English Language Grade 1 second semester Contents for 2013

Grade 1 English									
No	**unit**	**Week**	**Book**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
1	4	16--17	2	Oral language: Colors: Reading sentences Segmenting: eg Pen = /p/ /e/ /n/ Bag = /b/ /a/ /g/ Blending: /d/ /o/ /g/=dog /c/ /a/ /t/=cat	Listening, & speaking reading & Writing	6	1 -25	Students would be beneficial if they study oral skills before hand	Learners acquire how to relate English alphabets and sounds; develop the ability of producing sounds and words. and these encourage them to enhance their interest to utter sounds, words, and sentences. The teacher models the sounds and let the students repeat after him.
2	5-6	18-21-	2	Oral language: Animals in the house, “What is this? It’s a--- • Food Items Tee, meet, cheese,	Listening, & speaking reading & Writing	6	26-41	In this section of the lesson, students	The lesson would support students to ask questions what they observe and give answer

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				egg : • Fruits: orange, grapes, apple • Vegetables: carrot, tomato, potato • Drinks: water, juice, milk,				acquire new concept about house animals' and continue in the subsequent lessons.	properly. This lesson encourages students to speak and listen to utterances which will help them to acquire new knowledge. -Introduce and model the sounds and then let the students utter/say after him/her
3	7	22 23	2	Oral language: I like banana Identifying fruits • The food I like Matching words with their corresponding pictures • Animals I like and dislike Reading sentences • The Foods and Drinks I like"	Listening, & speaking reading & Writing	6	42-55	The lesson contains dialogue which introduce the new language item and it gives students additional	The lesson gives students to acquire new sentence construction structure and this imitate them to add more contents to their language faculty. The more they get newly language structure, the better to be

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								opportunity to practice the language item.	skillful and knowledgeable. Encourage students to participate in the dialogue.
4	8-9	24-30		Oral language: Tell where the animals are: behind Matching sentences with pictures. Reading short passage Letter Sounds: Blending and segmenting Oral language: Where are the books? On, in, under, Infront of Reading sentences I can _____. Read, write, walk, jump, play Letter sounds:	Listening, & speaking reading & Writing	1	56-103	This lesson is selected to summarize the language structure learned in the previous lessons.	Students will develop listening and speaking skill through the target language structured they have studied and able to enhance their interest and skill. The teacher can deliver the content using flash cards of foods.

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				Segmenting and blending of words The Cat is on the chair. Drawer and dresser Listening the description of cat's position					

English Language Grade 2 second semester Contents for 2013

Grade 2 English									
No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
1	8-9	16-18	1-5	• Oral Language • Reading • Writing • Word Practice •	Listening, speaking reading & writing	6	1-31	Students would be beneficial if they study oral skills before hand ,The content presented under this section is selected because of its significance and level of utility and help students to stabilize the	Listen and show objects in pictures that are named., students bring their classroom objects to the front of the class and the teacher model sentences using “(Sara) doesn’t have a (rubber)” and students repeat. Then say the sentence with your students. Finally, allow students to construct they develop confidence and have positive attitude. Therefore, the
2	10-11	20--24	1-5	• Oral Language • Word Practice	Listening and speaking	6	**34-63**	This lesson reinforces students practice about	The lesson give attention for sound differentiation; thus, students will get a

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				• Writing • reading				asking questions and responding correctly.	chance to realize blending and segmenting of phonemes and words. Therefore, it provides additional skill and knowledge to students.
3	12-13	25-27	1-5	• Oral Language • Word Practice • Readin • Writing g	Listening reading speaking and writing	6	68-95	This lesson is selected to encourage students in order to moving their bodies when they hear action words from the teacher.	Students will develop listening and speaking skill through the target language structured they have studied and able to enhance their interest and skill. The teacher can deliver the content using flash cards of action words.
4	13-14	28-30	4	• Oral Language • Word Practice • Vocabularg • Reading Fluency • Grammar	Listening, speaking	1	96	The content presented under this section is selected because of its significance and level of	This lesson accommodates almost all major skills and able to impart the necessary skills to students mentioned in the subsequent lessons. Use picture cards which

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								utility.	depict types of transportation and invite students to play “Stand up” and “Sit down” game. • Students will pronounce compound words correctly; read a text about the days of the week and answer questions, segment compound words

English Language Grade 3 second semester

Contents for 2013

Grade 3 English									
No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
1	6	16-18	1 -4	• Listening • Speaking • Word Study • Reading Fluency • Vocabulary • Grammar	Listening, speaking reading & Writing	6	1-23 -	Students would be beneficial if they study listening skills before hand	Students will make prediction then listen to a text about days of the week and answer questions, they will also talk about days, months and years
2	7	19-21	1-4	• Word Study • Reading • Vocabulary • Listening • Speaking • Grammar	Listening, speaking reading & Writing	6	24-41	The content presented under this section is selected to stabilize the previous learned material.	Students will read words loudly realizing the sounds they are protruding and make prediction about the reading text. They will match words with their correct pictures. The teacher should focus on [illegible]
3	8-9	22-26	-	• Word	Listening,	6	45-77	The content presented	Students will read words loudly realizing the

Grade 3 English									
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				Study • Reading • Vocabulary • Listening • Speaking • Grammar	speaking reading & Writing			under this section is selected to stabilize the previous learned material.	sounds they are protruding and make prediction about the reading text. They will match words with their correct pictures. The teacher should focus on pre-reading, while-reading, and post-reading activities to be done well.
4	9-10	27-30	3	• Word Study • Reading • Vocabulary • Listening • Speaking • Grammar	Listening, speaking reading & Writing	6	81-103	In this section of the lesson, students reinforce about different colors which they have already	The lesson encourages students to practice reading with fluency; this can be achieved through repetition and reading slowly paying attention to reach word. So, the teacher should follow student's performance and encourage them. The

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								learned and continue in the subsequent lessons.	grammar section is better to deliver students through action like study, listen, read, etc.

English Language Grade 4 second semester Contents for 2013

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1	6	16-18	1-5	• Word Study • Reading • Vocabulary • Reading	Listening, speaking reading	6	1-23	Students would be beneficial if they study	Listening is a skill that human kind obtain first naturally; so, language learning should follow the same to begin.

Grade 4 English									
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				Fluency • Grammar	& Writing			oral skills before hand	Therefore, children should study this skill at this stage, the content which address their interest. The teacher is advised to show students how we ask and tell time; then facilitate to be attempted by students all pre, while, and post listening activities.
7	7	19- 21		• Word Study • Reading • Vocabulary • Reading Fluency • Grammar	Listening, speaking reading & Writing	6	29-40	This lesson would help students to stabilize the skills gained from the previous lessons.	In this lesson, vocabulary study objectives can be achieved through supporting with reading materials which incorporate selected vocabularies from students text book. To study meanings of vocabulary; writing sentences should be alternative approach. to develop the speaking skill of children, dialogues is one of other types of tasks but the teacher can add more activities like, information gap activities and others. Encourage students to work in pairs and tell them to report their task to the class.

Grade 4 English									
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3	8-9	22-26	1-4	• Word Study • Reading • Vocabulary • Reading Fluency • Grammar	Listening, speaking reading & Writing	6	41-75	The content presented under this section is selected because of its significance and level of utility.	In order to maximize the reading fluency of students, the teacher should read “A Busy Farmer.” aloud with accuracy and appropriate rate to be listened enough. Read the text at least twice. The grammatical item ‘verb to do’ should be exercise with additional material prepared by the teacher.
4	9-10	27-30	4	• Word Study • Reading • Vocabulary • Reading Fluency • Grammar	Listening, speaking reading & Writing	6	76-103	This lesson would help students to stabilize the skills gained from the previous lessons.	In this lesson, vocabulary study objectives can be achieved through supporting with reading materials which incorporate selected vocabularies from students text book. To study meanings of vocabulary; writing sentences should be alternative approach. to develop the speaking skill of children, dialogues is one of other types of tasks but the teacher can add more activities like, information gap activities and others. Encourage students to work

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									in pairs and tell them to report their task to the class.