end of the lesson, students will be able to:

** Write the days of the week with their correct number.*

** Write your birthday or complete in the form of conversation.*

Subject matter

- ✓ Writing (days of the week)

Materials

- ✓ Days of the week written on index cards
- ✓ Days of the week read-aloud book
- ✓ Abbreviations of days of the week's written on index cards

Presentation

- ✓ Make the class recall the seven days of the week.
- ✓ Create how students can recall the sequences of the seven days of the week.
- ✓ Use a song that will help them learn the days of the week.
- ✓ Sing the song with the students a few times and point to the days on the calendar as they sing their names.
- ✓ Before writing about the days of the week, ask some questions: Do you know the day of your birth? Do you know the day when you go for shopping?

Procedure

- ✓ Remind what they have read about the days of the week in the reading sections.
- ✓ Remind them all the essential words they have studied under word study.
- ✓ Remind the song to remember the sequences of the days of the week.
- ✓ Ask: What do you know about the days of the week?
- ✓ Why do we need to write the days of the week?
- ✓ Create your own way of teaching to write the seven days of the week.

Assessment

- ✓ Follow up
- ✓ Check spelling
- ✓ Observation
- ✓ Participation
- ✓ Ask: When do you take English quiz? (On Thursday) What day is today? (e.g. Today is Friday) Are you free on Saturday evening? (e.g. Yes, I am) Is it (the school) on Monday/ Friday/the weekend?

Answer key

Lesson 1: Matching the days of the week with their correct order

Activity 1: Match the days of the week with their correct number.

A	B
1. Monday	A. Fifth
2. Tuesday	B. Second
3. Wednesday	C. Seventh
4. Thursday	D. First
5. Friday	E. Third
6.Saturday	F. Sixth
7. Sunday	G. Fourth

Activity 2: Fill in the missing letters to spell the days of the week correctly.

M**o**nda**y** **T**ue**s**day W**e**d**n**esd**a**y Th**u**r**s**da**y** **F**rid**a**y S**a**tur**d**a**y** S**u**n**d**a**y**

Activity 3: Write the days of the week in their correct order.

Incorrect order: 1. Friday 2. Sunday 3. Monday 4. Thursday 5. Wednesday 6. Tuesday 7. Saturday.

Correct order: 1. Monday 2. Tuesday 3. Wednesday 4. Thursday 5. Friday 6. Saturday 7. Sunday**.**

Lesson 2: Writing sentences

- ✓ Dear teacher, for the lesson 2, please collect the possible answers from the students.

Activity 1: Write your birthday as in the example. Follow your teacher's instructions.

Example: My birthday is on Monday.

Activity 2: Complete the dialogue according to the example given.

Dear teacher, please create any context that enable the learners to make dialogue in pairs on the days of the week. Example, when do you go to stadium?

UNIT 3 Traffic Lights

Unit objectives:

Upon completion of this unit, students will be able to:

* *memorize/recite the traffic light colors with their meanings.*
* *mrite the colors of traffic light.*
* *use words to state color meanings of the traffic light.*
* *identify words related to significant road signs*
* *identify what each color in the traffic light means.*
* *state/define words associated with traffic rules.*
* *link specific colors to actions of pedestrians and drivers.*
* *link the traffic light colors to classroom rules.*
* *tell and demonstrate the meaning of the traffic light signs in English.*

Section 1: Oral Language

As has been mentioned, the main intention of this section is to improve students' listening and speaking expected of them. You are going to use the Traffic light colours as a main topic to present the lessons and activities. It is essential to display the traffic lights and talk about what the children know about traffic lights. However, in order to familiarize students from country side colours of cloth and shoes are presented in their textbook to bridge the gap.

Therefore, your role is very crucial as usual to pronounce the three Traffic Light colorus i.e. green, yellow and red. It is mandatory to conduct repetition drill with proper pronunciation. Gently reminder is that your lesson should consider any type of disable students.

Dear teacher, it is clear that the purpose of the unit is to teach common colors using the traffic lights. However, the writers of this book do not like to limit you only to teach the three colours e.g. red, yellow and green. Therefore, you are respectfully requested to teach all primary colours by engaging students to bring colors and paint cards with these colors and play games/dialogue in asking and naming the coloured cards. The students can post the painted cards and the respective color names on the walls of the classroom under students' names.

Lesson 1: Listen and practice the letters.

Lesson objectives:

At the end of the lesson, students will be able to:

** listen and repeat words referring to traffic light colours.*

** pronounce the sounds of traffic light colours i.e. red, yellow and green.*

Activity 1: Listen and practise saying the letters below.

Gg	Rr	Yy

Dear teacher, although you are given that only three letters (g, r and y), you are encouraged to teach at least all the primary colours i.e., green, blue and red. The main purpose of this lesson is to teach the three traffic light colours (Green, Yellow and Red). Be aware that it is important for the students to learn the other colours as well.

Students need to first acquire informational pieces before they can begin to understand color as a concept. Therefore, it might seem simple as blue is blue, before the concept of colour is understood. Students may not possess the ability to understand that light blue and navy are both blue and they lack the verbal skills to explain that to you.

Activity 2: Practise the dialogue below with a partner. Listen to your teacher's instructions.

Provide them any impoprtant colours that enable the learners to easily understand the traffic light. But, give due attention for the three colours please. Along with learning what each colour is called, students need to understand what colour represents; it's not size, nor shape, nor the name of the object, nor the texture, not the number of things showing. Constant repetition and expanding on what colours are and what they are not will help any student understand what the actual word color means. So, help them to conduct a dialogue on colours.

Activity 3: Sing a song about Traffic Light. Listen and follow your teacher.

Songs are very important for students of such grade. Therefore, give necessary attention to teach the song under *Activity 3*. Make important preparation on the song about traffic light before teaching. Use the link attached when necessary.

Subject matter

- ✓ Traffic colour lights (pronunciation)

Materials

- ✓ Pictures
- ✓ Audio and/or video
- ✓ Total physical response (TPR)

Presentation

- ✓ First, let you introduce the three colours (red, yellow and green) from the objects in the classroom.
- ✓ Try to show a little video or picture relating to the traffic signs
- ✓ Sing a song about Traffic Lights from students' textbook.
- ✓ Use it if there is a possibility to use audio or video for the same song in the text.
- ✓ Ask students to sing the song with you.
- ✓ Ask students point to the colours as they sing from their text or from blackboard.
- ✓ Instruct the students to read, listen and say the words (red, yellow / amber, green).
- ✓ Instruct the students to listen to pronunciation of the Traffic Light colors.
- ✓ Conduct repetition drill with proper pronunciation see for the chart below:

Words	pronunciation
Red	/red/
Yellow	/jeləu/
Green	/gri:n/

- ✓ Implement Total physical response (TPR): the kids stop moving in the class when they see the red color card…
- ✓ Prepare and use eye-catching posters as prompts when playing a listening game.
- ✓ Display the traffic lights and talk about what the children know about traffic lights.

Procedure

- ✓ First, give the students the traffic light cues.
- ✓ Assist the students to pretend or act like vehicles (pay attention for the rural students who have less experience about vehicles).
- ✓ Instruct other groups of students to recite poem as group in unison.
- ✓ Give due attention that those students pretending like cars/vehicles must behave according to the traffic lights (colours).
- ✓ Encourage the students to distinguish the role and the orders of each traffic colour.

Assessment

Ask the students the following questions:

- ✓ What colour means to Go for drivers?
- ✓ What colour means to Go for pedestrians?
- ✓ What colour means to Stop?
- ✓ What the colour yellow tells them to do?
- ✓ You can also ask the students like this: Are traffic lights important?
- ✓ Instruct the students to draw a sign, colour it and tell him/her one thing about it.
- ✓ Motivate your student to spell /write out a key word correctly e.g. red; yellow; stop.
- ✓ Ask them to match the colours and their meaning.

Dear teacher, there is a well-contextualized reading passage called 'Abdi and his mother's advice' to present about traffic light colours between Abdi and his mother. So, you are kindly requested to refer to to ease this unit.

Answer Key:

Activity 1: Listen and practise what your teacher says.

Dear teacher, if there is a possibility, you are requested to show traffic lights in reality.

- ✓ Make necessary observation and consider all the possible answers for Activity 1 to 3.

Lesson 2: Listen and Practice Traffic light colours

Activity 1: Listen and practise what your teacher says in your classroom.

Red: Stop. Stop.





Yellow: Wait. Wait and prepare to go.



Green: go.





Activity 2: Listen and say the vowel and consonant sounds after your teacher

A. Vowel Sounds

i	e

B. Consonant sounds

r	y	g

Activity 3: Listen to your teacher, see the colours and practise pronouncing the names of the colours. Follow your teacher's instructions.

Dear teacher, as you know there are several ways to teach about the colours. This time you are given songs about traffic colours. However, there are also colour matching memory games are another way

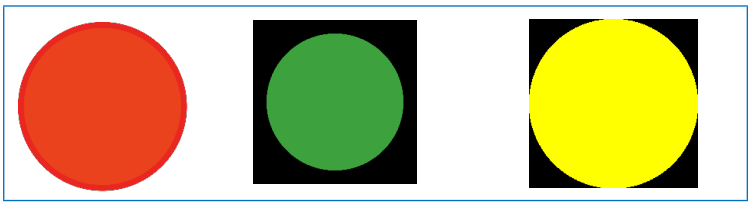
to induced color learning to students with a game. Thus, I encourage to prepare this type of games for your students when possible. Based on the typical matching game of remembering where two like cards are to make a pair. I think you can prepare different cards with pained card.

Words	Colours
Red	
Yellow	
Green	

Activity 4: Listen to the names of colours and point to each colour.

To achieve the target of this activity, just prepare different materials pained with green, red and yellow colours. Then post on the blackboard or put it on the wall. Then, you would give the opportunity for the students to ask and show each colour. You can use similar colours to teach activity five as well. See the examples below.

1. Green 2. Red 3. Yellow



Dear teacher, in order to be more successful in this unit, let you try to visit and show what traffic light looks like and let the students practise.

Section 2: Reading

The target of this section is mainly to present the reading to the students through the Traffic light colours. The section contains various lessons composed of several activities in different modalities. Attempts have been made to design reading materials that match the theme and text type to satisfy this specific section. However, you have fully privileged to create your own reading text and use additional contextualized materials to teach the reading lesson using other reading resources. Although the intention of this section is to teach reading comprehension, you also need to consider simple tense to talk about activities, reading aloud and teach integrated skills. Finally, in case there are students who need special need, consider them by preparing inclusive lesson.

Lesson 1: Read and answer about the traffic light colours

Lesson objectives:

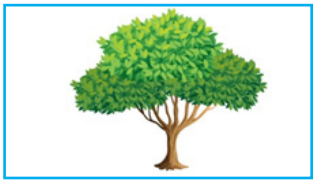
At the end of the lesson, students will be able to

* *Identify the names, the colour and the sounds of traffic light.*
* *Explain the meaning of the three-traffic light colours.*

Activity 1: Read/listen and answer the colour of the objects as in the example.

What colour is the book?		red green yellow It's red
What colour is the banana?		red green yellow It's _____
What colour is the bag?		Red green yellow It's _____

Activity 2: Read the words below and match them with the colours. See the example.

A	B
1. Red box	a. 
2. Green tree	b. 
3. Yellow pen	c. 
4. Red pepper	d. 
5. Yellow flower	e. 

Activity 3: Read the below questions out loud. Follow your teacher's instructions?

1. What is the meaning of red traffic light?
2. What is the meaning of yellow traffic light?
3. What is the meaning of green traffic light?

Lesson 2: Read Traffic light

Activity 1: Answer the following questions.

A. Discuss what you know about the colours of traffic lights with your friend?

B. Do you walk across a street?

C. Tell the meaning of each coulour of traffic light.

Activity 2: Read the text titled "Abdi's Mother Advice about Traffic Lights" silently as your teacher reads it aloud. As you read, compare how your family advises you about Traffic Lights with Abdi's mother.

Activity 3: As you read the short text, fill the gaps in the table below as in the example. Pay attention to your teacher's instruction.

Activity 4: Discuss the following questions with your partner. Follow your teacher's instruction.

A. What do you do when you see a red traffic light?

B. Can you go when you see a yellow traffic light? Yes or No. Why?

Subject matter

- ✓ Reading (traffic light)

Materials

- ✓ Pictures, texts, charts

Presentation

- ✓ You display a picture of the traffic lights (signs) describing what each sign means.
- ✓ Assist the students to write out a word /phrase /short sentence on traffic light.
- ✓ Help the students to differentiate how each word of traffic light colours begins e.g. r; g; y.
- ✓ Assist the students to read the short text and answer the comprehension questions.
- ✓ Present short reading comprehension using the present simple tense to talk about activities on different colours of traffic light (reading, writing, speaking skills integrated)
- ✓ Do the following before students read:
- ✓ Ask some questions: what do you know about traffic light? Do you know the colours of traffic light?
- ✓ While reading, encourage them to answer the comprehension questions.
- ✓ Help them to read again and aloud.

Procedure

- ✓ Guide the students what they can do before, during after they read.
- ✓ Inform them to use the picture as a clue.
- ✓ Unpack the key words in the reading text by using pictures and context.
- ✓ Ask very motivating questions to the students, especially before they read the text about Abdi and his mother on the advice about Traffic light.
- ✓ Read the text aloud to the students with some prediction questions at certain points to monitor comprehension.

Assessment

- ✓ Give students a worksheet that has traffic sign on one side and on the other separate boxes that describes each sign.
- ✓ Then, encourage the students to match it.
- ✓ Instruct the students match the signs to their meaning.
- ✓ Students are asked to match words with a picture e.g
- ✓ Stop vs red
- ✓ Wait vs yellow
- ✓ Go vs green

Answer Key

Lesson 1:

Activity 1:

It's yellow

It's green

Activity 2

1. B 2. E 3. A 4. C 5. F

Activity 3:

1. Sto 2. Wait 3. Go

Lesson 2

Activity 1:

1. Accept any possible answer.

2. Accept any possible answer.

3. Red means stop; yellow means wait; green means go.

Activity 2:

- ✓ Accept any possible answers and encourage students to talk about the advice they receive from their mother.

Activity 3

- o Yellow
- o Red
- o Yellow

Activity 4:

A. Accept any possible answer

B. No

Section 3: Writing

This section contains three lessons and several activities to enhance students' writing skills. The lessons are designed not only to present the writings on traffic light colours; rather, there are language elements, such as simple present tense, vocabularies and spelling. You help the students to participate in different modalities of writing. For example, let the students match the traffic light colours with their meaning in the space provided and fill some blank spaces. Students are not requested to write complex or compound sentences. Let you instruct them to write some words from the traffic light issues and simple sentences connected to their previous lessons. As usual, you are responsible to present your lesson inclusively to benefit special need students.

Lesson 1: Write about traffic lights

Lesson objectives:

At the end of the lesson, students will be able to

* *Write the meaning of traffic light colours.*
* *Write simple and short text.*

Activity 1: Match the traffic light under A with their meaning under B. Look the example.

A	B
1. Green	A. Stop.
2. Red	B. Go and run away.
3. Yellow	C. Wait and prepare.

Activity 2: Fill in the blank space by choosing words from the word bank. Look at the example.

Red
Yellow
Green
Black

1. Students stop whenever they see a _____traffic light.
2. Every pedestrian goes whenever there is a _____ traffic light.
3. You only cross zebra when you see a green traffic light.
4. We wait and prepare to walk during a _____ traffic light.
5. A _____ traffic light means stop or do not go.

Activity 3: Write a short answer for the following questions as in the example. Pay attention to your teacher.

1. What do you do when you see red traffic light?

   I stop when I see red traffic light.

2. What do you do when you see yellow traffic light?_____

3. What do you do when you see green traffic light?_____

Activity 1: Say true if the sentence is correct and false if it is incorrect. Follow your teacher's instructions.

1. I stop when I see green traffic light. _____
2. I go when I see green traffic light. _____
3. I wait and prepare when I see yellow traffic light. _____
4. I never cross when I see the red traffic light. _____
5. I go when I see yellow traffic light. _____.

Activity 2: Write the scrambled colours of traffic light words correctly as in the example.

Scrambled	Unscrambled
eGenr	
olYlew	
deR	Red

Activity 3: Write the meaning of each traffic light colours in their order.

Colours	Meaning
1	
2	
3	

Subject matter

- ✓ Writing (Traffic light)

Materials

- ✓ Charts, pictures, video/audio, poster
- ✓ Large Paper (black, red, yellow, green, blue, white…)
- ✓ Large chart paper with — The Traffic Light poem printed on it

- ✓ Printed transcript of the text lesson Traffic Lesson for Kids: Rules and Safety and hard copies of the lesson.
- ✓ Traffic Light Audio/video equipment
- ✓ Visual aids/Pictures / showing common road signs (including):
- ✓ Caution
- ✓ Stop sign

Presentation

- ✓ Conduct spelling and capitalization exercises.
- ✓ Conduct dictation exercise on key words e.g. zebra, yellow, green, red
- ✓ Assist students to write the meaning of each sign under a picture given.
- ✓ Example: The red light says _____. The_____ light says WAIT. The green light says____
- ✓ Continue writing relatively longer words, phrases and short sentences.
- ✓ Encourage students write/spell out traffic light colors/words.
- ✓ Help them to match Traffic light meanings with colors (match color& meaning)
- ✓ Spelling: Print the correct letter in the space for each word.

Procedure

- ✓ Advise students to talk and write about colours in the classroom.
- ✓ Let them write the traffic light colours as they remember first.
- ✓ Then, advise them to write traffic colour in their correct order.
- ✓ Now give them any topic in which they can write.

Assessment

- ✓ Trace and copy traffic lights colors
- ✓ Write the meanings of traffic lights in order:
- ✓ Red _____
- ✓ Yellow/Amber _____
- ✓ Green _____
- ✓ Put the jumbled colours of traffic lights in the correct meanings
- ✓ What do you do when you see red/yellow/ green light?
- ✓ What does red/yellow /green mean? _____

Answer key

Lesson 1

Activity 1: Match the traffic light under A with their meaning under B

1. B 2. A 3. C

Activity 2: Fill in the blank space by choosing words from the word bank

1. Stop 2. Green 3. Green 4. Yellow 5. Red

Activity 3: Write a short answer for the following questions as in the example.

2. I stop when I see yellow traffic light.

3. I go when I see green traffic light.

Dear teacher, you can collect any possible sentences from your students for the above activity.

Lesson 2

Activity 1

1. False
2. True
3. True
4. True
5. False

Activity 2

- **Green**
- **Yellow**
- **Red**

Activity 3

Colours	Meaning
Green	Stop
Yellow	Prepare
Red	Stop

Section 4: Word Study

This section is the continuation of the previous sections under this specific unit. Although the target of the lesson is mostly to present words related to the traffic light, there are possibilities to extend and present the activities in integrated way. As a result, when you introduce new words, try to use different strategies like, pictures or other visual colours.

Lesson 1: Make a sentence

Lesson objectives:

At the end of the lesson, students will be able to:

** Identify specific words to construct simple sentences on traffic light.*

** Use appropriate vocabularies when writing short text.*

Subject matter

- ✓ Word study (Traffic light colours)

Materials

- ✓ Image of a cross walk (Image from the lesson).
- ✓ Cross walk sign (showing 'walk' and 'don't walk').
- ✓ Coloring-in pages with full page images of common road signs; Posters.

Presentation

- ✓ Encourage students to use appropriate words to talk about traffic light.
- ✓ Present related words and phrases of Traffic lights vocabulary:
- ✓ Example: red, green, yellow, amber
- ✓ yellow light, red light, stop light, green light
- ✓ cross a street, caution, be careful, stop, walk, yield, wait, zebra
- ✓ Teach key words: Pedestrian, cross walk, Zebra, Traffic,

Procedure

- ✓ Give students a range of directions, instructions and messages in structured and meaningful ways to use the words in traffic light.
- ✓ Assist them to identify correct words to solve problems during traffic light.
- ✓ Encourage students to integrate those traffic light words to use with appropriate grammar, vocabulary and tone.

Assessment

- ✓ Provide the students exercises to learn what each word associated with traffic light mean.
- ✓ Instruct the learners to match the word with the pictures.
- ✓ Coach each student to name the traffic signs.
- ✓ Use any possible teaching aid e.g. flash card exercise about traffic lights colors vocabulary.

Answer key

Activity 1: Say each of these words in a chart and make your own sentences as in the example.

yellow light	cross a street
red light	Zebra
green light	Wait
walk	Pedestrian
caution	Stop sign

Example: I always use zebra to cross a street.

- ✓ Dear teacher, please entertain any possible answers from your students as in the example.

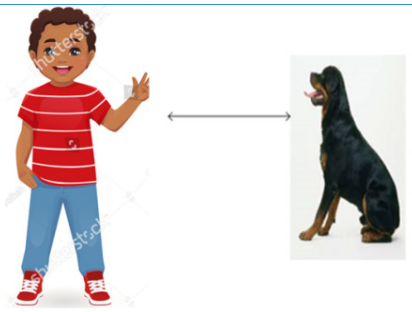
Activity 2: Learn the following words from the picture.

- ✓ For this activity (2), based on the picture students are going to mention the words after they identify from the picture. You can also collect any related and possible answers from your students.

Lesson 2: Make a sentence using 'this, that, these and those'

Activity 1: Make a sentence by using 'this and that' by looking at the picture





A. _____

B. _____

Dear teacher, do not limit your students only on the given picture to teach These and Those. Therefore, I encourage you to use the real objects in the classroom to motivate in making sentences by using These and Those.

Activity 2: Make sentence by using 'these and those' by looking at the picture.



A. _____

B. _____

Dear teacher, do not limit your students only on the given picture to teach These and Those. Therefore, I encourage you to use the real objects in the classroom to motivate in making sentences by using These and Those.

Activity 3: Mention each word in the place of numbers.



1. _____ **2.**_____ **3.**_____ **4.** _____

Section 5: Expressions/dialogue

It is the matter of fact that, this section is not going to present any new lesson. However, the lessons and activities are presented in a way that students can practice a dialogue with their partner with the already obtained skills. Therefore, you are highly encouraged to create a conducive environment in which your students can conduct a conversation specifically on traffic light or another. Moreover, you need to motivate and initiate your students to express their ideas and opinions using a wide range of vocabulary on the traffic light. However, this time, you still continue familiarizing your students introducing some new words, correct grammar (simple present tense) and to speak loudly. Finally, give due attention; in case, there is a hearing impairment student in your class. This section takes about three periods to be covered.

Lesson: Practise the dialogue on traffic lights

Lesson objective:

At the end of the lesson, students will be able to

** Make a conversation on a traffic light and other related issues with their partner.*

Activity 1: Practise the following dialogue about direction at traffic light with your partner.

Dear teacher, please motivate them to participate in speaking about the direction on traffic light.

Activity 2: Listen and practice traffic rule.

As much as possible, help them to differentiate red traffic light from yellow and yellow from green.

Activity 3: Before concluding this unit, sing a song about colours of Traffic Lights again.

The song about traffic light colour is very important for the students to realize the colours of traffic lights. So, motivate your students to sing the song of traffic lights.

Subject matter

- ✓ Expressions (Imperative and present tense)

Materials

- ✓ Large chart paper.
- ✓ Printed transcript of the text lesson Traffic Lesson for students: Rules and Safety and hard copies of the lesson.
- ✓ Traffic Light Audio/video equipment
- ✓ Visual aids/Pictures / showing common road signs (including):

Presentation

Because you have already used traffic light colours in different sessions, you can relax and make this way: create a context.

Ask: what do you do when traffic light turns red?

- ✓ Turn left/right at the traffic lights.
- ✓ Don't turn right at the traffic light.
- ✓ Stop when the traffic light turns red.

Procedure

- ✓ Explain the meaning and the difference between traffic light colours to the class.
- ✓ Create a context in which some students can pretend like cars, others as a traffic light and other as pedestrian.
- ✓ Try to arrange to visit traffic light if there is a possibility.
- ✓ Present cards in three colours i.e. red, yellow and green and let students read according to the meaning.

Assessement

- ✓ Observation.
- ✓ Conduct various conversations.

Answer key

- ✓ Consider all the possible answers based on the activities.