

English for Ethiopia

Grade One

Teacher's Guide

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FROM THE AMERICAN PEOPLE

English for Ethiopia

Teacher's Guide Grade 1

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INTRODUCTION

This *Teacher's Guide for English for Ethiopia, Grade 1* contains many new features which we hope you will find useful. You will need to familiarize yourself with the contents and structure of the Guide before teaching from the Student's Book. When you first start to use the book, we recommend that you get together with the other English teachers in your school to discuss the contents and methodology and plan together how best to achieve the expected learning outcomes for your students.

1. The New English Syllabus

We have closely based this edition of *English for Ethiopia, Grade 1* on the new English Syllabus produced by the General Education Curriculum Framework Development Department of the Ministry of Education in April 2008. In their introduction, the syllabus developers explain the rationale for the new version. We recommend that you read this rationale carefully to fully understand its purpose. You should also refer to the syllabus when you are planning your lessons, as it gives a clear outline of the Objectives, Competencies, Content/Language Items, Suggested Learning Activities and Resources, and Assessment Criteria for each unit.

2. The Main Features of the *Student's Book*

The first thing you may notice about the Student's Book is that the illustrations are printed in colour. Research into the cognitive development of young children has shown that they learn best by using all of their senses, i.e. by touching, feeling, smelling, tasting, and hearing real objects. When learning about people, animals, and objects from pictures, it is therefore recommended that the pictures represent real objects as closely as possible (i.e. it is easier to learn the word *tomato* if the picture used to teach the word not only shows the correct shape of a tomato, but also realistically is coloured red).

Secondly you will see that there are very few words printed in the book. When learning new words and language items, it is important for students to become fully acquainted with their sounds by listening to them and saying them before they see them in print or try to write them.

When an object or picture is labelled with a word, students quickly learn to recognize the shape of the word and to associate it with the correct person, animal or object, but they cannot truly be said to be "reading" until they can sound out the word from its letters and conceptualise it.

3. The Main Features of the *Teacher's Guide*

This Teacher's Guide is much thicker than previous guides. This is because guidance is given to even the least experienced Grade 1 teacher on how to develop his/her students' English skills. At first, you will need to study each lesson in the Teacher's Guide very carefully before planning and teaching the lesson. As you become more familiar with the structure of the book and more confident to teach in the new communicative way the Student's Book requires, you will find that lesson planning becomes easier and takes you less time.

Each unit starts with a list of the “Learning Outcomes” taken directly from the Syllabus and each lesson starts with the “Focus” (i.e. the skills that students will practise in the lesson). For many lessons, guidance on the approach recommended for you to use in teaching the lesson is given under the heading, “Methodology.”

The description of resources, activities to be used, and the instructions to the teacher are printed in italics. The boxed text in bold print shows the actual words the teacher should say or the correct form of words that the students should say. We hope that providing a suggested script will ensure that you are in no doubt about the correct word or words to use in English. However, you are not required to stick only to this script. If you are confident, you can change it or adapt it to your students’ needs.

4. The Communicative, Learner-centered Approach to Teaching and Learning

The approach to language teaching and learning used in the new textbook and *Teacher’s Guide* is communicative, skills-based, and learner-centered. That is to say, the English that is introduced to students and that they learn and practise is meaningful and relevant to them as individuals and for their social interaction with others. Also, the activities through which they learn have a real purpose and context.

We aim to make the first year of English learning interesting and enjoyable for students by giving them the opportunity to be creative, to play, and to have fun. The focus is on the skills of listening, speaking, reading, and writing, in that order. Vocabulary items and structures or grammar are integrated into the practice of these four skills. Activities are suggested through which the students can communicate with each other in a variety of ways: pairs, groups, and whole class. Their natural curiosity and appetite for discovery are reinforced with handling and talking about real objects and interpreting pictures; and their enjoyment of language and learning is encouraged through games, songs, and stories.

English for Ethiopia, Grade 1, aims to foster in students a positive attitude to language and language learning by helping them to discover links between their mother tongue and English. Students are encouraged to relate English words to words in mother tongue and to interpret and discuss in their mother tongue stories read to them in English. This is a departure from former classroom practice, in which mother tongue was effectively “banned” from the English classroom. A word of caution about the use of mother tongue, however: please do not indulge in lengthy discussions and off-the-point teaching in mother tongue during the English lesson. Try to keep the use of mother tongue really simple and use it only as a tool to give the students access to the meanings of difficult words, ideas, and concepts that are actually expressed in the English. In other words, use mother tongue only when necessary.

Perhaps the most important attitudinal and pedagogical change this new approach requires of teachers is that they reinforce the positive in their students by praising them for the things they do right instead of discouraging them by correcting every single error. Accuracy will develop through practice by using a variety of good language models and catering to different learning styles: visual, auditory, physical, individual, interpersonal, musical, etc. Spontaneity and fluency will develop through recycling language through a variety of activities and learning the sounds and rhythms of English by reciting rhymes and singing songs.

5. Teaching Speaking and Listening

The main focus of Grade 1 is building students' oral communication skills. The language they learn is functional, relevant, and realistic; and the vocabulary and structures are appropriate for their ages and stages of cognitive development.

In a communicative, interactive approach, listening and speaking go together. Many lessons in Grade 1 will begin with showing students real objects or pictures and naming them or talking about them while students listen. Sometimes the teacher will model vocabulary or a social interaction by pointing, miming, and using other body language while introducing new language items. Students will then move to imitating the actions and sounds to name the objects or form the model sentences themselves.

Children love rhythm and music. They can learn pronunciation and intonation in an enjoyable way by reciting rhymes and singing songs. Combining actions with the rhymes and songs helps students to internalise the sounds and rhythms.

6. Teaching Reading

Just as listening comes before speaking, reading (a receptive skill) should come before writing (a related productive skill). Seeing and feeling the shapes of letters and words (e.g. by tracing them with the finger) are the prerequisites for forming them on paper.

The letters of the alphabet are taught first as lower case (small) letters. It is not until the end of Grade 1 (Unit 15) that students are actually taught to match lower case with upper case (capital) letters. This is because capital letters are only used at the beginning of proper nouns and at the beginning of sentences. (Sentence reading is not introduced until students are fully familiar with single words and short phrases.) If commercially produced alphabet posters or strips of alphabet letters are used, they are often printed in capital letters. Also, "The Alphabet Song" is often printed in capital letters. It does not matter if students are exposed to these passively before they come to learn formally to recognise the relationship between A and a, B and b, etc., and to pair them.

The order in which letters are taught in the Student's Book and Teacher's Guide is based on the frequency each letter is used in English. The individual letters are taught first by name, as in the alphabet, starting with a, t, and e in Unit 1 before the children start to learn their sounds in Unit 9, which is where true reading begins.

7. Teaching Writing

The first thing young children need to do when learning to write is to practise making controlled movements. We can help them to do this by encouraging them to make big, bold shapes and patterns using their whole body before they are introduced to handling different writing implements and making marks on the chalkboard, on individual boards, or on paper, i.e. down = top of head to waist, round = circle around face, the letter p = hands in circle out to the side while standing.

In Grade 1 the focus is on copying letters and modelling words, rather than producing and writing words from memory. Copying regular patterns and letters requires students to develop complex fine motor skills. They should be encouraged with praise for holding their writing implements correctly, keeping patterns uniform, forming clear letter shapes, and placing letters correctly between the guidelines.

Precise instructions are given on the way each letter should be formed and the words you should say to help students to help them to form the letter correctly. Please memorise these instructions, so that they become automatic to you, particularly if you have become used to a different way of doing things. Also, be sure to show students how to use guidelines correctly and to write the letters in their exercise books in a correct relationship to the lines on the page, i.e. the letter e written in the lower half between two lines, the letter l starting just below the top line, the tail of the letter g going below the bottom line, etc. If exercise books have very narrow lines, it is a good idea to rule out wider guidelines, using two lines for each letter and leaving a space of one line between the lines of letters.

Try not to discourage students' efforts by pointing out only the things they are doing wrong. Encourage them by asking them to show you the patterns and letters they think they have done best.

Note: If students have difficulty copying printed letters, try giving them cut out letters in different textures to feel, or give them stenciled (punched out) letters to fill in.

8. Vocabulary

At the end of the Grade 1 syllabus there is a list of recommended vocabulary for you to refer to. This is, however, by no means a complete or definitive list. You should choose vocabulary from this list that is relevant to your students and add other words that reflect their local environment, social circumstances, and particular experiences and interests. You should recycle vocabulary as much as possible and in a variety of ways. Research tells us that students need multiple exposure to a work in order to learn it. We have suggested some vocabulary games that you can use. Such games can be used at the beginning and end of lessons or as energisers when the class is getting listless. Encourage your students to find connections between words and to build their own vocabulary categories. Groups of teachers and students could draw wall charts (word walls) to illustrate the words learned in English lessons or make class picture dictionaries.

9. Grammar

Please do not give your students lengthy explanations of grammar rules when introducing them to the structures of English. In the lower grades they are meant to internalize the rules through using the language in communication. If they make grammar errors, such as omitting the letter s from the he/she form of a verb or from a plural noun, do not tell them they are wrong, just gently reinforce the rule by repeating the correct form and giving them a little more practice.

10. Lesson Planning

Your school director and supervisors will expect you to produce annual lesson plans to show how you intend to fit the lessons in the textbook into the school year. You may have to produce official weekly lesson plans as well. When you are planning for the purpose of teaching, however, you need to be much more detailed.

Before starting a new unit, you should consult the Syllabus carefully to understand the learning objectives and competencies. You should then read through the Teacher's Guide to see how the proposed lessons fit into the objectives provided in the Syllabus.

On a weekly basis you should plan each lesson carefully to fill in the time allocated with meaningful activities for the students, thinking of how you will introduce each lesson, review the concepts from the previous lesson or lessons and look forward to what is to come next. Practise singing the songs and reading the stories out loud before you introduce them to the students so they are very familiar to you. Share ideas with colleagues.

If lessons require you to make teaching aids/learning materials, share the tasks among colleagues. Get the faster workers among your students to organize teaching aids such as real objects, picture cards, and flashcards for you before or after use.

Write notes on your lesson plan at the end of each week (or preferably at the end of each lesson) to remind yourself of things that went well and things you will have to work on for a more meaningful lesson next time.

11. Assessment

As you know only too well, you are required to assess your students on a continuous basis. Many of the activities in the Student's Book and Teacher's Guide can be used for assessment as well as practice. You should keep a record of each student's performance in class and look regularly at his/her exercise books to judge the student's competency and record achievement.

You are given some suggestions for assessment activities based on the competencies. This is usually in the area of speaking and listening, as these skills are the primary focus of English in Grade 1. You should build this specific assessment into your lesson planning at the appropriate stage.

The last lesson in each unit is a review lesson which gives you another opportunity to judge your students' progress. Remember that it is not only the teacher who can assess; students can be encouraged to meet assessment targets by doing self and peer assessment activities. Try hanging a chart on the classroom wall with the students' names listed on it. Each time a student achieves an assessment target (Minimum Learning Competency) or judges that his/her partner has achieved a listed target, he or she can put a mark beside his/her own name or a partner's name on the chart.

12. Let Us Have Your Views

The process of teaching and learning is constantly evolving and new methods and activities are forever being developed. If you have comments on the Student's Book or Teacher's Guide for Grade 1 English, please get in touch with us, either directly or through your Regional Education Office. We will incorporate your good ideas, correct any errors, and improve on problem areas in our next edition.

UNIT 1: GREETINGS

Learning Outcomes: Students will be able to

- exchange greetings and give their names and grade.
- name objects in the classroom environment.
- follow classroom instructions.
- identify and read alphabet letters e, a, t.
- use writing implements correctly.
- use a pencil to draw patterns of straight lines and circles used in forming English letters.

Assessment:

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

Speaking and listening: In pairs students practise meeting each other for the first time. One student points to an object and the other says the object.

LESSON ONE

Focus: Listening, Speaking

Methodology:

- Whenever possible use methods such as gesture, pictures, and real objects to show students what to do.
- Use mother tongue on a limited basis to promote comprehension of words and concepts to be learned when they cannot be conveyed in other ways.
- Introduce new words by speaking slowly and clearly.
- Introduce a new concept by demonstrating what to do (model).
- Allow students to use body language as well as words to communicate.

Introduce students to the student book by showing them the cover and reading the title. Then explain that the United States of America helped to give this book to first grade students and teachers in Ethiopia.

Explain how to use these student book features: Table of Contents, page numbers, moving left to right, top to bottom to find pictures, and lesson numbers. Show students each feature of the student book as you talk about it.

1. Table of Contents
Explain that the Table of Contents shows the unit number, the title of the unit, and the page number where each unit starts.
2. Page numbers
Explain that the page numbers are the numbers at the bottom of each page. The numbers are in order, starting with the number 1. Explain that each time students need to practise something they are learning, they will find the correct page number in the student book.
3. Moving left to right, top to bottom
Explain that students will start to read at the top of the page and move from the left side of the page to the right side of the page.

4. Lesson numbers

Explain that there are 15 units in this book. Each unit has separate lessons. Each lesson has its own number, written as a word. The lessons are not listed in the Table of Contents.

Introduce Lesson One by telling students to look at the picture in Unit One, Lesson One. Point out the page number for this lesson. Explain that this picture shows what students do when they first see each other. In English this is called greeting each other.

Use your hands to show students that they must stand up. Say:

Stand up.

If necessary, say good morning in mother tongue and then in English say:

Good morning.

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

If necessary, say good afternoon in mother tongue and then in English say:

Good afternoon.

Move your hands to show that all students are to speak out loud at the same time. Repeat together until students understand. Walk around the classroom and say good morning or good afternoon to individual students. Each student will repeat the same greeting.

Model in front of the class. Point to yourself and say:

My name is _____.

Point to individual students and say:

My name is _____. What is your name?

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

My name is _____. What is your name?

Bring students in pairs, to the front of the class. Say:

Come here.

Tell them to take turns and say:

My name is _____. What is your name?

End the lesson with the "Goodbye Song."

Goodbye, goodbye teacher. See you again.

Goodbye, goodbye teacher. See you again.

Lesson Summary: Tell students that today they learned how to say greetings in English and how to ask a question and tell their names using English sentences.

Vocabulary: good morning, good afternoon, name, stand up, come here

Language Patterns: My name is _____.

question: What is your name?

LESSON TWO

Focus: Listening, Speaking

Greet students with good morning or good afternoon and have them repeat the greeting together out loud. Ask, what is your name? Call on individual students to respond by saying:

My name is _____.

Introduce the word father. Say father in mother tongue and then in English. Write the word father in both languages on the chalkboard. Ask students to repeat after you.

My name is _____. My father's name is _____.

Tell students to talk in pairs. Tell them to say the following.

My name is _____. My father's name is _____.

Explain in mother tongue that when we start school we are in grade one. To tell what grade we are in, we can say, I am in grade one. In English tell students to listen carefully as you say:

I am in grade one.

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

Ask students to talk to a partner and say:

Hello/Good morning/Good afternoon.

What is your name?

My name is _____.

My father's name is _____.

I am in grade one.

Hold or point to the following objects in the classroom. Say each word clearly and tell students to repeat after you together out loud. Do this several times for each word. Say:

a pencil	a book	a bag
a desk	a bench	a chalkboard

Tell students to look at the pictures of these classroom objects in Lesson Two in their student book. Say the name of each object in English. Be sure to move from left to right in each row. Ask students to repeat together out loud after you and show you the correct picture by pointing to it. Then ask students to point to each real object in the classroom and say the word together out loud in English.

Tell students to talk in pairs and point to real objects or the pictures in their student book, while saying the name of each real object or picture.

Use hand movements to tell students to stand up. Say:

Stand up.

Use hand movements to tell students to sit down. Say:

Sit down.

Ask all students to stand up and point to an object in the classroom as you say its name in English. Say:

Show me a _____.

Ask individual students to point to the picture of each object in their student book as you say its name in English.

bag	bench	book
chalkboard	pencil	desk

In English, ask individual students to stand up and say the name of each classroom object as you point to it or hold it up. Then, in English, tell students to:

Sit down.

Lesson Summary: Ask students what they learned today. After they answer tell students that today they learned how to tell something about themselves in English. Tell students that they learned the English names of some objects in the classroom and the meanings of the commands stand up, sit down, and show me.

Vocabulary: father's, grade, pencil, book, bag, desk, bench, chalkboard, sit down, stand up

Language Patterns: commands: Show me _____. Point to _____.
Sit down. Stand up.
My father's name is _____.

LESSON THREE

Focus: Listening, Speaking

Methodology:

- Use songs to learn concepts.
- Use picture cards and a shash board.
- Play games.

Greet students in English. Sing the “Good Morning Song.”

Good Morning Song

Good Morning,
Good Morning,
How are you?
I'm fine, thank you;
I'm fine, thank you;
And you?

Good afternoon,
Good afternoon,
How are you?
I'm fine, thank you;
I'm fine, thank you;
And you?

1. Practise the song before you go to class.
2. Sing the song a few times for students to hear.
3. Use gestures to help them understand the words.
4. Sing the song line-by-line and have students repeat after you. Do this many times.
5. Sing the whole song together.
6. Have just the girls sing the song with you, then the boys.
7. Have groups of students sing the song, if possible, without your help.
8. Finally, sing the whole song together out loud.

Tell students to repeat after you. Say:

Repeat after me. This is a _____.

Point to objects in the classroom and name them. Students should repeat together out loud after you.

Tell students that they must point to the correct object in the classroom when you say:

Show me a _____.

Use this English sentence pattern to tell students what to show (pencil, bench, bag, book, chalkboard, desk).

Introduce a guessing game.

1. Prepare pictures of a pencil, a bench, a bag, a book, a chalkboard and a desk. These pictures also are in the student book in Unit One, Lesson Two.
2. Show each picture one-by-one and ask students to name it together out loud.
3. Place the pictures in pockets in the shash board so that students can see them.
4. Ask individual students to come to the shash board and show you the picture you name.
5. Turn over the picture cards so that the pictures cannot be seen by students.
6. Ask individual students to come to the shash board. They will choose a card, turn it over, and show it to the class. As the student turns over the card to show the picture, he/she will say the name of the object on the

picture. If the student is correct, hold up the card and ask the students to repeat the name of the object together out loud.

7. If the student does not correctly name the object on the picture card, ask another student to come to the shash board and try to name the picture.
8. Follow this method with other students until all pictures are named correctly.

Another similar game follows.

1. Hide a card in your bag or pocket and ask:

What is in my bag/pocket?

2. Ask several students to come to the front of the class and guess which card is hidden in your pocket. They will say the name of an object, e.g. a pencil.

This is a _____.

3. If they guess correctly hide another card for the students to guess.
4. Do this until all cards have been guessed.

Tell students to work with a partner to ask for classroom objects. Model this with four to six students. Use gestures as you say:

Give me a _____.

Walk around the classroom and check students' word pronunciation and correct identification of objects as they use words and gestures to ask for classroom objects.

Lesson Summary: Tell students that today they learned how to understand and use more English words. They also leaned how to sing a song and play a guessing game.

Vocabulary: repeat, show, give, pocket

Language Patterns: commands: Repeat after me. Show me a _____.

Give me a _____.

naming: This is a _____.

question: What is in my bag/pocket?

LESSON FOUR

Focus: Listening, Speaking, Pre-reading, Pre-writing

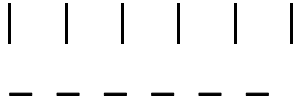
Methodology:

- Using a kinesthetic approach to learning means helping students to use the body to learn and practise concepts. For example, when students make letters in the air, they are using their bodies to learn and practise concepts. This is kinesthetic learning.

Greet students in English by singing a greeting song.

Review greetings and other personal details such as name, grade, and father's name. Then review names of classroom objects. Ask several students individually to greet you and give some personal details. Ask others to use the language patterns from Lesson Three to name classroom objects.

Show students how to hold their pencils. Model and practise drawing the patterns in the air. Draw the patterns on the chalkboard and have students copy them on their desk top with two fingers. Ask students to use two fingers to trace these patterns that are between lines in their student book. Explain to students that the middle dotted line is to help them to know how tall to make the letters. Tell students that their exercise book does not have this line. They must pretend that the middle line is there.



Show them on the chalkboard how to fit the pattern in their exercise book. Have students practise the patterns in their exercise book. Walk around the classroom, checking that students are holding their pencils correctly. Praise them and encourage them to improve their patterns.

Explain to students in their mother tongue that they will learn how to read and write one English letter at a time and that will help them read and write words in English.

The Letter †

Write † on the chalkboard and say:

This is the letter †.

As you write this letter say:

down, across.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter in the air say:

This is the letter † – down, across.

(You also could draw an imaginary line from your head to your knees and say, “Long line down;” and an imaginary line from shoulder to shoulder and say, “Lline across. This is the letter †.”

Ask students to stand up. Tell them to write the letter † in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter † – down, across.

Ask students to show a partner how to make the letter † in the air. As they make the letter, have them say,

This is the letter † – down, across.

Tell students to use two fingers side-by side to form the letter † on the top of their desks while saying the name of the letter. Then ask students to trace the letter † in their student book.

This is the letter † – down, across.

Then tell them to write the letter several times in the air.

Write the following letters which are in the student book and on the chalkboard:

†	†	a	†	e	†	†	e	a	†	a	†
---	---	---	---	---	---	---	---	---	---	---	---

Ask individual students to:

Stand up and come here.

Use your hands (gesture) to show students to come front of the class.

Say:

Point to the letter †.

Each student must point to each letter † and say:

This is the letter †.

Tell students to do the same activity with a partner using the letters in the student book.

Lesson Summary: Tell students that they learned how to read and form the letter †.

Vocabulary: letter, alphabet, down, across

Language Patterns: naming: This is the letter _____.

command: Come here. Sit down. Point to the letter _____.

LESSON FIVE

Focus: Listening, Speaking, Pre-reading, Pre-writing

Preparation: Gather the following classroom objects at the front of the room: duster, paper, pencil, pen, book, bag.

Greet students by singing the greeting song. Review names of classroom objects by holding them up or pointing to them.

Explain to students that they will learn the English names of more objects that can be found in a classroom. (Use mother tongue if necessary.) Tell students to:

Look at the pictures of classroom objects in your student book.

Point to the object and say the English word for it. Tell students to:

Repeat after me: a window, a door, a duster, paper, a pen, the floor.

Ask students to use the following sentence pattern to name each object:

This is a _____.

Tell students to:

Work with a partner and name each picture in your student book.

Walk around the classroom to make sure that students are naming objects correctly.

Show students the objects you have gathered at the front of the classroom: duster, paper, pencil, pen, book, bag. Ask individual students to stand up and come to the front of the class. Then point to one of the objects and say:

Show me a _____.

The student will answer by saying:

This is a _____.

Play a new game with students, first model with individual students and then with the whole class.

What is in my Bag?

(Have a bag of school objects to pull out: pen, pencil, etc.).

What is in my bag?

What is in my bag?

A pencil, a pencil,

A pencil is in my bag.

or

What is in My Class?

(Point to the larger objects in the room.)

What is in my class?

What is in my class?

A door, a door,

A door is in my class.

In small groups students will point to the picture of each object in their student book and name it by saying:

This is a _____.

Walk around the classroom and listen for correct answers and pronunciation.

Lesson Summary: Ask students what they learned. Then reinforce by telling students that they used English words to name objects in a classroom.

Vocabulary: window, door, duster, paper, pen, floor

Language Pattern: Show me a _____. This is a _____.

LESSON SIX

Focus: Listening, Speaking, Pre-reading, Pre-writing

Write the letters a to z in lower case on the chalkboard.

Read the names of the letters and have students repeat each letter together out loud after you say it.

Do this several times.

Teach “The Alphabet Song” in the same way you taught the song in Lesson Three.

<p style="text-align: center;"><u>The Alphabet Song</u></p> <p style="text-align: center;">a b c d e f g h i j k l m n o p q r s t u v w x y and z.</p> <p style="text-align: center;">Now I know my a, b, cs. Next time won't you sing with me.</p>
--

Repeat the song and encourage students to repeat together each line out loud after you and then to sing along with you.

Review how to write the letter t. Explain that students will learn how to read and form another English letter that will help them to read and write words in English.

The Letter a

Write a on the chalkboard and say:

This is the letter a.

As you write this letter, say:

round, down.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter, say:

This is the letter a – round, down.

Ask students to stand up. Tell them to write the letter a in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter a – round, down.

Ask students to show a partner how to make the letter a in the air again. As they make the letter, have them say:

This is the letter a – round, down.

Tell students to use two fingers to form the letter a on the top of their desks while saying the name of the letter. Then ask students to trace the letter a with their fingers in their student book while saying:

This is the letter a – round, down.

Write the following letters which are in the student book on the chalkboard:

a	a	t	t	e	t	a	e	a	t	a	t
---	---	---	---	---	---	---	---	---	---	---	---

Ask individual students to:

Stand up and come here.

Gesture to show students to come to the front of the class. Say:

Point to the letter a.

Each student must point to each letter a and say,

This is the letter a.

Then ask students to point to the letter t and say,

This is the letter t.

Tell students to do the same activity with a partner using the letters in the student book.

Lesson Summary: Tell students that they have learned how to read and form the letter a.

Language Pattern: naming: This is the letter _____.

command: Point to the letter _____.

LESSON SEVEN

Focus: Listening, Speaking, Pre-reading, Pre-writing

Preparation: lower case letters to make the following large flash cards with the following words: table floor chalkboard door window

Greet students by saying good morning or good afternoon.

Teach them the new words by pointing to yourself and to a girl and a boy student and saying:

a teacher, a girl, a boy.

Then tell students to point to the picture of each object in Lesson Seven as you say:

Show me a _____.

Tell students to work with a partner, point to each object pictured in Lesson Seven or real person (teacher, boy, girl), and say the English word for it.

Place the large cards you made before class on the real objects. As you place the card in the shash board, say:

This is a chalkboard. This is a table. This is a _____.

Teach students a new song with actions.

<p style="text-align: center;">Classroom Objects</p> <p style="text-align: center;">Show me the table. Show me the floor. Show me the chalkboard. Show me the door. (Motion with hands.)</p> <p style="text-align: center;">Point to the table. Point to the floor. Point to the chalkboard. Point to the door. (Use pointer finger.) Look at the table. Look at the floor. Look at the chalkboard. Look at the door. (Put fingers around eyes – like eyeglasses.)</p>

Lesson Summary: Tell students that they have learned new words and how to match objects and people with English words.

Vocabulary: teacher, boy, girl, table
--

Language Patterns: commands: Show me _____. Point to _____. Look at. _____.

LESSON EIGHT

Focus: Listening, Speaking, Pre-reading, Pre-writing

Greet students in English. Review a familiar song. Review the names of classroom objects.

Introduce another pattern using vertical and horizontal lines. Have students practise it, as in Lesson Five. These patterns also are in Lesson Eight in the student book.

___ ___ ___ ___ / / / /

Say:

Watch as I make a pattern using lines.

*Students will stand up and use their fingers to make the patterns in the air
Review how to read and form the letters † and a.*

The Letter e

Explain that students will learn how to read and form another English letter that will help them read and write words in English. Write e on the chalkboard and say:

This is the letter e.

As you write this letter say:

across, round.

Face the chalkboard and demonstrate how to write the letter e in the air, using big movements. As you write the letter say:

This is the letter e – across, round.

Ask students to stand up. Tell them to write the letter e in the air with you. Say the name of the letter and say the direction of the movement as you show students how to write it.

This is the letter e – across, round.

Ask students to show a partner how to make the letter e in the air again. As they make the letter, have them say:

This is the letter e – across, round.

Tell students to use two fingers to form the letter e on the top of their desks while saying the name of the letter. Then ask students to trace the letter e with their fingers in their student book while saying:

This is the letter e – across, round.

Tell them to write the letter several times in the air.

Write the following letters which are in the student book on the chalkboard:

a	e	t	t	e	t	a	e	a	t	e	t
---	---	---	---	---	---	---	---	---	---	---	---

Ask individual students in English to:

Stand up and come here.

Gesture to show students to come here. Say:

Point to the letter e.

Each student must point to each letter e and say:

This is the letter e.

Ask students to:

Point to the letter a.

Point to the letter t.

Each student must point to the letter a and say:

This is the letter a.

Each student must point to the letter † and say:

This is the letter †.

Tell students to do the same activity with a partner using the letters in the student book.

Then ask students to trace with two fingers the letters †, a, and e in Lesson Eight in their student book.

Lesson Summary: Tell students that they have learned how to read and form the letter e.

Language Patterns: naming: This is the letter _____.
command: Point to the letter _____.

LESSON NINE

Focus: Listening, Speaking, Pre-reading, Pre-writing

Preparation: Make letter cards for the letters e, a, †. Make sure that there is at least one letter card for each student.

Greet students by saying good morning or good afternoon. (Teach the song as in Lesson Three). Sing “The e-a-† Song” together out loud. Give one letter card to each child. Students should stand up when their letter is called out. The song can be sung faster and faster.

The e - a - † Song			
(tune of BINGO)			
e	-	a	..e - a - †
e	-	a	..e - a - †
e	-	a	.. e - a - †
e	-	-	a - - †

Review all English vocabulary from Lessons 1-6. Sing all songs.

Review the English letters †, e, and a. Write all three letters on the chalkboard and ask the class to name them together out loud.

Draw the following table on the chalkboard:

†	a	†	e
a	†	e	a
e	e	a	†

Tell students to:

Find the letter in each row that matches the letter in the smaller, shaded box.

(You will have to explain where the boxes are in the chart.)

Model how to do this by saying the new sentence pattern:

This is the letter _____, and this is the letter _____.

Tell students to work with a partner and:

Point to the matching letters in your student book and say, “This is the letter _____, and this is the letter _____.” *(This is the letter † and this is the letter †.)*

Write the table below on the chalkboard.

e	a	†
a	†	e
†	e	a

In mother tongue explain that students sit in rows in the classroom. Tell students in the first row to stand up and then to sit down. Use the English words for the commands, stand up and sit down. Repeat this for students in the second and third rows.

Point to the letters in the rows as you explain that the letter e is the first letter in the first row on the table. Then tell students that the letter a is the second letter in the first row, and the letter † is the third letter in the first row.

Point to each of the letters in the table by going across each row. Ask the class as you point to each letter to:

Say the name of the letter.

Do this for each row.

Lesson Summary: Tell students that they matched and named the letters e, a, and †; practised songs, and learned new English words.

Vocabulary: matching, row

Language Pattern: two sentences joined by and: This is _____, and this is _____.

LESSON TEN

Focus: Listening, Speaking, Pre-reading, Pre-writing

Greet students by saying good morning or good afternoon.

Tell students they will draw the sun to practise the strokes used to make English letters. Show students how to draw a circle and review how to draw a line. Ask students to trace with their fingers the circle and line in Lesson Ten in their student book.

Show them a picture of the sun. Model how to draw the sun on the chalkboard. Show students how to draw a circle first and then draw each of the sun's rays by starting at the circle and drawing each straight line away from the circle.

Use pre-writing concepts - round, across, up, and down - as you show students how to draw this picture in the air. Ask students to draw the sun in the air with you. Show the direction of the movements as you show how to make it. Tell students to:

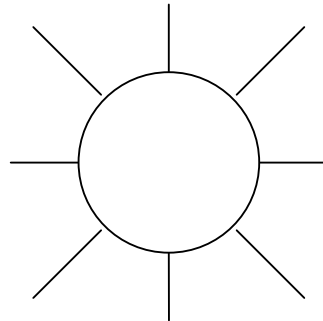
Practise making the sun in the air with a partner.

Have students do this several times.

Show students the correct pencil grip.

Tell students to:

Draw a picture of the sun in your exercise book.



Lesson Summary: Tell students that today they learned to make circles and lines that will help them to write English letters. They also learned to hold a pencil correctly.

LESSON ELEVEN

Focus: Listening, Speaking, Pre-reading, Pre-writing

Greet students by saying good morning, or good afternoon.

Ask students to trace with their fingers the lines and circles in Lesson Eleven in their student books. Have them copy the patterns in their exercise books.

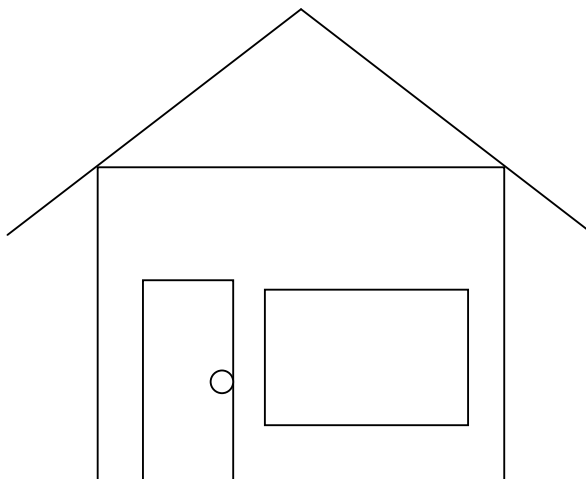
Tell students that they will draw a building to practise the movements used to make English letters. Show them a picture of a building. Model how to draw a building on the chalkboard. Use pre-writing concepts - across, up, down, and round - as you show students how to draw this picture in the air. Tell students to pretend to draw a building in the air with you. Show the direction of the movements as you draw the building. Tell students to:

Draw a building in the air with a partner.

Ask students to trace with two fingers the building that is in their student book.

Show students the correct pencil grip. Tell students to:

Draw a picture of a building in your exercise book.



Lesson Summary: Tell students that they have learned how to hold a pencil correctly. They also learned movements that will be used when writing letters.

Vocabulary: tall, short, long

LESSON TWELVE

Focus: Listening, Speaking, Pre-reading, Pre-writing

Greet students by singing the greeting song. Sing the other songs from this unit with students.

Review all English vocabulary from Unit One by playing games and using real objects and pictures.

*Tell students to look at the letters in Lesson Twelve in their student book. Tell students that to name the letters in the table, they must use the sentence pattern, **This is the letter** _____. They must name these letters together out loud. Walk around the room and listen to different students as they name the letters. If necessary, ask individual students to name the letters in the table.*

*Next tell students to look at the pictures of objects in the classroom. Students will name these objects. They must use the sentence pattern, **This is a** _____. They will name these objects together out loud. Walk around the room and listen to different students as they name the objects in the classroom. If necessary, ask individual students to name each object.*

Finally, tell students to draw tall and short up and down (vertical) lines and long and short across (horizontal) lines in their exercise book. Demonstrate on the chalkboard, if necessary. Walk around the room and check for correct pencil grip and correct formation of lines. Identify students' abilities by observing their work and give extra help to those who need it.

UNIT 2: PARTS OF THE BODY

Learning Outcomes: Students will be able to

- show and name parts of their bodies.
- identify and read the alphabet letters o, n, r.
- draw patterns of curved lines used in English letter formation.

Assessment:

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

Speaking and listening: In pairs one student points to a part of the body and the other says the word.

LESSON ONE

Focus: Listening, Speaking

Methodology:

- When teaching new vocabulary, use visual aids such as pictures or real objects.

One Body Part

Teach the following body parts:

eye	ear	face	head	hair	mouth	tooth	nose
------------	------------	-------------	-------------	-------------	--------------	--------------	-------------

After you name the body part, ask students to repeat after you together out loud. As students name the body part, have them point to that body part and say:

This is my _____.

Tell students to repeat the name of each body part again together out loud after you say, "This is my _____." Repeat the words several times more quickly until students are repeating the sentence fluently (smoothly and with variation in voice).

Tell students to follow your instructions as you model how to show different body parts. Say:

Show me your _____.

Say each of the body parts from the list above. Students will point to the correct body part and say:

This is my _____.

Say the sentence together out loud several times, naming a different body part each time.

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

This is my _____.

Show me your _____.

As students do this activity, walk around the classroom. Check that the correct English word is being used to name the body part.

Tell students to work in a small group of three or four to practise using body part words in sentences:

Show me your _____. This is my _____.

Walk around the room and check that the correct word is being used to name the body part being shown.

Lesson Summary: Ask students what they learned today. Reinforce their answers by telling students that today they learned how to name parts of their body using English words.

Vocabulary: eye, ear, face, head, hair, mouth, tooth, nose

LESSON TWO

Focus: Listening, Speaking

Review names of body parts:

eye	ear	face	head	hair	mouth	tooth	nose
------------	------------	-------------	-------------	-------------	--------------	--------------	-------------

Tell students to follow your instructions.

Show me your _____.

Say the names of each of the body parts from the list.

After each instruction students will point to the correct body part and say:

This is my _____.

Students will say each sentence several times using different body part words each time.

Teach the following body parts:

arm	hand	finger	leg	foot	toe
------------	-------------	---------------	------------	-------------	------------

After you name the body part, ask students to repeat the name after you together out loud. As students name a body part, have them point to that body part.

Name the body parts again. As you name a part of your body, point to that body part and say:

This is my _____.

Students will say the sentence several times until each of the body part words from the list is used.

Tell students to follow your instructions.

Show me your _____.

Say each of the body part names from the list. After each instruction students will point to the correct body part and say:

This is my _____.

Students will say the sentence several times using different body part words each time.

Tell students to work in pairs and say:

This is my _____. Show me your _____.

As students do this activity, walk around the room. Check that the correct English word is being used to name the body part being shown. Students should take turns naming each body part shown in Lesson Two of the student book.

Tell students to work in a small group of three or four to practise using body part words in sentences:

Show me your _____. This is my _____.

Walk around the room and check that the correct English word is being used to name the body part being shown.

Lesson Summary: Ask students what they learned today. Reinforce their answers by telling students that today they learned how to name parts of their body using English words.

Vocabulary: arm, hand, finger, foot, leg, toe

LESSON THREE

Focus: Listening, Speaking

Review the body parts.

head	eye	ear	nose	mouth	tooth	face
hair	arm	hand	finger	foot	leg	toe

Say:

Show me your _____.

Students will say the sentence several times until each of the body part words from the list is used.

After each instruction students will say together out loud:

This is my _____.

More than One Body Part

Explain that some body parts are in pairs (two). Show a picture of or point to two eyes, two ears etc. Say:

These are my _____.

Show a picture or point to each real body part (singular and plural).

This is my _____. These are my _____.

Singular Body Part	Plural Body Parts
eye	eyes
ear	ears
tooth	teeth
hand	hands
foot	feet
toe	toes
arm	arms
leg	legs
finger	fingers

Tell students that you are going to show them one body part. Tell students to show you two body parts. For example, you will show them one foot, and they will show you two feet.

While pointing to a body part, say:

This is my _____.

While pointing to a pair of body parts say:

These are my _____.

Ask students to point and repeat after you together out loud:

These are my _____.

Tell students they will play a riddle game. Give students sentences in the mother tongue that describe what the body parts do. Use actions (miming).

- | | |
|------------------|---------------------------------|
| 1. Act looking | We see with these. (my eyes) |
| 2. Act listening | We hear with these. (my ears) |
| 3. Act touching | We touch with these. (my hands) |
| 4. Act walking | We walk with these. (my feet) |
| 5. Act eating | We eat with these. (my teeth) |

Students will answer in English:

My _____ (eyes, ears, hands, feet, teeth)

Tell students to work with a partner. Say:

Think of a riddle in the mother tongue about body parts.

Ask students to come to the front of the class to act out and tell their riddles.

Tell the riddles this time in English with actions.

- | | |
|------------------|---------------------------------|
| 1. Act looking | We see with these. (my eyes) |
| 2. Act listening | We hear with these. (my ears) |
| 3. Act touching | We touch with these. (my hands) |
| 4. Act walking | We walk with these. (my feet) |
| 5. Act eating | We eat with these. (my teeth) |

Students will answer in English.

My _____ (eyes, ears, hands, feet, teeth)

Tell students to work with a partner and take turns naming each body part shown in Lesson Three of the student book.

Lesson Summary: The students learned to talk about the singular and plural forms of body parts.

Vocabulary: eyes, ears, teeth, hands, feet, legs, toes, arms, riddle, think, walk, touch, see, hear, eat

Language Patterns: naming: This is my _____. These are my _____.
My _____.

LESSON FOUR

Focus: Listening, Speaking

Methodology: Teaching a song with actions

- Sing the song with actions for students to follow.
- Teach the song line by line with actions. (Teacher says the line; students repeat it.)
- All students sing the song together.
- Sing the song again at different speeds (very fast, very slow).

Tells riddles from the last lesson in English with actions

- | | |
|-------------------------|--|
| 1. <i>Act looking</i> | We see with these. (<i>my eyes</i>) |
| 2. <i>Act listening</i> | We hear with these. (<i>my ears</i>) |
| 3. <i>Act touching</i> | We touch with these. (<i>my hands</i>) |
| 4. <i>Act walking</i> | We walk with these. (<i>my feet</i>) |
| 5. <i>Act eating</i> | We eat with these. (<i>my teeth</i>) |

Students will answer in English.

My _____.

Teach the following body parts: shoulders, knees. Point to the body parts as you name them.

These are my _____.

Tell students to repeat together out loud after you several times as you name the body parts.

Tell students they are going to play a game. Touch parts of your body: head, shoulders, knees, toes, eyes, ears, mouth, nose. With each touch ask:

What is this? What are these?

Students will answer together out loud.

This is my _____. These are my _____.

Ask students to look at the pictures in Lesson Four of the boys and girls. Point out head, shoulders, knees, and toes. Ask students to point to each body part as you say its name. Tell students that they will be singing a song called, “Head, Shoulders, Knees, and Toes.”

Head, Shoulders, Knees, and Toes

Head, shoulders, knees, and toes.
Knees and toes
Head, shoulders, knees, and toes.
Knees and toes.
Eyes and ears and mouth and nose.
Head, shoulders, knees, and toes.
Knees and toes.

Tell students to stand up. Sing the song to students. Tell students every time they hear the name of a body part they must touch it or them with both hands.

Sing the song once more. Teach the song line by line with actions. (Teacher says the line; students repeat it.)

Sing the song again with students joining in.
Sing the song at different speeds (very fast to slow).

Lesson Summary: Ask students what they learned today. Reinforce their answers by telling students that today they learned how to sing the song “Head, Shoulders, Knees and Toes.” They know how to show the body parts in the song by touching those parts on their bodies.

Vocabulary: shoulders, knees

LESSON FIVE

Focus: Listening, Speaking

Preparation: picture cards that show body parts

Methodology:

- Play the Yes/No game.
- Ask children to listen carefully.
- Ask them a question for which the answer will be yes or no.
- If the answer is yes, students have to do something such as stand up, clap once, or run to a tree.
- If the answer is no, students have to do something else such as sit down, clap twice, or run to a different tree.

Sing the song, “Head, Shoulders, Knees, and Toes,” with actions.

Tell students they are going to play a game called Yes/No. Hold up a picture card or touch a part of your body and ask:

Is it a(an) _____?

Do this for each body part several times until students learn the language pattern. If the answer is “yes,” students respond by **standing up** or **staying standing** and saying:

Yes, it is a(an) _____.

If the answer is “no,” students respond by **staying seated** or by **sitting down** and saying:

No, it is not a(an) _____. It is a (an) _____.

The game will end when several parts are named.

Choose a student to be the teacher. Tell him/her to come to the front of the class and touch a part of his/her body and ask the same question. The children respond in the same way that they responded in the example above. Do this with three or four students.

Ask students to get into groups of five and take turns being the teacher for this activity. (This game is often played better outside of the classroom.)

Optional Song: (If using the song, teach by demonstration right and left.)

Hokey-Pokey

Put your right foot in.
Take your right foot out.
Put your right foot in, and
Shake it all about.

You do the Hokey-Pokey,
And turn yourself around.
That’s what it’s all about.

Put your left foot in.....

Put your right arm in.....

Put your left arm in.....

Put your whole self in.....

Lesson Summary: Ask students what they learned. Reinforce their answers by telling students that they have learned how to use a new sentence and to respond to a question asked about a part of the body.

Vocabulary: left, right

Language Patterns: question: Is it a _____.
naming: Yes, it is a _____.
No, it is not a _____.

LESSON SIX

Focus: Listening, Speaking, Pre-Reading, Pre-Writing

Review the names of body parts by playing the Yes/No game. Sing, “Head, Shoulders, Knees, and Toes.”

Write the letters e, a, and t on the chalkboard.

Point to each letter and ask students to say the letter names in English.

What is this letter?

Students will say together out loud:

This is the letter _____.

Repeat the letter names together out loud five times. Ask individual students to say the names of the letters.

Model writing each letter in the air using large movements and saying the name of each letter.

Students will make the letter in the air following the motions of the teacher and then say:

This is the letter _____.

Write each letter (e, a, and t) on the chalkboard again.

Play the game Simon Says. Explain to students that they must do what you say if you say “Simon says” before the command to touch a body part. Example:

Simon says, “Touch your nose.”

All students must touch their nose. Next say:

Touch your hair.

Tell students that no one should touch their hair because you did not say, “Simon says.”

Tell students to touch the different body parts. Sometimes you will say, “Simon says.” Sometimes you will NOT say, “Simon says.” Students will stand up for this game. If a student touches a body part when you have NOT said “Simon says,” he/she must sit down. The winners are the students who are still standing when you stop the game.

Lesson Summary: Ask students what they learned today. Reinforce this by telling them that they learned how to listen to commands and follow directions in English.

Language Patterns: What is this letter? This is the letter _____.
Simon says, touch your _____.

LESSON SEVEN

Focus: Listening, Speaking, Pre-reading, Pre-writing

Note: The activity in this lesson will build students’ pre-writing skills. Students will practise the straight and curved strokes used to make the English letters o, n, and r.

Review the pre-writing straight line and circle activity from Unit 1, Lesson Ten. Ask students to show a partner how to hold a pencil correctly. Monitor students for accuracy as they perform this activity.

Tell students that they will learn how to make and practise some of the curved strokes that form English letters. Tell students to stand up and do what you do. Tell students to use the same hand they use to hold their pencils.

- 1. Hold your hand up high and move it straight down.**
- 2. Make a big circle with your arm and hand.**
- 3. Make a curve to the right.**
- 4. Make a curve to the left.**

Practise each movement five times. Count each time you practise each movement: (1-2-3-4-5). Tell students to trace with their fingers the strokes in their student book. Tell students that they will practise writing lines, circles, and semicircles in their exercise book. Show students how to make tall lines, short lines, curves, and circles. Model this with examples on the chalkboard. Walk around the classroom and check to make sure that students are writing correctly.

Lesson Summary: Ask students what they learned. Reinforce their answers by telling them that they learned how to make curved strokes that are used to make the English letters o, n, and r.

LESSON EIGHT

Focus: Listening, Speaking, Pre-reading, Pre-writing

Tell students to choose an English song they like. Sing the song together out loud. After all students sing together, have boys and girls sing the song separately.

Review the letters a, e, and t by telling students to stand and form the letters in the air. Tell students to write the letter _____. Model the movements used to write that letter. Do this for each letter.

Before students form the letters in the air, instruct them to say:

This is the letter _____.

Write one of the letters several times in large size on the chalkboard. Say the name of the letter as you write it. Tell students to repeat after you the name of the letter each time you write it. Say:

This is the letter _____.

The Letter o

Write o on the chalkboard and say:

This is the letter o.

As you write this letter, also say:

round and down and round and up.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter, say:

This is the letter o – round and down and round and up.

Ask students to stand up. Tell them to write the letter o in the air with you. Say the name of the letter, and say the direction of the movement as you show how to write it.

This is the letter o – round and down and round and up.

Ask students to show a partner how to make the letter o in the air. As they make the letter, have them say:

This is the letter o – round and down and round and up.

Tell students to use two fingers to form the letter o on the top of their desks while saying the name of the letter. Then ask students to trace the letter o with their fingers in their student book while saying:

This is the letter o – round and down and round and up.

Tell them to write the letter several times in the air.

Write the following letters which are in the student book on the chalkboard:

o	o	a	o	e	t	o	e	a	o	t	o
---	---	---	---	---	---	---	---	---	---	---	---

Ask individual students in English to stand up and come to the chalkboard. Then say:

Point to the letter o.

Each student must point to each letter o and say:

This is the letter o.

Tell students to do the same activity with a partner using the letters in the student book.

Lesson Summary: Ask students what they learned. Reinforce the student answers by telling students that today they learned to read and form the letter: o.

Language Patterns: naming: This is the letter _____.
command: Point to the letter _____.

LESSON NINE

Focus: Listening, Speaking, Pre-reading, Pre-writing

Start the lesson with a word game or song. Review how to read and form the letter o from the previous lesson.

The Letter n

Write n on the chalkboard and say:

This is the letter n.

As you write this letter, say:

down, up, round, down.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter n – down, up, round, down.

Ask students to stand up. Tell students to write the letter n in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter n – down, up, round, down.

Ask students to show a partner how to make the letter n in the air. As they make the letter, have them say:

This is the letter n – down, up, round, down.

Tell students to use two fingers to form the letter n on the top of their desks while saying the name of the letter. Then ask students to trace the letter n with their fingers in their student book.

This is the letter n – down, up, round, down

Tell them to write the letter several times in the air.

Write the following letters which are in the student book on the chalkboard:

o	o	n	t	t	o	n	n	e	o	a	n
---	---	---	---	---	---	---	---	---	---	---	---

Ask individual students in English to stand up and come to the chalkboard. Then ask those students to:

Point to the letter n. Point to the letter o.

Each student must point to the letters n and o and say:

This is the letter n. This is the letter o.

Lesson Summary: Ask students what they learned today. Reinforce students' answers by telling students that they have learned how to read and write the letter n.

Language Patterns: naming: This is the letter _____.
command: Point to the letter _____.

LESSON TEN

Focus: Listening, Speaking, Pre-reading, Pre-writing

Review how to read and form the letters o and n from the previous lesson. Find out how many body parts individual students can name without prompting. Do this as a game or competition.

The Letter r

Tell students that today, they will learn to read and write the letter r.

Write r on the chalkboard and say,

This is the letter r.

As you write this letter also say:

down, up, round.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter r – down, up, round.

Ask students to stand up. Tell them to write the letter r in the air with you. Say the name of the letter, and say the direction of the movement as you show how to write it.

This is the letter r – down, up, round.

Ask students to show a partner how to make the letter r in the air. As they make the letter, ask them to say:

This is the letter r – down, up, round.

Then tell students to use two fingers to form the letter r on the top of their desks while saying the name of the letter. Then ask students to trace the letter r in their student book while saying:

This is the letter r - down, up, round.

Tell them to write the letter several times in the air.

Write the following letters which are in the student book on the chalkboard:

o	o	r	n	o	r	r	n	o	n	r	r
---	---	---	---	---	---	---	---	---	---	---	---

Ask individual students in English to stand up and come to the chalkboard. Then ask students to:

Point to the letter r.
Point to the letter n.
Point to the letter o.

Each student must point to the letter o and say:

This is the letter o.

Then each student must point to the letter n and say:

This is the letter n.

Finally, each student must point to the letter r and say:

This is the letter r.

Lesson Summary: Ask students what they have learned in this lesson. Reinforce students' answers by telling students that they have learned how to read and form the letter r.

Language Patterns: naming: This is the letter _____.
command: Point to the letter _____.

LESSON ELEVEN

Focus: Listening, Speaking, Pre-reading, Pre-writing

Preparation: cards with the letters e, a, t, o, r, n

Sing the song, "Head, Shoulders, Knees and Toes," with movements.

Review the English letters o, n, and r. Write all three letters in a large size on the chalkboard. Point to each letter and ask:

What is this letter?

The students will say together out loud:

That is the letter _____.

Draw the following table on the chalkboard:

o	o	n	r
n	n	r	o
r	r	o	n

Tell students that they must find the letter in each row that matches the letter in the smaller shaded box. Model how to do this for students. Show students where the list is in their student book. Model the sentence pattern by saying:

This is the letter _____, and this is the letter _____.

Tell students that they will work with a partner, point to the matching letters in their student book and say:

This is the letter _____, and this is the letter _____.

Walk around the classroom and make sure students are giving the correct answers.

Tell students they are going to play the Yes/No game.

Hold up a card with a letter on it (e, a, t, o, r, or n) and ask:

Is this the letter _____?

If the answer is yes, students respond by standing up or staying standing and saying:

Yes, it is.

If the answer is no, students respond by sitting down or staying seated and saying:

No, it is not. It is _____.

Continue playing until all of the letters are shown.

Lesson Summary: Ask students what they have learned. Reinforce the answers by telling students that they practised matching and naming the letters o, n, and r.

LESSON TWELVE

Focus: Listening, Speaking, Pre-reading, Pre-writing Assessment

Review all vocabulary from Unit Two.

Tell students they are going to play the game called Yes/No.

Hold up a card with a letter on it, (e, a, t, o, r, or n) and ask:

Is this the letter _____?

If the answer is “yes,” students respond by standing up or staying standing and saying:

Yes, it is. It is the letter _____.

If the answer is “no,” students respond by sitting down or staying seated and saying:

No, it is not. It is the letter _____.

Choose a student to be the teacher. The student will come to the front of the class and touch a part of his/her body and ask a question about naming a body part. The named body part may be correct, or it may be incorrect. The student says:

Is this my _____? (mouth, foot, leg, arm, ear, head, etc.)

If the answer is “yes,” students respond by standing up or staying standing and saying:

Yes, it is his/her _____.

If the answer is “no,” students respond by sitting down or staying seated and saying:

No, it is not. It is his/her _____.

Repeat this with three or four students.

Draw a picture of a person on the chalkboard. Include all body parts learned in this unit. Model the language to describe parts of the body on the picture.

This is a _____. These are _____.

Students will repeat the correct sentence as you point to the body parts.

Tell students to draw their own picture of a boy or girl with body parts learned in their exercise book. Then tell students to work in pairs and describe their picture to their partner by saying:

This is a _____. These are _____.

Ask individual students to come to the front of the classroom. Tell individual students to show and describe their pictures to the class by saying:

This is a _____. These are _____.

Lesson summary: Ask students what they have learned in this unit. Reinforce their answers by telling them they have learned to describe parts of the body and read and write the letters e, a, t, o, r, and n.

Language Pattern: It is his/her _____.
This is a _____.
These are _____.

UNIT 3: WHAT IS IT CALLED IN ENGLISH?

Learning Outcomes: Students will be able to

- understand the questions with the words *who* and *what*.
- respond appropriately to questions with *this* or *that*.
- identify and read the alphabet letters i, s, and h.
- compose questions and sentences orally.
- draw patterns using circles, curves, and straight lines.

Assessment:

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

Speaking and Listening: Students ask and answer questions using words such as *Who's this? What's that?*

LESSON ONE

Focus: Listening, Speaking.

Explain to students that we use the word this to refer to things that we can touch or things that are close to us. We use the word that to refer to things that we can point to or that are not close to us.

Tell students that questions can begin with the words who or what. Say:

Who is this? Who is that?

Point to a student who is close to you and say:

Who is this?

Point to another student who is not close to you and say:

Who is that?

Walk around the classroom and repeat the two questions several times.

Model by pointing to a student and telling the class that when the question is "Who is this?" we say, "This is..." When the question is "Who is that?" we say, "That is."

Point to a student who is close to you and ask:

Who is this?

Answer by saying:

This is _____.

Point to someone else who is not close to you and ask:

Who is that?

Students should answer by saying:

That is _____.

Find three students who are sitting next to each other. Point to one of the students in the group and ask the other:

Who is this?

The student will say:

This is _____.

Tell that student to point to someone else in the in the class who is not close and ask:

Who is that?

The other student will say:

That is _____.

Practise this a few times with different groups of students.

Tell all students to practise saying the sentences in a group of three or four. They must point to a person when they ask the question. Another student in the group will be asked to respond.

Lesson Summary: Tell students that today they learned how to ask questions using the word *who*. They also learned how to respond by using the words *this* or *that*.

Vocabulary: who, that, this

Language Patterns: question: Who is this? Who is that?

naming: This is _____. That is _____.

LESSON TWO

Focus: Listening, Speaking

Review the previous lesson. Ask five students to come to the front of the class. Have some students stand close and others farther away. Ask the class, “Who is this?” or “Who is that?” while you point to each of the five students. Students who are seated will answer the questions:

Who is this? Who is that?

Students should answer:

This is _____. That is _____.

Introduce the language patterns:

What is this? What is that?

Hold up a pencil and say:

This is a pencil.

Hold up a pencil and say:

What is this? This is a pencil.

Point to another pencil and say:

That is a pencil.

Point to a pencil and say:

What is that? That is a pencil.

Walk around the classroom with the pencils, and repeat the two questions to students to show the pattern of answering with this and that.

Select five objects from the classroom. Hold each one up and say their names:

duster

book

bag

chalk

pencil

Model by holding up the duster and saying:

What is this? This is a duster.

Point to a book and say:

What is that? That is a book.

Ask individual students to come to the front of the classroom. Give one student a bag and say:

What is this?

He/She will say:

This is a bag.

Repeat this using the other four classroom items.

Tell students to practise with a partner. They must point to a person or object when they ask the question. The partner must respond by saying, This is _____ or That is _____. They should practise with the words, who and what and this and that. Who is this? Who is that? What is this? What is that?

Lesson Summary: Tell students that today they learned how to ask questions using *what*. They also learned how to respond by using *this* or *that*.

Vocabulary: what, who, that, this

Language Patterns: question: What is this? What is that?

LESSON THREE

Focus: Listening, Speaking

Review the previous lesson by placing classroom objects or pictures in a bag. Pull out each object and ask, "What is this?" Give students time to think and answer. Point to a student and ask "Who is that?" Give students time to think and answer. A student can come to the front of the class, pretend to be the teacher, and ask the questions.

Explain to students that sentences can be shortened. Pick up a pencil and slowly say:

What----is----this? What is this? What's this?

Students will answer:

That is _____.

Point to a student and slowly say:

Who----is----this? Who is this? Who's this?

Students will answer:

That is _____.

Ask two students to come to the front of the classroom. Tell them which one will be Student A and which one will be Student B. Place the following objects at the front of the class.

duster	book	bag	chalk	pencil
---------------	-------------	------------	--------------	---------------

Tell Student A to:

Pick up an object and ask your partner a question.

Student A will pick up an object from the desk and ask:

What is this? or What's this?

Student B will look at the object that Student A is holding and say:

That is a _____. or That's a _____.

When the response is chalk, the answer will be: "That is chalk," or "That is a piece of chalk." Students could also say, "That's chalk," or "That's a piece of chalk."

Ask two students to come to the front of the class. Tell them which one will be Student A and which one will be Student B. Tell Student A to:

Point to a person and ask a question.

Student A will point to a person and ask the question:

Who is that? or Who's that?

Student B will look at the person and answer by saying:

That is _____. or That's _____.

Tell all students to practise with a partner. They must point to a person or object when they ask the question. Who's that? What's that? The partner must respond using the correct sentences: That is _____. or That's _____.

Lesson Summary: Ask students what they learned today about sentences. Reinforce this by telling them that they learned how to ask and respond to questions using different sentence patterns.

Vocabulary: what's, who's, that's

Language Patterns: question: What's this? What's that? Who's this? Who's that?
naming: This is a _____. That is _____. That's _____.

LESSON FOUR

Focus: Listening, Speaking

Review the language patterns: What's this? What's that? Who's this? Who's that?

Gesture to five girls and tell them to stand up. Then say:

girls.

Ask students to repeat together out loud the word girls. Then tell them to sit down.

Gesture to five boys and tell them to stand up. Then say:

boys.

Ask students to repeat together out loud the word boys. Then tell them to sit down.

Point to yourself and say:

teacher.

Ask students to repeat together out loud the word teacher.

Say:

All girls stand up.

Gesture and point to all girls to stand up. Say:

Thank you, girls. Please sit down.

Say:

All boys stand up.

Gesture to all boys to stand up. Say:

Thank you, boys. Please sit down.

Write the words girl, boy, and teacher on the chalkboard. Then draw a picture beside each word. Point to each word and tell students to repeat after you. Point to a girl and say:

This is Almaz. SHE is a girl.

Make your voice louder when you say she. (This will let students know that this is a new word that they must learn. The word she means a girl.)

Point to a boy and say:

This is Abebe. HE is a boy.

Make your voice louder when you say he. (This will let students know that this is a new word that they must learn. The word he means a boy.)

Ask students to look at the pictures in Lesson Four in their student book. Point out the words she and he.

Select two different students (one female and one male) to come to the front of the class. Point to the girl and say:

Who's this?

Model and say:

This is _____. She is a girl.

Point to a boy and say:

Who's this? This is _____. He is a boy.

Tell students to get into groups of groups of four or five. Boys and girls should be in each group. Students will practise by saying:

Who's this? This is _____.

She is a girl. or He is a boy.

Ask groups to show the class what they practised.

Lesson Summary: Ask students what they learned in the lesson. They learned the English words for teacher, boy, and girl and the pronouns she and he to refer to a boy and a girl.

Vocabulary: he, she, girl, boy, girls, boys, teacher

Language Patterns: He is a boy. She is a girl.

LESSON FIVE

Focus: Listening, Speaking, Pre-reading, Pre-writing

Say:

As I write the letter on the board, trace the letters in the air with your finger.

Model in front of the class the action of making a letter in the air.

Review the letters a, e, t, o, n, and r from previous units. Write the letters in large size on the chalkboard. As you write each letter, say:

This is the letter _____.

The Letter i

Write i on the chalkboard and say:

This is the letter i.

(You can use the movement of drawing a pretend line from neck to knees and tap on your head for the dot.)

As you write this letter, also say:

down, dot.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter, say:

This is the letter i – down, dot.

Ask students to stand up. Tell them to write the letter i in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter i – down, dot.

Ask students to show a partner how to make the letter i in the air again. As they make the letter, have them say:

This is the letter i – down, dot.

Tell students to use two fingers to form the letter i on the top of their desks while saying the name of the letter. Tell students to trace with their fingers the letter in Lesson Five in their student book.

This is the letter i – down, dot.

Tell students to write the letter several times in the air.

Write the following letters which are in the student book on the chalkboard:

i	o	a	n	e	t	i	e	i	o	i	r
---	---	---	---	---	---	---	---	---	---	---	---

Ask individual students in English to stand up and come to the chalkboard. Then ask those students to:

Point to the letter i.

Each student must point to each letter i and say:

This is the letter i.

Tell students to do the same activity with a partner using the letters in the student book.

Lesson Summary: Ask students what they learned. Tell students that they have learned how to read and form the letter i.

Language Patterns: naming: This is the letter _____.
command: Show me the letter _____.

LESSON SIX

Focus: Listening, Speaking, Pre-reading, Pre-writing

Ask individual students to come to the front of the classroom and show how they can trace the letter i in the air. The student should face the chalkboard. Ask students at their desks to copy the movements in the air.

The Letter s

Write s on the chalkboard and say:

This is the letter s.

As you write this letter, say:

round to the left, round to the right, and left.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter s – round to the left, round to the right, and left

Ask students to stand up. Tell them to write the letter s in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter s – round to the left, round to the right, and left

Ask students to show a partner how to make the letter s in the air again. As they make the letter, have them say:

This is the letter s – round to the left, round to the right, and left.

Tell students to use two fingers to form the letter s on the top of their desks while saying the name of the letter. Tell students to trace with their fingers the letter in their student book while saying:

This is the letter s – round to the left, round to the right, and left

Tell students to write the letter several times in the air.

Write the following letters which are in the student book on the chalkboard:

i	o	s	s	t	s	i	r	i	s	s	n
---	---	---	---	---	---	---	---	---	---	---	---

Ask individual students in English to stand up and come to the chalkboard. Then ask those students to:

Point to the letter s. Point to the letter i.

Each student must point to each letter and say:

This is the letter s. This is the letter i.

Tell students to do the same activity with a partner using the letters in the student book.

Lesson Summary: Tell students that they have learned to read and form the letter s.

LESSON SEVEN

Focus: Listening, Speaking, Pre-reading, Pre-writing

Ask students to show how they can trace on their desks the letters i and s.

The Letter h

Write h on the chalkboard and say:

This is the letter h.

As you write this letter, say:

down, up and around, down.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter h – down, up and around, down.

Ask students to stand up. Tell them to pretend to write the letter h in the air with you. Say the name of the letter and say the direction of movement as you show how to write it.

This is the letter h – down, up and around, down.

Ask students to show a partner how to make the letter h in the air again. As they make the letter, have them say:

This is the letter h – down, up and around, down.

Tell students to use two fingers to form the letter h on the top of their desks while saying the name of the letter. Tell students to trace with their fingers the letter in their student book while saying:

This is the letter h – down, up and around, down.

Tell students to write the letter five times in the air.

Write the following letters which are in the student book on the chalkboard:

i	h	r	s	o	r	h	i	s	n	s	i
---	---	---	---	---	---	---	---	---	---	---	---

Ask individual students in English to stand up and come to the chalkboard. Say:

Point to the letter h. Point to the letter s. Point to the letter i.

Each student must point to each letter and say:

This is the letter h. This is the letter s. This is the letter i.

Ask students to do the same activity with a partner using the letters in the student book.

Lesson Summary: Tell students that they have learned how to read and form the letter h.

LESSON EIGHT

Focus: Listening, Speaking

Note: This lesson will help students learn the difference between the question words who and what. Model how to ask a question using who or what.

- We use who when we talk about a boy or a girl.
- We use what when we talk about an object.

Students have already been exposed to the use of **who's** and **what's**.

Show a book. Ask:

What is this?

If the word what is used correctly, students will say, "yes." If the word what is used incorrectly, the students will say, "no." (The answer is yes.)

Point to a student and ask:

What is this?

If the word what is used correctly, students will say, "yes." If the word what is used incorrectly, the students will say, "no." (The answer is no.)

Point to a student and ask:

Who is this?

If the word who is used correctly, students will say, “yes.” If the word who is used incorrectly, the students will say, “no.”

Point to a student and ask the class:

Who is that?

Ask again:

Who is that?

Students will answer:

That is _____.

Point to a classroom object, to a student, or to yourself and ask:

What is that? or Who is that?

If the word is used correctly, students will say, “yes.” If the word is used incorrectly, the students will say, “no.” Tell students to answer together out loud.

That is a _____.

Tell students to work in small groups to ask and answer several questions. Who is this? Who is that? What is this? What is that? This is _____. That is a _____.

Lesson Summary: Tell students that they learned to ask and answer questions using *who* and *what*.

Vocabulary: who, what, this, that

Language Patterns: Who is this? Who is that? What is this? What is that?

LESSON NINE

Focus: Listening, Speaking, Pre-reading, Pre-writing

Review the pre-writing straight line, curve, and circle activities from Units One and Two. Students can trace these lines and circles in the air.

Make small circles on the board and say repeatedly:

small circles, small circles....

Make big circles on the board and say repeatedly:

big circles, big circles....

Hold a pencil correctly in the air and say:

Show your partner how you hold a pencil correctly.

Walk around the room to see if students are holding the pencil correctly.

Say:

Trace in the air, small circles. Trace in the air, big circles.

Model the circle in the air again, and say:

**Do the same as I do. Start at the top, move round down and round.
Use the same hand that you hold your pencil with.**

Tell students to do this five times.

Model a big circle on the chalkboard and say:

round, down, and round. This is a big circle.

Model a small circle on the chalkboard and draws a small circle and say:

round, down, and round. This is a small circle.

Again, model how to hold a pencil correctly.

Tell students to draw big and small circles in their exercise book and say:

round, down, and round.

Ask students in their exercise book to make rows of small and big circles. On the chalkboard show them how to do this between lines. Allow students to share and compare their work with a partner.

Near the end of the lesson, take students outside and tell them to make a big circle with the class. Ask them to make small circles with a partner.

Lesson Summary: Tell students that they learned how to make large and small circles. This will help them to write English letters.

Vocabulary: small, big, top, circle

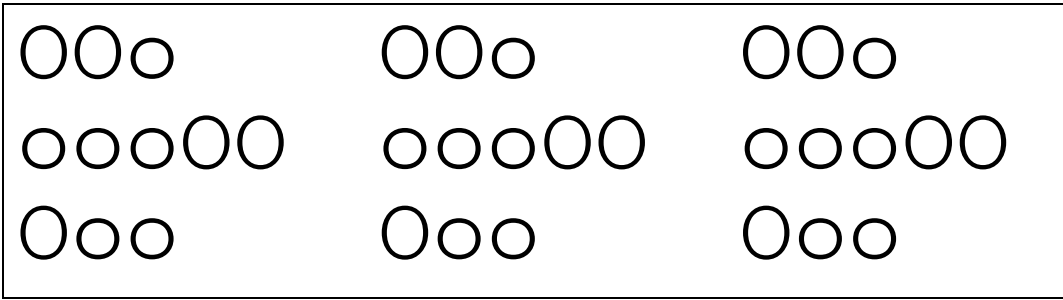
LESSON TEN

Focus: Listening, Speaking, Pre-reading, Pre-writing

Preparation: Make six picture cards with big circles. Make six picture cards with small circles.

The activity in this lesson will build students' pre-writing skills. They will practise making patterns using small and big circles used to make English letters. In mother tongue review the concepts of small and big and what patterns are.

Review making small and big circles in the air and on desk tops. Draw different circle patterns on the chalkboard. Make small and big circles so that they make a pattern.



Point to a small circle and say:

This is a small circle.

Point to a big circle and say:

This is a big circle.

Ask students to repeat the sentence together out loud after you.

Ask students to identify the circles by saying together out loud:

big, big, small. and This pattern is a big circle, a big circle, and a small circle.

Ask students to look at the patterns in their student book and describe to a partner each circle (big circle, small circle).

Ask six students to come to the front of the class. Give two students picture cards with big circles. Give two students picture cards with small circles. Ask these students to stand so that they make a pattern: big, small, big, small.

Next, ask the two students who are not holding flash cards to pick the correct flash card that would be next in the pattern. One student should pick a big circle flash card. The other student should pick a small circle flash card.

Ask students who finished the patterns to stand in the line with the other students and hold picture cards so they make a complete pattern. Tell the class to say the pattern:

big circle, small circle, big circle, small circle, big circle, small circle.

Ask students to give you their cards and then sit down. Ask six other students to come to the front of the class and make a different pattern. For this pattern give the first two students big circles and the next student a small circle. Then ask the other three students to choose cards that would finish the pattern (big circle, big circle, and small circle). Ask students to answer together out loud:

Is this a pattern? Say the pattern. (Example: big circle, big circle, small circle)

Students should answer together out loud.

Ask students to draw circles in a pattern in their exercise book. Have them practise saying the sentences with a partner while they point to the correct size circle.

In your exercise book draw circles in a pattern like we just did. Tell your partner what kind of circle you see: This is a small circle. This is a big circle.

Explain that students should draw circles so that they have a pattern – small, small, big; big, big, small; or any other way that shows a pattern.

Lesson Summary: Tell students that they practised making patterns with small and big circles that will help them form English letters.

Vocabulary: pattern, kind

LESSON ELEVEN

Focus: Listening, Speaking, Pre-reading, Pre-writing

Preparation: flash cards with the letters i, s, h, e, a, t, o, r, n

Review the English letters e, a, t, o, r, n.

Write i, s, h in a large size on the chalkboard and ask students to name them.

Write the following letters on the chalkboard, and say each letter as you write it.

i s e a t o r h n

Ask all students to say the names of the letters together out loud.

Sing "The Alphabet Song."

Tell students they are going to play the Yes/No game. Hold up a flash card with a letter on it, (i, s, h, e, a, t, o, r, n) and ask:

Is this the letter _____?

If the answer is yes, students respond by standing up or staying standing and saying:

Yes, it is the letter _____.

If the answer is no, students respond by sitting down or staying seated and saying:

No, this is the letter _____.

Sing the alphabet song together out loud.

Choose a student to be the teacher. He/she will come to the front of the class and point to a part of his/her body and ask the question, What is this? or What are these?. The students will respond by saying, This is a _____. or These are _____. Do this with three or four students.

Ask students to play the Yes/No game or another game to identify the letters in the list on the chalkboard.

Tell the class to work in groups of five and take turns being the teacher. The children will play Simon Says in their small groups.

Lesson Summary: Tell students that they practised matching and naming letters and reviewed the names of body parts.

UNIT 4: COLOURS

Learning Outcomes: Students will be able to

- identify colours.
- tell which colours are different.
- identify and read alphabet letters c, d, l, and f.
- identify the initial letters of words.
- copy patterns of slanting lines.

Assessment:

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

Speaking and listening: One student points to an object. The other student says, "It is a red pen," etc.

LESSON ONE

Focus: Listening, Speaking

Preparation: Make flash cards of each colour: red, yellow, and blue. Gather objects and clothes and pictures of objects and clothes that are these colours.

Place the red flash card in the shash board to show students the colour red. Point to red flash card and say:

This is the colour red.

Ask students to repeat the colour word together out loud.

Show each of the red objects and pictures that you brought to school. Ask students to look at the objects and pictures. Point to each object or drawing and say: This is a red _____. Examples are: This is a red sweater. This is a red dress. This is a red ball. Tell students to repeat together out loud the sentences after you. Ask individual students to stand up and come to the shash board where the objects and pictures are placed. Tell each student to point to the object or picture and say:

This is a red _____.

Play the game, I Spy. Look around the classroom for an object that is red: example, a red dress. Tell students:

I spy (see) something that is red.

Ask students to guess what the object is that you spy (see). Ask individual students to guess the object. Tell students if they are correct or incorrect with their guess.

Example of how to play I Spy:

Teacher: I spy something red.

Student: Is it the shirt?

Teacher: No, that is not what I spy.

Student: Is it the card?

Teacher: Yes, I spy a _____.

If the guess is correct, say:

Yes, I spy a red dress.

When the guess is incorrect, say:

It is not what I spy.

If several students guess incorrectly, say:

I spy a red dress. What colour is the dress?

Students should answer together out loud:

That is a red dress.

Repeat the game several times using different red objects.

Add the blue flash cards to the shash board to show students the colours red and blue.

Point to blue flash card and say:

This is the colour blue.

Students will repeat the sentence. Follow the same procedures you used to teach the colour red to teach the colour blue.

Add the yellow flash cards to the shash board to show students the colours red, blue, and yellow. Point to the yellow flash card and say:

This is the colour yellow.

Students will repeat the sentence. Follow the same procedures you used to teach red and blue.

Hold up the red, blue, and yellow shash cards and have the class name the colours together out loud.

Lesson Summary: Tell students that they learned the English names of three colours.

Vocabulary: I spy, something, red, blue, yellow

LESSON TWO

Focus: Listening, Speaking

Use the colour flash cards to review the colours red, blue, and yellow. Ask students to play the game I Spy with a partner to find objects that are red, blue, and yellow.

The Letter c

Write c on the chalkboard and say:

This is the letter c.

As you write this letter on the chalkboard, say:

round to the left.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter c – round to the left.

Ask students to stand up. Tell them to write the letter c in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter c – round to the left.

Ask students to show a partner how to make the letter c in the air again. As they make the letter, have them say:

This is the letter c – round to the left.

Then tell students to use two fingers to form the letter c on the top of their desks while saying the name of the letter. Tell students to trace with their fingers the letter in Lesson Two in their student book.

This is the letter c – round to the left.

Tell students to write the letter several times in the air.

Write the following letters which are in the student book on the chalkboard:

e	c	a	n	c	t	c	c	i	o	c	r
---	---	---	---	---	---	---	---	---	---	---	---

Ask individual students in English to stand up and come to the chalkboard. Then ask those students to:

Point to the letter c.

Each student must point to each letter c and say:

This is the letter c.

Do the same activity with a partner using the letters in the student book.

The Letter d

Write d on the chalkboard and say:

This is the letter d.

As you write this letter, also say:

round, up, down.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter d – round, up, down.

Ask students to stand up. Tell them to write the letter d in the air with you. Say the name of the letter, and say the direction of the movement as you show how to write it.

This is the letter d – round, up, down.

Ask students to show a partner how to make the letter d in the air again. As they make the letter, have them say:

This is the letter d – round, up, down.

Then tell students to use two fingers to form the letter d on the top of their desks while saying the name of the letter. Tell students to trace with their fingers the letter in their student book.

This is the letter d – round, up, down.

Tell students to write the letter several times in the air.

Write the following letters which are in the student book on the chalkboard:

d	c	a	d	e	t	i	r	d	o	n	d
---	---	---	---	---	---	---	---	---	---	---	---

Ask individual students in English to stand up and come to the chalkboard. Then ask those students to:

Point to the letter d.

Each student must point to each letter d and say:

This is the letter d.

Do the same activity with a partner using the letters in the student book.

Review all letters learned so far: e t a o n r i s h c d.

Tell students to use their fingers to trace the blue line in their student book.

Tell students to use their fingers to trace the red circle in their student book.

Tell students to use their fingers to trace the yellow half of a circle in their student book.

Tell students to use their crayons to make circles and lines in the colours red, blue, and yellow in their exercise book. If crayons are not available, ask students to identify colours of real clothing or pictures of objects after they write the circles and lines.

Make a yellow line.

Make a blue circle.

Make a red line.

Lesson Summary: Tell students that they learned how to read and write the letters c and d.

Vocabulary: half

LESSON THREE

Focus: Listening, Speaking

Preparation: a bag containing clothes (dress, trousers, skirt, sweater) of different colours (yellow, blue, red)

Hold up clothes from the bag (dress, trousers, skirt, sweater). Tell students the English words as you point to each picture. Say:

dress	trousers	skirt	sweater
--------------	-----------------	--------------	----------------

Ask students to repeat each clothing word together out loud.

Ask individual students to stand up and come to the front of the classroom. Ask them to point to the piece of clothing after you say: dress, trousers, skirt, sweater.

The student should say:

This is a _____. or These are _____.

Explain that the word this means one and the word these means more than one. Give an example: These are trousers. This is a skirt.

Hold up a piece of clothing. Tell the class to say:

This is a _____. or These are _____.

Tell students:

We can use colour words to describe objects and clothes.

Tell students to:

Point to the red dress in the student book.

Ask:

What colour is this dress?

Point to the pictures in the student book and say:

This is a red dress. This is a yellow sweater. This is a blue skirt.

Ask students to say each sentence together out loud.

Ask students to describe classroom objects as you show them. Point to or hold up different classroom objects and tell students to say both the colour and the name of the classroom object. Remind students to use one of the correct sentence patterns they have practised.

Tell students to get with a partner and describe clothing items that they are wearing using the colour words and the clothing words. Walk around and listen for the correct use of the words.

Lesson Summary: Ask students to tell what they learned today. Remind them that they have learned the English names for the colours red, blue, and yellow and the names of clothing.

Vocabulary: dress, trousers, skirt, sweater

Language Patterns: colour word + noun: (red trousers)
This is a _____. These are _____.

LESSON FOUR

Focus: Listening, Speaking

Methodology: This lesson helps students to hear auditory sound patterns. This part of the lesson also will help students hear the differences in words that are almost the same.

When you say two words that are the same, ask students to shake their heads for yes (up and down) and say:

These are the same. or **This _____ (sweater) and this _____ (sweater) are the same.**

Ask students to shake their heads no (from side-to-side) if the two words you say are not the same and say:

No, these are not the same. or **This _____ (sweater) and this _____ (dress) are not the same.**

Say each pair of words and wait for students to respond:

dress-dress	bag-book	sweater-skirt	leg-leg	shirt-trousers
desk-door	pen-pen	letter-number	chair-chair	duster-duster

Next, tell students to work in groups of three. Tell them to take turns and point to two pictures in Lesson Four in their student book that show the same clothes.

This _____ and that _____ are the same.

Tell students that patterns are objects in a special order. Remind students of the patterns of small and big circles in the previous unit. Write the pattern below on the chalkboard. Ask students to describe the pattern of the letters to a partner. Ask individual students to describe the pattern of the letters to the class.

a	c	a	c	a	c
----------	----------	----------	----------	----------	----------

Say:

This is a letter pattern.

Tell students that they could continue to say these same letters in the same order. Point to two of the letter a and say:

This letter a and this letter a are the same.

Then point to two other letters that are the same. Have students repeat after you as you say:

This letter _____ and this letter _____ are the same.

Write a new letter pattern on the chalkboard using other letters that students have learned. Point to two of the letters and ask students to say whether the letters are the same. Example: s t s t s, o h o h o h.

Tell students that they will work in pairs to find letters that are the same in each row in their student book. Tell students that they will use the sentence pattern to say which letters are the same in each row.

Say:

This letter _____ and this letter _____ are the same.

a	h	o	a
c	s	c	i
d	d	h	t
e	e	n	a
h	t	h	r
i	c	n	i
n	r	e	n
o	a	o	a
r	r	n	c
s	i	h	s
t	d	t	o

Lesson Summary: Tell students that they have learned how to tell when letters or objects look the same and have used letters to identify patterns.

Vocabulary: same, different

Language Patterns: This letter _____ and this letter _____ are the same.
 These are the same.
 This _____ and this _____ are not the same.
 No, these are not the same.

LESSON FIVE

Focus: Listening, Speaking, Pre-reading

Preparation: six flash cards of colours as in student book

Review colour words. Explain that colours can be put together to make other colours. Draw a circle and colour it in with yellow paint or crayon. Then use blue paint or crayon to colour lightly over the yellow circle to make the colour green. Say:

Yellow and blue mixed together make a new colour, green.

Write the colour word green on the chalkboard. Say:

This is the colour green.

Tell students to repeat the sentence after you together out loud.

Draw a square and colour it in yellow paint or crayon. Then use red paint or crayon to colour lightly over the yellow square to make the colour orange. Say:

Yellow and red mixed together make a new colour, orange.

Write the colour word orange on the chalkboard. Say:

This is the colour orange.

Tell students to repeat the sentence after you together out loud.

Hold up a yellow card and say:

I mixed yellow and blue to make green. I used yellow and red to make orange.

Ask:

Which colour did I use that is the same?

Students should answer:

The colour yellow is the same.

Hold up a blue card and say:

I mixed blue and yellow to make green. I used red and yellow to make orange.

Ask:

Which colour did I use that is the same?

Students should answer:

The colour yellow is the same.

Tell students that different means not the same. Show examples of different using colour cards.

Ask:

Which colours did I use that are different?

Students should answer using the language pattern:

The colours blue and red are different.

Draw a triangle and colour it with red paint or crayon. Then use blue paint or crayon to colour lightly over the red triangle to make the colour purple. Say:

Blue and red mixed together make a new colour, purple.

Write the colour word purple on the chalkboard. Say:

This is the colour purple.

Tell students to repeat the sentence together out loud after you say it.

Use the shash board to lay out colour cards. Have students name all the colours.
Make a set of six cards coloured as follows:

red	yellow	blue	green	orange	purple
yellow	blue	green	orange	purple	red

Tell students to get in groups of 5-7 to play a game called *What Colour Do I Have?*
Give one card to each team of 5-7 students. Any group of students may start this game. Team One will look at one colour on its card and say:

We have the colour red.

Then Team One will look at the other colour on the same card and ask:

Who has yellow?

Another team will reply:

We have yellow. Who has the colour blue?

Continue playing by having teams pass cards to each other until each team has had all of the colours.

Lesson Summary: Ask students to name all the colour words they have learned. Also ask them to name what colours are created by mixing two colours: yellow + blue = green, yellow + red = orange, and red + blue = purple.

Vocabulary: green, orange, purple, mixed together, make

Language Pattern: These _____ are different. Who has _____? We have _____.

LESSON SIX

Focus: Listening, Speaking

Preparation: pictures of a dress, trousers, a skirt, a sweater, shoes, and shirt; two to four drawings of each piece of clothing in different colours to use on the shash board; flash cards of each colour to use on the shash board

Review words for clothes – dress, trousers, skirt, and sweater. Hold up pictures of clothes (dress, trousers, skirt, sweater). Tell students the English words as you point to each picture. Say:

dress	trousers	skirt	sweater	shirt
-------	----------	-------	---------	-------

Ask students to repeat each clothing word together out loud.

Ask all students who are wearing trousers to stand.

Ask all students who are wearing a dress to stand.

Tell students that they will learn two new words to describe items of clothing. Hold up pictures of shoes and a shirt. Say:

shoes	shirt
--------------	--------------

Tell students the English words as you point to each picture. Say:

These are shoes. This is a shirt.

Ask students to repeat the sentences together out loud.

Ask students to point to someone's shoes. Ask students to point to someone's shirt.

Ask individual students to stand up and come to the front of the classroom. Ask students to point to the picture of the clothing word after you say: dress, trousers, skirt, sweater, shoes, or shirt. The student should say the following sentence:

This is a _____. or These are _____.

Point to a picture. Tell the class to say:

This is a _____. or These are _____.

Put pictures of each piece of clothing in a bag. Pull out one picture at a time. Ask students to say:

That is a picture of _____.

Put all pictures back into the bag.

Write and say the colour words red, yellow, blue, orange, purple, and green on the chalkboard. Tell students to repeat each colour word together out loud. Ask individual students to come to the chalkboard. Tell each student to match a colour card to the correct word on the chalkboard.

Place flash cards on the shash board.

Ask individual students to stand up and come to the shash board. Tell each student to pull out a picture of an item of clothing and say:

This is a _____. or These are _____.

Tell each student to look at the colour of the item of clothing and point to the matching colour word on the chalkboard. Then ask students to describe the clothes by using the language pattern:

This is an orange shirt. These are blue shoes.

Ask students to work in groups of three to five. Give each group one or more pictures of clothing. Place the coloured cards on the shash board. Tell students to:

Find the colour card on the shash board that is the same colour as the clothes on your picture card.

Tell each group of students to take turns and:

On the shash board put your picture card under the colour card that is the same color.

Explain that they have just sorted these pictures of clothes by the same colours. Name each piece of clothing and its colour using the sentence patterns below. Then ask students to do the same together out loud. Say:

These are all orange. This shirt is orange. These trousers are orange. This sweater is orange. This dress is orange.	These are all green. These shoes are green. This skirt is green. This sweater is green.
---	--

Lesson Summary: Ask students to tell a partner what they learned in this lesson. They learned the names of more clothing and practised how to make sentences describing clothing items by colour.

Vocabulary: shoes, shorts, shirt, all, under, find, put

Language Pattern: These are all _____. This is a _____. These are _____.

LESSON SEVEN

Focus: Listening, Speaking

Methodology: This lesson helps students to think in categories and notice characteristics. This is a skill that will help particularly with reading comprehension and math.

Preparation: Make two colour cards, one brown and one black (like the ones in the student book, Lesson Seven) to use on the shash board. Also make picture cards which have pictures of different colours of clothing for each of the eight colours. Be sure to make a picture of a brown jacket and a picture of a black jacket. Make a set of three cards coloured as follows:

brown	black	purple
black	red	brown

Review colour words from all lessons in this unit (yellow, red, blue, green, orange, purple). Introduce two new colour words: brown and black. Point out these colours in Lesson Seven of the student book.

Write the words brown and black on the chalkboard. Ask:

How are these two words the same?

(Example: They begin with the same letter. They have the same number of letters.)

Ask students:

How are these two words different?

(Example: All of the letters except the first letters are different. The words sound different.)

Use the shash board to lay out all colour cards. Have students name all the colours. Remove the purple/red card from Lesson Four. Then use all cards, including these three new cards, to play the game called What Colour Do I Have? Give out one card to each team of 5-7 students. Any group of students may start this game. The team with the brown card says:

We have brown. Who has black?

The team with the black card replies: We have black. Who has red?

Continue this activity until all teams have named their colours.

After all teams have named their colours, ask students to work with a partner. One student will ask the other student to:

Name something that is brown and name something that is black.

The partner will answer:

The _____ is brown. The _____ is black.

Ask each group to:

Share with the class one object you named for each colour.

Ask students to work with a partner to tell how two things are the same. Say:

Choose two things and tell why they are the same.

Give the examples below:

A stick and a pencil are the same. They are long.

Shoes and trousers are the same. They are clothes.

A rock and a book are the same. They are brown.

A stick and a ball are the same. We play with them.

Ask students to tell their partner two things that go together.

Introduce the word jacket. Show students the picture of a brown jacket and a black jacket. Place all eight colour cards and all clothing cards on the shash board. Ask individual students to choose a picture card of a piece of clothing and match it with the correct colour card on the shash board.

Place it on the shash board under the same colour.

Ask students to name and describe three articles of clothing they are wearing. Tell them to use the language pattern that follows: I am wearing (a) _____. (colour, clothing). Colours named will vary.

I am wearing black trousers.

I am wearing a green shirt.

I am wearing brown shoes.

Lesson Summary: Ask students to tell a partner what they learned. Reinforce what they learned to identify colours and clothing items.

Vocabulary: brown, black, jacket, we, they, I, am, wearing

Language Pattern: I am wearing (a) _____.

LESSON EIGHT

Focus: Listening, Speaking, Pre-reading, Pre-Writing

Review how to form the letters c and d. Use large movements to form these letters in the air. Make sure that you face the chalkboard so that students see how to form these correctly. Write the letters on the chalkboard.

The Letter l

Write l on the chalkboard and say:

This is the letter l.

(You can use movements by pretending to draw a line from your head to your knees.

As you write this letter, say:

down.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter l – down.

Ask students to stand up. Tell them to write the letter l in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter l – down.

Ask students to show a partner how to make the letter l in the air again. As they make the letter, have them say:

This is the letter l – down.

Then tell students to use two fingers to form the letter l on the top of their desks while saying the name of the letter. Tell students to trace with their fingers the letter in their student book.

This is the letter l – down.

Tell students to write the letter several times in the air.

Write the following letters which are in the student book on the chalkboard:

i	l	a	n	l	r	l	e	i	o	l	t
---	---	---	---	---	---	---	---	---	---	---	---

Ask individual students in English to stand up and come to the chalkboard. Then ask those students to:

Point to the letter l.

Each student must point to each letter l and say:

This is the letter l.

Do the same activity with a partner using the letters in the student book.

The Letter f

Write f on the chalkboard and say:

This is the letter f.

As you write this letter, say:

round, down, across.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter f – round, down, across.

Ask students to stand up. Tell them to write the letter f in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter f – round, down, across.

Ask students to show a partner how to make the letter f in the air again. As they make the letter, have them say:

This is the letter f – round, down, across.

Then tell students to use two fingers to form the letter f on the top of their desks while saying the name of the letter. Tell students to trace with their fingers the letter in their student book while saying:

This is the letter f – round, down, across.

Tell students to write the letter several times in the air.

Write the following letters which are in the student book on the chalkboard:

f	l	f	a	f	r	e	f	n	o	t	f
---	---	---	---	---	---	---	---	---	---	---	---

Ask individual students in English to stand up and come to the chalkboard. Then ask those students to:

Point to the letter f.

Each student must point to each letter f and say:

This is the letter f.

Do the same activity with a partner using the letters in the student book.

Ask students to stand up and work with a partner. Have one student in each group turn around so that his/her partner is looking at the other partner's back. Say:

Make the letter f on your partner's back using a light stroke with two fingers while whispering the letter.

Then have the partner do the same. Say:

Form the letter f on your partner's back using light strokes with two fingers while whispering the letter.

Have one partner:

Form the letters f, c, and d on your partner's back using a light stroke with two fingers.

Then have the other partner do the same. Each partner will guess what letter is made.

Lesson Summary: Ask students to say together the names of the two new letters they learned how to read and form: l and f.

LESSON NINE

Focus: Listening, Speaking, Pre-reading, Pre-writing

Review all letters learned: a, c, d, e, f, h, i, l, n, o, r, s, t.

Explain that some letters are tall, and other letters are short. Write each of the letters listed above on the chalkboard. Tell students that they will look at the letters to think about how they are the same and how they are different. Tell students to think about whether the letters are tall or short.

The letter a and the letter o are the same. They are both short.

Ask students to:

Talk with a partner about how other letters are short.

Ask individual students to share which letters are short.

Ask students to:

Talk with a partner about the letters that are tall.

Ask individual students to share which letters are tall.

On the chalkboard make a large t-chart. Ask students to tell you:

Which letters are short and which letters are tall?

As they say the letters, write them on the t-chart. Example:

Short Letters	Tall Letters
a	d
c	f
e	h
i	l
n	t
o	
r	
s	

Point to each letter and ask students to say each letter together out loud and tell whether the letter is short or tall.

Ask students which letters there are more of, short or tall, in the box. Students will say:

There are more _____ letters in box.

Explain that we can make patterns with lines. On the chalkboard make short and long slanted lines in two directions. Describe them as you write them (long slanted line, short slanted line, long slanted line, short slanted line). Ask students to draw these lines in their exercise book.

Lesson Summary: Ask students to tell the class what they learned about letters. Remind them that they learned the difference between short and tall.

Vocabulary: short, tall

Language Pattern: There are more _____.

LESSON TEN

Focus: Listening, Speaking, Pre-reading

Preparation: Make five sets of letter flash cards (enough so that each child gets a card) with all the letters of the alphabet, a to z, one on each card.

Write these words on the chalkboard:

red skirt face trousers colours ear dress leg

Tell students:

We can see letters in words. We know some letters.

Point to the first letter in the first word. Say:

What is this letter? This is the letter r.

Point to the other words. Ask individual students or all students together out loud to tell you the first letter of each word. Students will say:

This is the letter _____.

Tell students that they will play a game in a small group of four to five called Which letter am I? Give one letter flash card to each student. Explain that they must describe their letter without saying its name. Example:

My letter says, "I am short." My letter says, "I am round." My letter says, "I go round and down." Which letter am I?

Students must try to guess the letter that another student has. Students should say:

Is your letter the letter a?

Students will answer "yes" or "no." Students will continue with this game until all letters have been named.

Lesson Summary: Students learned how to name letters at the beginning of words, how to identify letters, and to tell how they are made.

LESSON ELEVEN

Focus: Listening, Speaking, Pre-reading, Pre-writing

Preparation: Gather the five sets of letter flash cards used in Lesson Ten. Read how to play the game below. Be prepared to model this game for students.

Tell individual students to come to the shash board and place the letter flash cards in random order. Tell students not to place the flash cards in rows. Mixed up flash cards on the shash board will be more fun and challenging for students. Call out the name of one of the letters. Tell the student at the shash board to find the letter as quickly as possible. Repeat this activity with other students.

Remind students what patterns are. Write these letters and blanks on the chalkboard.

f	a	n	f	a	_____
---	---	---	---	---	-------

Tell students to name the letter that should be next in the pattern.

Tell students that they will play another letter game with the letter flash cards called "Find the Same Letter." This game is better played outside. Give each student a letter flash card. Tell students that they must not talk during this game. They must draw their letter on other students' backs. They must use two fingers to lightly draw the letter on the other student's back. The other student can nod or shake his/her head to let the student who is drawing know if they have the same letter. After they have drawn on each other's backs, students may show one another their flash cards. Students must find someone else who has the same letter flash card that they have.

Lesson Summary: Tell students that today they played letter identification games.

LESSON TWELVE

Focus: Listening, Speaking, Pre-reading, Prewriting

Preparation: Gather or make eight colour flash cards that have only one colour on them. Do not use the flash cards that have two colours on them. Put all eight colour flash cards in a bag or a sack. Gather the clothing flash cards from this unit and put them in a different bag or sack. Students will use these bags to play a game.

Methodology:

- Praise students for what they know while assessing their performance. Write comments about individual students as you observe them and listen to them.

Review objects of clothing. Hold up clothing flash cards already made. Ask students:

What is this? What are these?

Students should answer:

That is a _____. or These are _____.
--

Teach the following song about colours sung to tune of “The Alphabet Song.”

Colours

Red and yellow,
Blue and green,
These are colours
We have seen.

Orange and purple,
Brown and black,
Many colours in this stack.

Tell us, tell us
What you see.
What colour is this?
What can it be?

Hold up a colour flash card at the end of the song. Students will say the name of the colour. Sing this song four times, holding up a different colour flash card each time.

Tell students that they will play a game called What’s in the Bag. Divide the class into two teams. One team will be the colour team. The other team will be the clothing team. Ask one student from each team to come to the front of the class. Each student will draw one flash card from the bag (clothing or colour). Ask each student to say the name of the card pulled. Students will describe the clothing item together out loud.

That is a (colour word) (clothing word). (Example: That is a green sweater.)
Those are (colour word) (clothing word). (Example: Those are purple trousers.)

Lesson Summary: Tell students that they have reviewed colours and names of clothing items, learned a song about colours, and played a game where they identified colours as related to clothing.

UNIT FIVE: COUNTING

Learning Outcomes: Students will be able to

- state the number of a set of real objects.
- state the number of objects in a picture.
- read the numerals 1-10.
- make nouns plural by adding the letter s.
- recognise the letters m, u, and g.

Assessment:

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

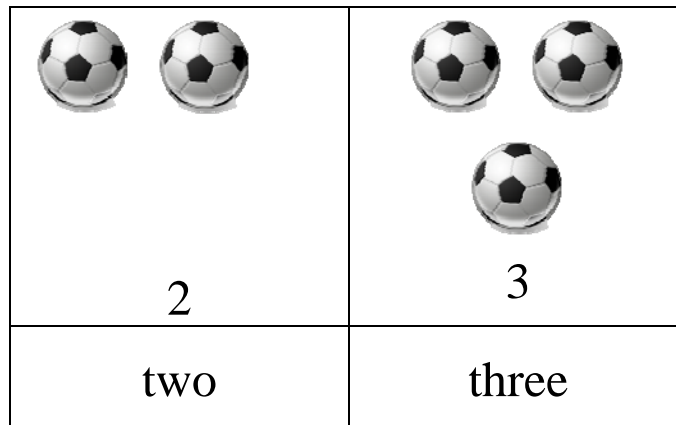
Speaking and listening: Teacher brings in bottle tops or stones and gives each pair a group of 10. One student puts out a number of bottle tops/stones and the other says how many.

Reading: Students match number words to figures.

LESSON ONE

Focus: Listening, Speaking

Preparation: Prepare flash cards for the numbers 1-5. A flash card must have the number in words, the figure, and familiar objects students can count. Gather five sticks.



Show the flash card with the number *one*. Say:

This is the number one.

Tell students to repeat the sentence together out loud.

Show the flash cards for *two, three, four and five*. Say:

This is the number _____.

Tell students to repeat the sentences together out loud.

Show a flash card with any number and say:

How many? Let's count.

The students will count the symbols on the flash card together.

1, 2

Repeat this with all flash cards.

Show the flash cards to individual students and ask:

What number is this?

Students will answer:

That is the number _____.

Show the flash card again and say:

How many? Let's count.

The students will point and count the symbols on the flash card out loud.

1, 2

Hold up 1,2,3,4, or 5 sticks. Ask:

How many sticks? Let's count.

The students count the sticks together out loud.

1, 2

Repeat this four more times, until all five sticks have been counted.

Choose a student to be the teacher. Tell the student to come to the front of the class, choose how many sticks to hold up, and ask:

How many sticks? Let's count.

Students count the sticks together out loud.

1, 2

Ask more students to come to the front of the class and repeat the activity until all five sticks have been counted by the class.

Play a game. Tell students to hold up any number of fingers. All students who are holding up two fingers for the number 2 will stand together. Then have students group themselves into the numbers that you call out. (Call out the number 2 and two students will stand together.)

Ask students to look at the pictures of the footballs in the student book. Ask them to point to each ball as they count together out loud.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students that they have learned how to count to five in English.

Vocabulary: one, two three, four, five, number, 1, 2, 3, 4, 5

Language Patterns: question: How many? Let's count.
counting: one to five

LESSON TWO

Focus: Listening, Speaking

Preparation: flash cards with the numbers 6, 7, 8, 9, 10 (like the cards in Lesson One); flash cards with numbers 1 to 5, and ten sticks

Review numbers 1-5 with the flash cards. Play the counting game with sticks again. Show the flash cards for 6, 7, 8, 9, and 10 and say:

This is the number _____.

*Ask students to repeat the sentence together out loud.
Repeat this activity for the numbers 6-10.*

Show each flash card again and say:

How many? Let's count.

The students count together out loud the symbols on the flash card.

1, 2

Show the flash cards to individual students and ask:

What number is this?

Students will answer:

That is the number _____.

Hold up the flash card again and say:

How many? Let's count.

The student will count the symbols on the flash card.

1, 2

Hold up 6,7,8,9 or 10 sticks and ask:

How many sticks? Let's count.

Students count the sticks together out loud.

1, 2

Repeat this four more times, until all sticks, 6-10, have been counted.

Choose a student to be the teacher. Tell the student to come to the front of the class, take the sticks, choose how many to hold up, and ask:

How many sticks? Let's count.

Students count the sticks together out loud.

1, 2

Ask more students to come to the front of the class and repeat the activity until all ten sticks have been counted by the class.

Have students hold up the number of fingers that you tell them to.

Ask students to look at the pictures of the footballs in Lesson Two in the student book. Ask them to point to each ball as they count them together out loud.

Hold up the flash cards again but cover up the pictures of objects to count (so students can only see the number and word). Ask:

What is this?

Ask individual students to answer. If the student is correct, show the pictures of the objects to the class and count them together out loud. If the student is not correct, call on another student to answer. Students also can hold up the number of fingers that match the number on the flash card.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students that they have learned the numbers and words for one to ten and how to count to ten. Ask students to count to ten.

Vocabulary: one, two, three, four, five, six, seven, eight, nine, ten, 1, 2, 3,4, 5, 6, 7, 8, 9, 10, sticks, football

Language Patterns: question: How many? Let's count.
counting: one to ten

LESSON THREE

Focus: Listening, Speaking, Pre-reading.

Preparation: Make enough sets of flash cards with the numbers 1-10 for students in groups of five to have one set per group.

Review numbers 1-10 by counting to ten several times. Play the counting game with 1-10 sticks. Sing the number song to students and then have students sing it.

Number Song

One, Two, Three, Four, Five
Once I caught a fish alive.
Six, Seven, Eight, Nine, Ten
Then I put it back again.

Tell students to stand up. Sing the song again to the students. As you sing the numbers, show the numbers with your fingers.

Teach the song line-by-line along with finger counting. Have students repeat each line after you say it. Do this several times or until students have learned the song. For the final reading, sing the song together out loud.

Hold up one of the flash cards again but cover up the symbols to be counted. (Students can only see the number and word.) Ask:

What is this number?

Ask individual students to answer:

That is the number _____.

Tell students to repeat the correct sentence together out loud. Repeat this activity for the numbers 1-10. Also use the pictures of the footballs in Lessons One and Two for counting. Students can cover up some of the balls with their hand.

Say:

Let's play bingo.

Write the numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 on the chalkboard. Tell students in the mother tongue to divide a page in their exercise book into six parts. Model how to draw the six parts.

Model how to write a different number in each box. Ask students to fill in their boxes with any of the numbers 1- 10. Students do not need to put the numbers in order. Each student will choose to put numbers in their boxes differently. An example is below:

6	8
1	10
7	2

Tell students that you will say a number or hold up a number card with a number from 1-10. If students have the number in one of the boxes, they will draw a line through it. Show students how to draw the line through the number. When they have put a line through every number in their boxes, they can shout "bingo." The student who crosses out all of his/her numbers and shouts "bingo" first is the winner. Play the game several times.

Play the Yes/No game. Hold up a flash card with a number on it (1-10).

Is this the number _____?

If the answer is yes, students answer by standing up or staying standing and saying:

Yes, it is. It is the number _____.

If the answer is no, students answer by sitting down or staying seated and saying:

No, it's not. It is the number _____.

Choose a student to be the teacher. Tell the student to come to the front of the classroom and choose a number card. The student will ask the class:

Is this the number _____?

The students will say together out loud:

Yes, it is. It is the number _____ . or No, it's not. It is the number _____.

Repeat this with several students acting as the teacher.

Tell students that they will work in groups of five and take turns being the teacher. The “teacher” in the group will hold up a number card. The other four students will count the number shown on the card. (Example: If the number card is five, the students will count together out loud: 1, 2, 3, 4, 5. Each group will need a complete set of number cards. Students can use their fingers to count.

Find out if the class has learned to recognise the numbers by showing the number flash cards and asking:

What is this number?

The students answer together out loud.

It is the number _____.

Repeat nine more times until all number flash cards have been shown.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students that they have learned to recognise the numbers one to ten and learned a new counting song in English. Sing the Number song.

Language Patterns: What is this number? Is this the number?
Yes, it is. No it’s not. It is the number _____.

LESSON FOUR

Focus: Listening, Speaking, Pre-writing

Sing the “Number Song” from Lesson Three for review.

Review the previous lesson by playing bingo. Ask students to draw six boxes in their exercise book. Tell them to put any number they want to in each of the boxes. Call out numbers and ask students to draw a line through the number if it is in one of the boxes. When all the numbers have been crossed out, the student says “bingo.”

Put three consecutive numbers on the chalkboard and ask for the next one, e.g. 1, 2, 3, ___ or 6, 7, 8 ___. Count together out loud to decide what number is missing.

Ask students with a partner to count up to ten objects in the classroom: (10 sweaters, 8 desks, five pencils, three books, etc.). Individual students will count out loud by saying each number as they count. Ask students to draw classroom objects in their exercise book. Students will count the number of objects they have drawn and write the number in their exercise book. Allow students to share what they found with the class.

Ask students to play the game, Last One Standing. Have students stand in a circle outside or stand at their desks. Model how to count each student by pointing to each student and counting 1 to 10. When you point to the tenth student, he/she will sit down. After modeling tell students, as you point to each student, to count together out loud until they get to number ten. The tenth student again will sit down. Continue

playing until only one student is standing. He/she is the winner. (You can change the number of the student who sits down (Example: Count to six and the sixth student will sit down).

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students that they have learned to count from one to ten.

LESSON FIVE

Focus: Speaking, Listening

Preparation: picture of a donkey, one stick per student

Show a picture of a donkey and tell students the English word, donkey. Ask students to tell you what they know about a donkey. Tell students that they will be singing a song called "Ten Little Donkeys." Sing the song to the students. Tell students every time they hear the word donkey to hold up two hands.

Ten Little Donkeys

One little, two little, three little donkeys,
Four little, five little, six little donkeys ,
Seven little, eight little, nine little donkeys,
Ten little donkeys.

Ten little, nine little, eight little donkeys,
Seven little, six little, five little donkeys,
Four little, three little, two little donkeys,
One little donkey.

Sing the song again. Teach the song line by line with actions by holding up the correct number of fingers. (Teacher sings the line; students repeat it) Sing the song together out loud with the students.

Give each student one stick. Tell students to take out a pencil and a book. Tell students that they are going to play a game called *On the Desk*. Tell students you are going to tell them what to put on the desk. Say:

On the desk there is a _____. (book, stick, or pencil)

The students put the correct object on their desk, and then say together out loud:

On the desk there is a _____. (book, stick, pencil)

Repeat this several times.

After several objects have been placed on the desk, say:

On the desk there is a _____ (book, stick, or pencil) and a _____. On the desk there is a _____, a _____, and a _____.

Students will repeat the sentence together out loud.

Note: If students have different coloured pencils or crayons, this game can be used to review colours. (On the desk there is a red/blue/green pencil.)

Tell a student to come to the front of the class and place two or three objects on the desk and say:

On the desk there is a _____ (book, stick or pencil) and a _____. *or*
On the desk there is a _____, a _____, and a _____.

Students will place the object(s) on their desks and repeat the sentence together out loud. Repeat this activity several times.

Tell students to work in pairs and take turns being teacher using the sentence pattern:

On the desk there is a _____. *or*
On the desk there is a _____ (book, stick or pencil) and a _____. *or*
On the desk there is a _____, a _____, and a _____.

Partners will place the object(s) on their desks and repeat the sentence. Walk around the classroom listening for the correct sentences and looking for the correct objects on the desks.

Sing the “Ten Little Donkeys” again.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students that they have learned a new song and to give instructions about what to place on a desk.

Language Patterns: On the desk there is a _____.
On the desk there is a _____ and a _____.
On the desk there is a _____, a _____, and a _____.

LESSON SIX

Focus: Speaking, Listening

Put objects that students should know on your desk: a book, a stick, a red pencil, a green pencil, a duster. Ask:

What’s on the desk? Tell your partner.

Students will respond by saying:

On the desk there is a _____. *or*
On the desk there is a _____ and a _____ *or*
On the desk there is a _____, a _____, and a _____.
(Change the items on the desk.)

Ask individual students to say:

On the desk there is a _____ and a _____.
On the desk there is a _____, a _____, and a _____.

Play a memory game. Tell students to remember two objects because you will take one away. Put objects on the desk. Ask students to name the objects.

Cover the objects and take away one object from under the cover without letting students see what you have taken away. Ask, what was taken away? Uncover the objects and ask students:

What object did I take off the desk?

Call on individual students to answer. Play this game a few times.

Draw one pencil on the chalkboard. Ask:

What is on the chalkboard?

Tell students:

There is one pencil on the chalkboard.

Students will repeat the answer together out loud.

Explain that when we talk about more than one, we use the word are.

Draw two pencils on the chalkboard. Tell students:

There are two pencils on the chalkboard.

Students will repeat the sentence together out loud.

Draw three pencils on the chalkboard. Tell students:

There are three pencils on the chalkboard.

Students will repeat the sentence together out loud.

Point to the picture of one pencil. Ask:

What is on the chalkboard?

Ask students to tell the answer to a partner using the sentence pattern.

There is _____.

Ask students will say the correct sentence together out loud.

Point to the picture of two pencils. Ask:

What is on the chalkboard? Tell your partner.

Ask students to tell the answer to a partner using the sentence pattern.

There are _____ pencils on the chalkboard.

Ask students to say the correct sentence together out loud.

Point to the picture of three pencils. Ask:

What is on the chalkboard? Tell your partner

Ask students to tell the answer to a partner using the sentence pattern.

There are _____ pencils on the chalkboard.

Ask students to say the correct sentence together out loud.

Keep pointing to the pictures until students can use the sentence patterns:

There is _____. or There are _____.

Put two pencils, one duster, three books, one pen, and two sticks on your desk. Ask:

What's on the desk? Tell a partner.

Students answer in pairs using the language pattern:

On the desk there is a _____. or There are _____.

Ask individual students to say:

On the desk there is a _____. or On the desk there are _____.

Play the memory game. Take away one type of object, and ask students what is missing. Students will use complete sentences when answering:

The _____ is missing. or The _____ are missing.

Tell students to open their student book to Unit Five, Lesson Six and using the language pattern, tell their partners what is in each set of pictures.

There is a _____. or There are _____. (There is a book. There are three books.)

Ask individual students to share their answers with the class.

Sing the song, "Ten Little Donkeys."

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students that they have learned how to describe and count what is on a desk and practised counting.

Language Patterns: There is _____. There are _____.
one, two, three, four, five, six, seven, eight, nine, ten

LESSON SEVEN

Focus: Speaking, Listening, Pre-reading

Preparation: flash cards with the number words *one, two, three, four, and five* written in large letters on an individual flash card; five sticks or a set of five other objects for each child

Ask students to look around the classroom and to a partner name all the objects they can using English words. Say:

What's in the classroom? Tell a partner.

Students talk in pairs using the language pattern:

There is a _____. There are _____.

Ask individual students to say:

There is a _____. There are _____.

After the correct sentence is given, ask students to repeat it together out loud.

Give each student five sticks.

Tell students they are going to play a game, "On the Desk."

Tell students that you are going to tell them what is on the desk. The students must listen and put the right number of sticks on the desk. Tell students how many sticks to put on the desk using the language pattern:

On the desk there is one stick. or On the desk there are _____ sticks.

Students will put the right number of sticks on their desk. Repeat this several times.

Tell students to work in pairs and take turns being the teacher using the language patterns:

On the desk there is one stick. or On the desk there are _____ sticks.

Walk around the class listening for the correct language patterns and make sure that the correct number of sticks is laid down.

Ask four students to come to the front of the classroom and ask each to hold a flash card with a number in word form written on it.

one	two	three	four
------------	------------	--------------	-------------

Hold the flash card so that students can see it. Read each number word and ask students to repeat it. Repeat this several times. Hold up different number words and ask students to say them together out loud.

Tell students they are going to play a clapping game. Say that you will hold up a flash card with a number word written on it. Ask students to clap the correct number of times for the number word. (If the number word is two, students will clap two times.) Ask students to count together out loud as they clap.

Show the flash card with the number word three. The students clap three times and count, saying - 1,2,3. Practise this several times with different number cards.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students that they learned how to read the words, *one two, three, four*.

Language Patterns: On the desk there is _____. On the desk there are _____.

LESSON EIGHT

Focus: Speaking, Listening, Pre-reading

Preparation: flash cards with the words - *one, two, three, four, five, six, seven, and eight* - written on them. Each word should be written in large letters on an individual flash card.

Write the number words on the chalkboard: one, two, three, and four. Point to a number and say:

This is the number word _____.

Ask students to repeat the sentence together out loud. Point to different number words. Ask individual students:

What number is this?

Students will answer:

This is the number word _____.

Repeat the sentence together out loud several times.

Play the clapping game for the number words one to four.

Ask four students to come to the front of the classroom and ask each to hold a flash card with a number word written on it.

five	six	seven	eight
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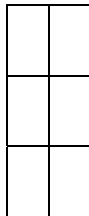
Hold the flash card so that students can see it. Read each number word and ask students to repeat by saying:

This is the number word _____.

Repeat this several times. Hold up number words and ask students to say them together out loud.

Play the clapping game for numbers one to eight.

Tell students that they will play bingo. Write the numbers 1, 2, 3, 4, 5, 6, 7, and 8 on the chalkboard. (See Unit Five, Lesson Three.) Model how to do this. The students will write a different number in each box.



Hold up one of the number word cards: one to eight. Ask students to read the number word together out loud. If the students have the number written on their sheet, they draw a line through the number. When they have drawn a line through every number, they can say “bingo.” The student who says “bingo” first wins. Play the game several times.

Tell students they are going to learn a new language pattern. Ask:

How old are you?

Ask students to repeat the question. Say:

I’m six years old.

Ask students to repeat the sentence. Say:

How old are you? I’m six years old.

Students will repeat this several times together out loud.

Ask individual students:

How old are you?

Students will answer:

I’m _____ years old.

Have them practise the new language pattern in groups of three.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students that they learned how to read the number words *one, two, three, four, five, six, seven,* and *eight* and ask and answer questions about age.

Language Patterns: How old are you? I’m _____ years old. This is the number _____.

LESSON NINE

Focus: Speaking, Listening, Pre-reading

Preparation: flashcards with the numbers 9 and 10 and flashcards with the words nine and ten

Tell students to practise with a partner asking, "How old are you?" Ask two students to come to the front of the class to model this.

<p>Student 1: How old are you? Student 2: I'm _____ years old. Student 2: How old are you? Student 1: I'm _____ years old.</p>
--

Ask several pairs of students to come to the front of the classroom and share their conversation. Have students say all they can in English about themselves to their partner (i.e. name, father's name, grade, age, boy, girl, as practised before).

Write the numbers words one, two, three, four, five, six, seven, and eight on the chalkboard. Point to the number words and ask individual students to read them; then ask the class to read them together out loud.

Ask two students to come to the front of the class and hold a flash card with a new number word written on it.

nine	ten
-------------	------------

Hold the flash card so that students can see it. Read each number word and ask students to repeat it. Repeat this several times. Point to the two different number words, and ask students to say them together out loud:

This is the number word _____.

Put 9 of the letter a in a row on the chalkboard.

Under this number, put 10 of the letter t on the chalkboard.

a	a	a	a	a	a	a	a	a	
t	t	t	t	t	t	t	t	t	t

Point to each of the nine letters and count out loud. Count the letters again and tell students to count together out loud with you. Write the number word nine. Tell students that this word is the same as the number 9. Write the number 9 beside the number word nine. Repeat this for the number 10.

Ask students to match the number word flashcards and the number (numeral) flashcards for the number 1-10 on the shash board.

Play the clapping game for numbers one to ten.

Write the letters e, a, t, o, n, r, i, s, h, d, l, f, and c several times on the chalkboard.

Example:

t	aaaaaaa	oo	iiii	sssssssss	hhhhh	nnnn
dddd	fff	ccccccc	eeeeeeee	nn	lll	rrrr

Point to each letter and ask:

What is this letter? Tell your partner.

Ask individual students to tell you the letter by saying:

That is the letter _____.

Tell students to repeat the sentence together out loud. For each letter on the board, ask:

How many _____ are there? Tell your partner

Students will say:

There are _____ of the letter _____.

Ask students to share their answers with the class.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling them that they learned how to read the words nine and ten, reviewed letters of the alphabet, and counted and practised number words one to ten.

Language Patterns: How many _____ are there?
There are _____ of the letter _____.

LESSON TEN

Focus: Speaking, Listening, Pre-reading, Pre-writing

Review reading numbers one to ten with the number word flash cards placed on the shash board. Point to each word as you name it. Ask students to repeat out loud after you have said the word. Ask students what the number word is.

The Letter g

Write g on the chalkboard and say:

This is the letter g.

As you write this letter, say:

round, up, down, and round a bit to the left.

Face the chalkboard and demonstrate how to write the letter g in the air, using big movements. As you write the letter say:

This is the letter g – round, up, down, and round a bit to the left.

Ask students to stand up. Tell them to write the letter g in the air with you. Say the name of the letter, and say the direction of the movement as you show how to write it.

This is the letter g – round, up, down, and round a bit to the left.

Ask students to show a partner how to make the letter **g** in the air again. As they make the letter, have them say,

This is the letter g – round, up, down, and round a bit to the left.

Tell students to use two fingers to form the letter **g** on the top of their desks while saying the name of the letter. Then ask students to trace the letter with their fingers in their student book while saying:

This is the letter g – round, down, up, and round a bit to the left..

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

Write the following letters which are in the student book on the chalkboard:

f	l	a	g	g	r	e	g	n	g	t	o
---	---	---	---	---	---	---	---	---	---	---	---

Ask individual students in English to stand up and come to the chalkboard. Then ask those students to:

Point to the letter g.

Each student must point to each letter **g** and say:

This is the letter g.

Do the same activity with a partner using the letters in the student book.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students that they have learned to recognise the letter **g** and practised reading the words *one* to *ten*.

LESSON ELEVEN

Focus: Speaking, Listening, Reading, Pre-writing

Review reading number words, 1-10. Play the Yes/No game. Hold up a flash card with a number word (one to ten). Say:

Is this the number _____?

Tell students that if the answer is yes, they should stand up or stay standing and say:

Yes, it is.

If the answer is no, students should sit down or stay seated and say:

No, it's not. It is the number _____.

Choose a student to be the teacher. Tell him/her come to the front of the classroom and hold a number word flash card up and ask:

Is this the number _____?

Tell students to answer as they did when you modeled the game. Repeat this with several students.

The Letter m

Write m on the chalkboard and say:

This is the letter m.

As you write this letter, say:

down, up, round, and down, up, round, and down.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter m – down, up, round, and down, up, round, and down.

Ask students to stand up. Tell them to write the letter m in the air with you. Say the name of the letter and say the direction of movement as you show how to write it.

This is the letter m – down, up, round, and down, up, round, and down.

Ask students to show a partner how to make the letter m in the air again. As they make the letter, have them say,

This is the letter m – down, up, round, and down, up, round, and down.

Tell students to use two fingers to form the letter m on the top of their desks while saying the name of the letter. Then tell students to trace the letter m in their student book.

This is the letter m – down, up, round, and down, up, round, and down.

Tell students to write the letter several times in the air.

Write the following letters which are in the student book on the chalkboard:

f	m	a	m	r	m	g	e	n	m	t	o
---	---	---	---	---	---	---	---	---	---	---	---

Ask individual students in English to stand up and come to the chalkboard. Then ask those students to:

Point to the letter m.

Each student must point to each letter m and say:

This is the letter m.

Do the same activity with a partner using the letters in the student book.

The Letter u

Write u on the chalkboard and say:

This is the letter u.

As you write this letter, say:

down, round, up, and down.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter, say:

This is the letter u – down, round, up, and down.

Ask students to stand up. Tell them to write the letter u in the air with you. Say the name of the letter and say the direction of movement as you show how to write it.

This is the letter u – down, round, up, and down.

Ask students to show a partner how to make the letter u in the air again. As they make the letter, have them say,

This is the letter u – down, round, up, and down.

Tell students to use two fingers to form the letter u on the top of their desks while saying the name of the letter. Then tell students to trace the letter u with their fingers in their student book while saying:

This is the letter u – down, round, up, and down.

Tell students to write the letter several times in the air.

Write the following letters which are in the student book on the chalkboard:

u	m	a	u	r	o	g	e	u	u	t	u
---	---	---	---	---	---	---	---	---	---	---	---

Ask individual students in English to stand up and come to the chalkboard. Then ask those students to:

Point to the letter u.

Each student must point to each letter u and say:

This is the letter u.

Do the same activity with a partner using the letters in the student book.

Write the letters g, m, and u several times on the chalkboard.

g	g	g	m	m	m	m	u	u	u	u	u
---	---	---	---	---	---	---	---	---	---	---	---

Point to each letter and ask:

What is this letter? Tell your partner.

The students answer by saying:

The letter is _____.

Ask individual students to say the correct sentences out loud.

For each letter on the board, ask:

How many _____ are there? Tell your partner.

The student answers using the language pattern:

There is _____ letter. There are _____ letters.

Ask individual students to say the correct sentences out loud.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students that they have learned to read and form the letters m and u and practised reading the words *one to ten*.

Language Patterns: How many _____ are there? There are _____ _____.

LESSON TWELVE

Focus: Reading, Speaking, Listening

Methodology: continuous assessment, making notes on individual student's progress

Ask individual students:

How old are you?

Students answer:

I'm _____ years old.

Tell students to practise saying this in pairs. Have students say all they can in English about themselves (greeting, name boy/girl, grade, and age). Make note of the students who can do this well or not so well.

Write on the chalkboard the number words one, two, three, four, five, six, seven, eight, nine, and ten in a different order. (The shash board also could be used with flash cards.) Point to the number words and ask students to read them together out loud. Repeat this several times.

Ask:

What game do you want to play?

Play the game that the students choose.

The teacher writes the letters e, a, t, o, n, r, i, s, h, d, l, f, c, m, u, and g several times on the chalkboard. (The letters also are in the student book.)

e e	a a a a	t	o o
n n n n n	r r	i	s s s s s s s
d	f f f	c c c	m
u u u u	g g g g g g	aaaa	ee

Point to each letter and ask:

What is this letter? Tell your partner.

Ask students to answer together out loud by saying:

This is the letter _____.

For each letter on the chalkboard ask:

How many letters are there? Tell your partner.

The student answers using the language pattern:

There is _____ letter _____. There are _____ letters _____.

Example: There is one letter i. There are four letters a.

Ask students to say the correct sentences out loud.

Repeat this activity with the letters in Lesson Twelve in the student book.

Sing a song that students choose.

Lesson Summary: Ask students what they learned in this unit. Reinforce their responses by telling students that they have learned to count in English, to read the numbers, to describe the number of objects in a picture and to read and form the letters m, u, and g.

UNIT 6: OBJECTS THAT WE HAVE?

Learning Outcomes: Students will be able to

- understand and use the verb *have* when used with the pronouns I, you, he, and she.
- say and understand words related to outdoor games and the playground environment.
- identify and read letters y, p, and w.
- match familiar initial letters to pictures.
- use language patterns in sentences.

Assessment:

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

Speaking and listening. Students draw a picture of a quantity of one object(s), e.g. three pencils or five pens. Students say what their classmates have. (*He has three pencils. She has five pens*).

LESSON ONE

Focus: Listening, Speaking

Explain to students that they will learn to use the word have in different forms in order to show what people possess. Pick up a pencil. Hold it up for the class to see and ask students what the name of the object is that you are holding. Ask a student to tell you the name of what you are holding.

Tell students to listen to the sentence. Say:

I have a pencil.

Ask students to pick up their pencils and repeat together out loud:

I have a pencil.

Walk around the classroom. Ask individual students to stand up and repeat their sentence while holding the pencil.

After students repeat the sentence, give the pencil to a student and tell students to listen to the sentence. Point to the student and say:

You have a pencil.

Ask students to work in pairs. One student will say:

I have a pencil.

The other student will say:

You have a pencil.

Repeat this several times.

Write the word *have* on the chalkboard. Explain that this is what the word *have* looks like in writing. Hold up a book. Ask students:

What is the name of this object?

Say:

I have a book.

Ask individual students to answer. Say:

Pick up your book. What do you have?

Ask them to answer by saying:

I have a book.

Walk around the room. Ask individual students to repeat the sentence while holding a book. Give the book to a student and tell him/her to listen to the sentence. Say:

You have a book.

Take the book back and ask:

What do I have?

Students will answer:

You have a book.

Ask students to repeat the sentence several times.

Ask students to work with a partner. One student will say:

I have a book.

The other student will say:

You have a book.

Repeat this several times.

Hold up a pencil and a book. Ask students to name the objects you are holding. Say:

I have a pencil and a book.

Ask students to:

Pick up your pencil and your book.

Ask them to repeat together:

I have a pencil and a book.

Walk around the classroom. Ask individual students to repeat the sentence while holding a pencil and a book. After students repeat the sentence, give the pencil and the book to a student and tell the class to listen to the sentence. Say:

You have a pencil and a book.

Ask the class to repeat this sentence several times.

Ask students to work in pairs. One student will say:

I have a pencil and a book.

The other student will say:

You have a pencil and a book.

Repeat this several times.

Give a student a pen. Ask the student to listen carefully to the question. Ask:

What do you have?

The student will answer by saying:

I have a pen.

Ask students to repeat this sentence together out loud several times.

Give another student a pen and say:

You have a pen.

Ask students to repeat this sentence together out loud several times.

Ask students to work in pairs and ask the question:

What do you have? (pencil, book, pen).

The student will answer:

You have a (pencil, book, pen).

Give a student a bag. Ask:

What do you have?

Tell the student to answer by saying:

I have a bag.

Ask students to repeat this sentence together out loud several times.

Hold the bag up in front of the class and ask:

What do I have?

They will answer:

You have a bag.

Ask students to repeat these sentences together out loud several times.

(Teach the names of other classroom objects that you want students to learn.)

Ask students to think about things that they have. Ask a student to bring something to the front of the classroom. Ask:

What do you have?

The student will answer by saying:

I have a _____.

Then say the sentence:

Yes, you have a _____.

Repeat this with several students. Tell students to ask a partner "What do you have?"

Allow them time to answer, "I have a _____." The person who asked what the student had should then say, "You have a _____."

Sing songs and play games that you know, anytime during the lesson, that will help students remember the names of objects.

Lesson Summary: Tell students that they learned how to use the verb *have* in a sentence when it follows the words *I* or *you*.

Vocabulary: yes, have, I, you

Language Pattern: I/You + *have* + an object name.
conjunction (connecting word): and

LESSON TWO

Focus: Listening, Speaking

Explain that students have already learned how to use the verb have in a sentence when following the words I and you. Tell them that they will now learn to use another form of the verb have. They will use the new verb has to replace have when using she and he in a sentence.

Hold up a pencil. Say:

I have a pencil.

Ask:

What do I have?

Students will answer together out loud:

You have a pencil.

Hand another pencil to a female student. Tell students to listen to the sentence:

She has a pencil.

Tell students to listen to the sentence:

I have a pencil, and she has a pencil.

Point to yourself as you say, "I" and point to the girl as you say, "she." Tell students to repeat together out loud:

I have a pencil, and she has a pencil.

Do this several times with different objects and with different female students.

Give two pencils to a male student. Tell students to listen to the sentence:

He has two pencils.

Tell students to listen carefully to the following sentence:

I have a pencil, and he has two pencils.

Point to yourself as you say, "I" and point to a boy as you say, "he." Ask students to repeat together out loud:

I have a pencil, and he has two pencils.

Do this several times with different objects and different male students.

Write the word has on the chalkboard. Tell students that this is what the word has looks like in English writing. Tell students that has is used in place of the word have when using the pronouns he or she before it.

Hand a female student a stick. Tell students to listen to the sentence:

She has a stick.

Hand the same student a piece of rope. Tell students to listen to the sentence:

She has a stick and a rope.

Ask students to think of two things that they own. Ask a female student to stand up. Ask the student the following question:

What two things do you have?

The student will say:

I have a _____ and a _____.

Repeat the sentence together out loud.

Model for the class the following sentence and ask students to repeat it together out loud:

She has a _____ and a _____.

Point to the student and say the sentence.

You have a _____ and a _____.

Ask students to repeat the sentence together out loud several times.

Ask a male student in English to stand up. Ask the student the following question:

What two things do you have?

The student will answer:

I have a _____ and a _____.

Model for the class the sentence:

He has a _____ and a _____.

Point to the student and say:

You have a _____ and a _____.

Ask students to repeat the sentence together out loud several times.

Lesson Summary: Tell students that they learned to name one and two things that they have and others have. They also learned how to use the verb *has* in a sentence when it follows the words *he* or *she*.

Language Pattern: I have a _____. I have a _____ and a _____.
She has a _____. He has a _____ and a _____.
She has a _____ and a _____.

LESSON THREE

Focus: Listening, Speaking

Teach the words ball, rope, stones, car, and other objects that students can play with outdoors. Tell students to look in their student book at the pictures of a ball, rope, stones, and a car. Ask students to point to each object as you say its name. Repeat the words together out loud.

Review the different forms of the verb have. Tell students they are now going to play a guessing game. Tell students that they will describe an object. Say:

I am thinking of an object that you could use when you play.

Tell students to listen as you say three sentences describing the object.

It is round. It bounces. It is red.

Use gestures for the word bounces so students know its meaning. Ask students the question:

What do I have? It is _____. It _____. It is _____.

Ask students to guess what it is by saying:

You have a _____.

When they have given the correct answer, ask students to say together out loud:

She/He has a _____.

In mother tongue, explain the word play to students. Write the word play on the chalkboard. Say:

I play with a ball.

Write the sentence on the chalkboard. Tell students to repeat the sentence together out loud as you point to each word.

Ask students to name objects they could use while playing. Write the English names of the objects on the chalkboard after they say them. Ask students to choose one of the listed objects that they would play with on the playground. Tell individual students to ask:

What do I play with? It is _____. It _____. It is _____.

Other students will stand and guess what the object is by saying:

You play with a _____.

If the class guesses incorrectly two times, the student can tell the class what the object is by saying:

I play with a _____.

The class will then say together:

He/She plays with a _____.

Tell all students to work in groups of three. Students will play the guessing game using the sentence patterns:

Student 1: **What do I play with? It is _____. It _____. It is _____.**

Student 2: **You play with a _____.**

Student 3: **He/She plays with a _____.**

Lesson Summary: Tell students that they learned how to describe an object and name an object that someone else describes to them.

Vocabulary: round, bounces, play, ball, rope, stones, car

Language Pattern: I play with _____. You play with _____.
He/She plays with a _____. He/She has a _____.

LESSON FOUR

Focus: Listening, Speaking, Pre-reading

Review the forms of the verb have with students.

Look at the pictures in the student book. In mother tongue ask, What is happening in the pictures? Say the title of the story and ask students to guess what will happen in the story. Ask students to look at the pictures in their student book while you read the story in English. Then read the story out loud to the students.

The Goat

Haile has a goat. Adonay holds a rope to lead her goat. Biyana holds a stick to drive his goat. Sara has a bucket to milk the goat. Wessene has leaves to feed her goat.

Reread the story in English. Tell students to think about what each person has.

Ask students the following questions. Tell them to answer in English using the pronouns, he or she.

What does Haile have?	He has a goat.
What does Adonay have?	She has a rope.
What does Biyana have?	He has a stick.
What does Sara have?	She has a bucket.
What does Wessene have?	She has grass.

Hold up a bag and a pencil. Ask students:

What do I have?

Students should answer:

You have a bag and a pencil.

Ask students to repeat the sentence together out loud:

She/He has a bag and a pencil.

Give the bag and the pencil to a student. Ask:

What does she/he have?

Students will answer:

She/He has a bag and a pencil.

Ask individual students whether the verbs, has or have, fit in each of the following sentences. After one student answers, ask the class to repeat the sentence together out loud with the correct answer.

1. I _____ a stick. (have)	4. You _____ a goat. (have)
2. She _____ a bag. (has)	5. I _____ a rope. (have)
3. He _____ a bucket. (has)	6. She _____ a pen. (has)

Lesson Summary: Tell students that they practised using the verbs *have* and *has* in sentences and listened to and answered questions about a story in English.

Vocabulary: goat, stick, rope, bucket, grass

Language Pattern: I have _____. You have _____. He has _____. She has _____.

LESSON FIVE

Focus: Listening, Speaking, Pre-reading, Pre-writing

Play the movement game. Face the students. Tell them to watch your movements carefully. Model how to touch your right shoulder and then your left hip with your left hand as you say, “short line.” (This forms a slanted line.) Then touch your left shoulder and your right knee with your right hand as you say, “long line.” (This forms a longer slanted line.) Tell students to copy your movements while they say, “short line, long line.” Repeat this several times. (These are the strokes for the letter y.)

The Letter y

Write y on the chalkboard and say:

This is the letter y.

As you write this letter, say:

short slant right, long slant left.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter y – short slant right, long slant left.

Ask students to stand up. Tell them to write the letter y in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter y – short slant right, long slant left.

Ask students to show a partner how to make the letter y in the air again. As they make the letter, have them say:

This is the letter y – short slant right, long slant left.

Then tell students to use two fingers to form the letter y on the top of their desks while saying the name of the letter. Tell students to trace with their fingers the letter y in their student book while saying:

This is the letter y – short slant right, long slant left.

Tell students to write the letter several times in the air.

Write the following letters which are in the student book on the chalkboard:

y	y	m	g	y	u	c	y	y	d	f	y
---	---	---	---	---	---	---	---	---	---	---	---

Ask individual students to come to the front of the class by gesturing with your hands.
Say:

Point to the letter y.

Each student must point to each letter y and say:

This is the letter y.

All students will repeat the sentence together out loud.

Ask students to do the same activity with a partner using the letters in the student book.

Play the movement game again. Say:

short slant right, long slant left; short slant right, long slant left; short slant right, long slant left. This is how we make the letter y.

Write the following words on the chalkboard. Ask students to identify which of the words starts with the letter y. Point to each word and tell students to wave their hands in the air when they see the letter y at the beginning of a word. Read the words out loud to the students.

fish	yard	cat	yes	you	lion
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Lesson Summary: Tell students that they learned how to read and form the letter y and identify the beginning letter in a word.

LESSON SIX

Focus: Listening, Speaking, Pre-reading, Pre-writing

Sing “The Alphabet Song.” Review how to read and form the letter y using hand movements in the air and by writing y on the chalkboard.

The Letter p

Write p on the chalkboard and say:

This is the letter p.

As you write this letter, say:

down, round.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter p – down, round.

Ask students to stand up. Tell them to write the letter p in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter p – down, round.

Ask students to show a partner how to make the letter p in the air again. Partners should be side by side as they make the letter. Have them say:

This is the letter p – down, round.

Tell students to use two fingers to form the letter p on the top of their desks while saying the name of the letter. Tell students to trace with their fingers the letter p in their student book while saying:

This is the letter p – down, round.

Tell students to write the letter several times in the air.

Write the following letters which are in the student book on the chalkboard:

l	p	p	l	s	p	h	p	p	s	p	h
---	---	---	---	---	---	---	---	---	---	---	---

Ask students to raise their hands when you point to the letter p.

Tell students to point to the letter p in the same list in their student book. Each student must point to each letter p in the student book, and say:

This is the letter p.

Ask students to do the same activity with a partner using the letters in the student book.

Write the following words on the chalkboard. Point to each word and tell students to raise their hands when they see the letter p at the beginning of a word.

pig	dog	top	park	pot	man	pop	bag
------------	------------	------------	-------------	------------	------------	------------	------------

Read the words out loud to the students.

Lesson Summary: Tell students that they learned how to read and form the letter p.

LESSON SEVEN

Focus: Listening, Speaking, Pre-reading, Pre-writing

Review how to read and form the letters y and p using hand movements in the air and by writing them on the chalkboard. Explain that students will learn how to read and form another English letter that will help them read and write words in English.

The Letter w

Write w on the chalkboard and say:

This is the letter w.

As you write this letter, say:

down, up, down, up.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter w – down, up, down, up.

Ask students to stand up. Tell students to write the letter w in the air with you. Say the name of the letter and say the direction of movement as you show how to write it.

This is the letter w – down, up, down, up.

Ask students to show a partner how to make the letter w in the air again. As they make the letter, have them say:

This is the letter w – down, up, down, up.

Then tell students to use two fingers to form the letter w on the top of their desks while saying the name of the letter. Tell students to trace with their fingers the letter w in their student book while saying:

This is the letter w – down, up, down, up.

Tell students to write the letter several times in the air.

Write the following letters which are in the student book on the chalkboard:

w	i	p	w	n	y	w	w	n	y	w	p
---	---	---	---	---	---	---	---	---	---	---	---

Ask individual students to point to the letter w, the letter p and the letter y and say:

This is the letter _____.

Write the following words on the chalkboard. Point to each word, and tell students to raise their hands when they see the letter w at the beginning of a word. Read the words out loud to the students.

wig	warm	no	run	want	work
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Read the words out loud to the students again.

Lesson Summary: Tell students that they learned how to read and form the letter w.

LESSON EIGHT

Focus: Listening, Speaking, Pre-reading, Pre-writing

Review the letters y, p, and w. Write all three letters on the chalkboard. Point to each letter and ask students to name each letter.

Ask students to play a guessing game with a partner. Students will take turns forming the letter y, p, or w using light strokes on his/her partner's back. The partner will guess what the letter is.

Draw the following table on the chalkboard.

y	y	w	p
p	w	y	p
w	p	w	y

Tell students to find the letter in each row that matches the letter in the first box (in gray). Tell students to use the language pattern.

This is the letter _____ and this is the letter _____.

Ask individual students to come to the front of the classroom and point to the matching letters in each row.

This is the letter _____, and this is the letter _____.

Tell students that they will work with a partner to point to the matching letters in their student book and respond by using the language pattern: *This is the letter _____, and this is the letter _____.*

y	w	y	p
p	y	p	w
w	w	y	p

Write the following words on the chalkboard. Tell students to look at the words as you point to them and say them. Ask students to say the name of the beginning letter of each word as you point to it.

we pot work yes park yawn

Point to the words again. Tell students to say the name of the beginning letter.

This is the letter _____.

Students will say the sentence together out loud as you point to each beginning letter.

Lesson Summary: Tell students that they learned to identify the letters y, p, and w and words with the beginning letters y, p, and w.

LESSON NINE

Focus: Listening, Speaking, Pre-reading, Pre-writing

Explain to students that they are going to review numbers. Ask students to count together with you. Count the numbers one to ten in English.

On the chalkboard write the words: one book, two books. Hold up one book and say:

I have one book. (Point to the words one book on the chalkboard.)

Hold up two books and say:

I have two books. (Point to the words two books on the chalkboard.)

Point to the words book and books. Ask:

How are these two words different?

Students will answer by saying that one word has an extra letter, the letter s.

Tell students that we use the plural letter s when talking about more than one object.

Hold up two books. Ask:

How many books do I have?

Say:

I have two books.

Give the two books to a student. Ask:

How many books do you have?

The student will say:

I have two books.

Give the two books to another student. Say:

You have two books.

Tell students to repeat the sentence together out loud.

Ask students to practise with a partner by saying:

How many _____ (books, pencils, pens) do you have?

The partner will answer:

I have two _____. (in its own box)

Hold up a pencil, three pens, and six flash cards. Ask:

How many _____ do I have?

The student will say:

You have _____ (number word) _____ (objects).

Repeat this for each set of objects.

Play the memory game. Put a different number of objects on your desk. Have students look at them and count how many there are of each object. Record the findings on the chalkboard. Cover them and remove a group of items. Uncover them and ask what is missing.

Write the numerals 1-10 on the chalkboard. Point to each number and say its name. Ask students to repeat the names of the numbers together out loud. Ask individual students to come to the chalkboard. Ask each student to draw the correct number of circles beside each number.

Tell students to count the number of circles beside each number in their student book. As you call out the number (some correct numbers and some incorrect), students will count the circles and say, "yes," if the number of circles is correct. They will say, "no," if the number of circles is NOT correct.

Tell students to write each number in their exercise book after you say it. Tell students they will draw the correct number of circles to show how many each number represents.

4	8	2	6	5	1	10	2	7	9
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Tell students to ask a partner to count the number of circles next to each number to make sure it is correct.

Lesson Summary: Tell students they worked with counting and reading the numbers 1-10 and learned about plural letter s.

Language Pattern: plural: I/You have _____ (number word) _____ (objects).

LESSON TEN

Focus: Listening, Speaking, Pre-reading, Pre-writing

Preparation: flashcards with numerals 1-10.

Hold up the numbered flash cards in order from one to ten. Show each one to the students as you say each number out loud. Next, hold up the number 2 flash card and ask a student to come to the front of the classroom. The student will read the number on the flash card and choose two students to come to the front of the classroom. He/She will point to each student and count 1, 2. Then all students will sit down.

Choose another flash card and tell students to hop up and down the correct number of times as the number on the flash card.

Choose another flash card and tell students to tap their desks the correct number of times as shown on the flash card.

Continue this activity with the rest of the flash cards. Suggested activities:

- *Students may touch their heads the number of times on the flash card.*
- *Students may clap their hands the number of times on the flash card.*
- *Students may touch their toes the number of times on the flash card.*
- *Student may snap their fingers the number of times on the flash card.*
- *Students may turn to a partner and clap hands with each other the number of times on the flash card.*

Students should count each number of movements together out loud while they are doing the action.

Place the number flash cards and number word flash cards in order on the shash board. Review them with the class. Put them in a different order, and ask individual students to come to the shash board and match the numbers to the number words.

1	One	6	six
2	Two	7	seven
3	Three	8	eight
4	Four	9	nine
5	Five	10	ten

Ask students how many fingers they have. Model for students how to count to ten on their fingers holding up one, then two, then three, all the way to ten. Say:

Show me five fingers.

Students should hold up five fingers. Tell partners to check that they are both holding up the correct number. Continue asking students to show you a certain number of fingers. Partners should check each other's answers.

Lesson Summary: Ask students what they learned, and then ask them to count to 10 together. They reviewed counting and reading numbers and number words.

Vocabulary: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, fingers

LESSON ELEVEN

Focus: Listening, Speaking, Pre-reading, Pre-writing

Methodology: continuous assessment

Tell students they are going to review the skills learned.

Ask students to look at a picture of a boy holding a stick in the student book. Tell students to tell a partner what the boy has. They should use the sentence pattern below.

He has a _____.

Ask students to tell each other what they have at their desks. Ask them to use the sentence pattern:

I have a _____.

The partner should respond by saying:

You have a _____.

Hold up a letter flash card, and ask students to say the letter name for the letters y, p, and w. Students will use the sentence pattern.

This is the letter _____.

Write y, p, and w on the chalkboard. Ask individual students to stand up and point to the correct letter.

Which letter is w? Which letter is y? Which letter is p?

Tell students to pick out the letters they know from a pack of letter cards and name them. Make note of students who still need help with letters.

Review the number and number word flash cards together.

Hold up each of the flash cards with the number words. Ask students to:

Say each number word together out loud.

Make note of students who need help with number words.

Lesson Summary: Tell students that they practised how to understand and use English words and numbers. They also reviewed the letters y, p, and w and used have/has and he/she correctly in sentences.

UNIT 7: MY FAMILY

Learning Outcomes: Students will be able to

- describe their families using possessive adjectives.
- read words, phrases and sentences associated with family members.
- read the letters b, v, and k.
- recognise alphabet letters learned.
- read family words.
- write the correct initial letters of words that define family members.

Assessment:

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

Speaking and listening: Students draw their families and describe them to others. E.g. This is my mother. I have 2 brothers etc.

LESSON ONE

Focus: Listening, Speaking

Preparation: pictures of different families: parent/parents and child/children; one family should have a mother, father, two girls and one boy.

Explain that students will learn to describe families using English words. Tell students that they will learn the names of the people who make up a family.

Tell students the English word family. (If necessary, explain the word family in mother tongue.) Ask students if they remember the English word for father. Tell students the names of the people who make up a family. Explain the meanings of the English words: Say:

mother, father, sister, and brother.

Show students a picture of a family. Describe and talk about the picture. Ask individual students to stand up and come to the front of the classroom and point to each family member. Ask:

Who is the father?

The student should point to the father and answer:

This is the father.

Ask students to repeat the sentence together out loud.

Ask another student to stand up and come to the front of the classroom. Ask:

Who is the mother?

The student should point to the mother and answer:

This is the mother.

Ask students to repeat the sentence together out loud.

Continue asking the following questions in the same way.

Who is the sister? (*This is the sister. - This could be either one of the two girls in the picture.*)

Who is the brother? (*This is the brother.*)

Ask individual students to stand up and answer the question.

How many people are in the family?

Count together as you point to each person in the picture. Students should say:

There are five people.

Say:

There are five people in the family.

Students will repeat this sentence together out loud.

Explain the meaning of older people in mother tongue. Then ask:

How many older people are in the family?

Count together as you point to each person. Say:

There are two older people in the family.

Students will repeat this sentence together out loud.

Follow the process above when asking the following questions:

How many children are in the family? There are three children in the family.

How many sisters are in the family? There are two sisters in the family.

How many brothers are in the family? There is one brother in the family.

Ask students to think about their family and how it is like or different from the family in the picture.

Are they the same? Are they different?

Ask individual students in the mother tongue:

How is the family in the picture like yours or not like yours?

Ask each student to explain in mother tongue to a partner how the family is alike or different from their family.

The picture is the same as my family. I have five people in my family. The family in the picture is different from my family. My father's mother also lives with me.

Lesson Summary: Tell students that they learned to describe families using English words. Tell students that they learned the names of the people who make up a family and how families are alike and different.

Vocabulary: family, mother, father, sister, brother, older people

Language Patterns: Who is the _____?

LESSON TWO

Explain to students that there are words in the English language that they can use to help them write and tell about their families and other people. They are:

my, your, his, and her.

Say the following sentence using English words. Tell students to notice the use of the English word my in the sentence.

My name is _____.

Point to individual students and ask the question:

What is your name?

Students should answer:

My name is _____.

Tell students that they will learn to use the other possessive adjectives. Again say the sentence:

My name is _____.

Ask:

What is my name?

Tell students to use the English word your to start the sentence. Model the following sentence:

Your name is _____.

Ask students to repeat the sentence together out loud. Ask individual students:

What is your name?

The student should answer:

My name is _____.

Repeat this several times.

Tell students to turn to a partner and ask:

What is your name?

The partner should answer:

My name is _____.

Point to a female student and ask:

What is your name?

The student should answer:

My name is _____.

Ask the class.

What is her name?

Tell students to use the English word her in a sentence when speaking of a female.

Say:

Her name is _____.

Tell students to repeat this sentence together out loud.

Point to a male student and ask:

What is your name?

The student will answer:

My name is _____.

Ask the class:

What is his name?

The class will answer together out loud:

His name is _____.

Tell students to use the English word his when speaking of a male. The students should answer together out loud:

His name is _____.

Tell students to repeat this sentence together out loud.

Tell students to get in groups of three. Each student should say:

My name is _____.

Another student in the group should say:

Your name is _____.

The last student in the group should say:

His/Her name is _____.

Lesson Summary: Tell students that they learned about how to say their name and how to tell someone what his/her name is.

Vocabulary: your, her, his

Language Patterns: My name is _____. Your name is _____.
Her name is _____. His name is _____.

LESSON THREE

Focus: Listening, Speaking, Pre-Reading, Pre-Writing

The Letter b

Explain that students will learn how to read and form another English letter that will help them read and write words in English.

Write b on the chalkboard and say:

This is the letter b.

As you write this letter, say:

down, up, round.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter b – down, up, round.

Ask students to stand up. Tell students to write the letter b in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter b – down, up, round.

Ask students to show a partner how to make the letter b in the air again. As they make the letter, have them say:

This is the letter b – down, up, round.

Tell students to use two fingers to form the letter b on the top of their desks while saying the name of the letter. Then ask students to trace the letter b with their fingers in their student book while saying:

This is the letter b – down, up, round.

Tell students to write the letter several times in the air.

Write the following letters which are in the student book on the chalkboard:

w	b	b	p	b	b	y	w	p	b	y	b
---	---	---	---	---	---	---	---	---	---	---	---

Ask individual students to:

Stand up and come here.

Then ask these students to:

Point to the letter b.

Each student must point to each letter b and say:

This is the letter b.

Do the same activity with a partner using the letters in the student book.

Ask students to read each letter together with you as you point to each letter. Students should answer:

This is the letter _____.

Repeat this several times.

Write the words below on the chalkboard. Tell students to put their finger on their nose when you point to a word that starts with the letter b.

bone	bell	win	pin	bus	you
-------------	-------------	------------	------------	------------	------------

Read the words out loud to the students.

Lesson Summary: Tell students that they learned how to read and form the letter b.

LESSON FOUR

Show students another picture of a family. Point to the mother, father, sister, and brother. Review with students the English name for each family member. As you point to a person in the picture, ask students to tell you together out loud the name for that person. Say:

This is the _____. (mother or other family member)

Students should repeat this sentence together out loud for each person in the picture.

Explain to students that they will review the words: my, your, his, and her. Point to the pictures of the children in the family as you say the following sentence.

Dawit's sister's name is Meaza.

Then ask students to repeat the sentence together out loud:

Say the following sentence. Then ask students to repeat together out loud as you repeat the sentence with the word her at the beginning of the sentence.

Her name is Meaza.

Point to pictures of a boy and his father in a family. Say the following sentence. Ask students to respond together out loud with the word his at the beginning.

Dawit's father's name is Yonas.

Students should say:

His name is Yonas.

Tell students to ask a partner the question:

What is your mother's name?

The student should say:

My mother's name is _____. (Hana)

Ask students to respond to their partner with the words your and her in sentence form.

Students should say:

Your mother's name is Hana. Her name is Hana.

Tell students to also ask their partner their father's name and answer in the same way.

What is your father's name? Your father's name is _____. His name is _____.

Ask students to think about their families. On the chalkboard write the words: mother, father, sister, brother. Ask individual students:

How many sisters do you have?

How many brothers do you have?

What is your mother's name?

What is your father's name?

Ask individual students to tell you in English about their family. Model for students how to answer by saying:

I have two sisters.

Then ask:

What do I have?

Tell individual students to answer by saying:

You have two sisters.

Tell the class to repeat the sentence together out loud.

Say:

I have three brothers.

Ask:

What do I have?

The class should answer together:

You have three brothers.

Tell the class to repeat the sentence together out loud.

Ask:

How many sisters and brothers do I have?

Ask an individual student to answer:

You have two sisters and three brothers.

Tell the class to repeat the sentence together out loud.

Tell students to ask a partner:

How many sisters and brothers do you have?

They should answer:

I have _____ sisters and _____ brothers.

Review how to give information about age with students. Tell students in the mother tongue what the words years old means. Tell students how to say years old in English. Review how to say the numbers 1 to 10 with students. Point to individual students. Ask them to say their age in English numbers.

Point to individual students. Ask them to say their age in English numbers. Model for students how to answer:

I am _____ years old.

Ask several students to tell their age this way. Tell students to turn to a partner and tell him/her how old they are.

Lesson Summary: Tell students that they learned to say their age in English and tell about their family.

Vocabulary: years old

LESSON FIVE

Preparation: picture of a family

Tell students that they will put all the sentences and questions they have learned together to give information about their families.

Hold up a picture of a family. Say the following sentences out loud to the students while you point to the people in the picture. (Pretend to be one of the people in the picture).

**My name is _____. I am _____ years old.
I have _____ sisters. I have _____ brothers.
My father's name is _____. My mother's name is _____.**

Ask individual students to stand up and tell you in English the following sentences describing their families.

Ask students to draw a picture of their family in their exercise book and tell their partner about their own family by using complete sentences.

Ask students to say together who each of the people is in the picture in Lesson Five their student book. Students should respond:

This is the mother. This is the father. This is the sister. This is the brother.

Families can be the same or different. Read a story about three different families. Before you read, ask students what they already know about families.

Families

Abeba lives in the countryside. She is six years old. She has three brothers and two sisters. Her mother's name is Biritu. Her father's name is Tolla. Her family has ten cows. Abeba takes care of the cows. She walks three miles to and from school each day.

Henok lives in the city. He is seven years old. He has one sister and four brothers. His mother's name is Mulu. His father's name is Girma. Henok helps his father repair shoes in their shoe shop. He rides the crowded city bus to school each day.

Kedir lives outside of the city. He is seven years old. He has three sisters and no brothers. His mother's name is Fatuma. His father's name is Hassan. Kedir takes his donkey to the market to buy hay for his bed. He rides his bicycle to school each day.

Ask students to tell a partner how they are alike and different from the boys and girls in the story. Have them share their answers with the class.

Lesson Summary: Tell students that they learned to describe families.

Vocabulary: countryside, repair, shoes

LESSON SIX

Focus: Listening, Speaking, Pre-reading, Pre-writing

Read characteristics of different families again. Read the story from Lesson Five again and tell students to listen for the information about the different families. Ask the following questions in the mother tongue. Ask individual students to stand up and answer.

- 1. Do any of you have the same name as any of the children in the stories?**
- 2. Do you live in the countryside, city, or outside of the city?**
- 3. Do you have the same number of brothers or sisters as any of the children in the story?**
- 4. What jobs do you do for your family? How do you help your family?**
- 5. How do you travel to school each day?**

Ask students to tell to a partner one thing that is the same about their family and the family in the story. Then ask them to tell one thing about their family that is different from the family in the story. (Example of alike: The family in the story has four brothers, and in my family there are four brothers. Example of different: The family in the story has two sisters, and in my family there is one sister.)

Write the words mother, father, sister, brother on the chalkboard. Then ask students to write the words in their exercise book. Read the story again, and ask students to point to the words: mother, father, sister, and brother in Lesson Five in their student book.

Ask students to retell the story to a partner.

Lesson Summary: Tell students that they learned about how families are alike and different.

LESSON SEVEN

Focus: Listening, Speaking, Pre-reading, Pre-writing

Preparation: letter cards with the letters: m, t, s, b

Write these simple sentences on the chalkboard.

This is a mother. This is a father. I have a sister. She has a brother.

Read each sentence out loud. Ask students to:

Repeat the sentences together out loud.

Point to the word mother on the chalkboard. Ask individual students to stand up and come to the front of the room. Say:

Tell what letter mother begins with.

Students will answer:

Mother begins with the letter m.

On the chalkboard, circle the word mother.

Point to the word *father* on the chalkboard. Say:

Tell what letter *father* begins with.

Students will answer:

Father begins with the letter f.

Circle the word *father*.

Tell what letter *sister* begins with.

Students will answer:

Sister begins with the letter s.

Circle the word *sister*.

Tell what letter *brother* begins with.

Students will answer:

Brother begins with the letter b.

Circle the word *brother*.

On the chalkboard draw a picture of a family with a mother, father, sister, and a brother. Ask a student to come to the front of the classroom.

Draw a line from the word *mother* to the picture of the mother on the chalkboard.

Ask individual students to continue matching the words to the pictures in the same way.

Review the letters that students have already learned in previous lessons. Write the letters on the chalkboard.

e	t	a	i	s	h	d	l	f	c	m	u	g	y	p	w
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Point to each letter and ask individual students:

What is the name of this letter?

Students should answer by saying:

This is the letter _____.

Ask students to repeat the sentence together out loud.

Have students look at the words in their student book and name the beginning letter in each word by using the language pattern: *The word starts with the letter _____.*

end	to	apple	lion	snake	hat	duck
fan	can	mug	up	goat	pot	west

On the chalkboard write the words:

_____other _____ather _____ister _____rother.

Ask students if they recognise the words without their starting letters. Ask individual students to guess the words. Say the words slowly. Ask individual students to stand up and come to the front of the classroom. Ask the student to choose from a small pile of letter cards including m, f, s, b and say:

Show me the letter that goes in the space.

The student should then say:

Mother starts with the letter m.

Tell students to repeat the sentence together out loud:

Mother starts with the letter m.

Repeat this activity for the other words.

Lesson Summary: Ask students what they learned today about letters. They learned to find and name the beginning letter of words.

LESSON EIGHT

Focus: Listening, Speaking, Pre-reading, Pre-writing

The Letter v

Explain to students that they will learn how to read and form another English letter that will help them read and write words in English.

Write v on the chalkboard and say:

This is the letter v.

As you write this letter, say:

slanting line down and up.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter v – slanting line down and up.

Ask students to stand up. Tell students to write the letter v in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter v – slanting line down and up.

Ask students to show a partner how to make the letter v in the air again. As they make the letter, have them say:

This is the letter v – slanting line down, up.

Tell students to use two fingers to form the letter v on the top of their desks while saying the name of the letter. Then ask students to trace the letter v with their fingers in the student book while saying:

This is the letter v – slanting line down and up.

Tell students to write the letter several times in the air.

Write the following letters which are in the student book on the chalkboard:

v	v	b	w	v	p	y	v	v	w	y	b
---	---	---	---	---	---	---	---	---	---	---	---

Ask individual students to come to the front of the class. Say:

Point to the letter v. Point to the letter b.

Each student must point to each letter and say:

This is the letter v. This is the letter b.

Do the same activity with a partner using the letters in the student book.

Write the words below on the chalkboard. Tell students to put their finger on their nose when you point to a word that starts with the letter v.

van	tie	vest	ball	pig	vase
------------	------------	-------------	-------------	------------	-------------

Read the words out loud to the students.

Lesson Summary: Tell students that they learned to read and form the letter v.

LESSON NINE

Focus: Listening, Speaking, Pre-reading, Pre-writing

Review how the letters b and v are written.

The letter k

Write k on the chalkboard and say:

This is the letter k.

As you write this letter, say:

straight line down, slanting line left and slanting line right.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter k – straight line down, slanting line left and slanting line right.

Ask students to stand up. Tell students to write the letter k in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter k – straight line down, slanting line left and slanting line right.

Ask students to show a partner how to make the letter k in the air again. As they make the letter, have them say:

This is the letter k – straight line down, slanting line left and slanting line right.

Tell students to use two fingers to form the letter k on the top of their desks while saying the name of the letter. Then ask students to trace the letter k with their fingers in their student book while saying:

This is the letter k – straight line down, slanting line left and slanting line right.

Tell students to write the letter several times in the air.

Write the following letters which are in the student book on the chalkboard:

k	k	v	b	y	k	w	k	k	b	v	b
---	---	---	---	---	---	---	---	---	---	---	---

Ask individual students to stand up and come here. Say:

Point to the letter k. Point to the letter v. Point to the letter b.

Each student must point to each letter and say:

This is the letter k. This is the letter v. This is the letter b.

Do the same activity with a partner using the letters in the student book.

Write the words below on the chalkboard. Tell students to clap when you point to a word that starts with the letter k.

kite	van	kick	kitten	water	yes	big
------	-----	------	--------	-------	-----	-----

Lesson Summary: Tell students that they have learned how to read and form the letter k.

LESSON TEN

Focus: Listening, Speaking, Pre-reading, Pre-writing

Review the letters b, v, and k. Write all three letters on the chalkboard. Point to each letter and ask students to name each letter.

Ask students to work with a partner. Ask students to stand up. Tell one student in each pair to turn around so that he/she is looking at the other partner's back. Ask students to:

Form the letter b on your partner's back lightly with two fingers while whispering the letter.

Form the letter v on your partner's back lightly with two fingers while whispering the letter.

Form the letter k on their partner's back lightly with two fingers while whispering the letter.

Students also could play a game and guess what letter, v, p, or w, the partner is making on their back.

Draw the following table on the chalkboard.

<u>b</u>	k	v	b
<u>v</u>	b	k	v
<u>k</u>	v	k	b

Tell students to find the letter in each row that matches the underlined letter. Tell the students the new sentence pattern. Point to each letter and ask students to name each letter.

This is the letter _____ and this is the letter _____.

Tell students that they will work with a partner to point to the matching letters in their student book and say the sentence pattern. Write the words on the chalkboard:

kite	bus	bell	van	kick	vest
-------------	------------	-------------	------------	-------------	-------------

Ask students to decide if **b**, **v**, or **k** is the beginning letter of each word.

Ask students to say each word again together out loud. Tell students to say the first letter of each word together out loud using the sentence pattern.

This is the letter _____.

Lesson Summary: Tell students they learned to identify beginning letters of words.

LESSON ELEVEN

Preparation: flash cards with the letters **b**, **v**, and **k**

Tell students they are going to review the skills learned in the unit. Write the following sentences on the chalkboard:

My name is _____. I am _____ years old. I have _____ brothers and _____ sisters. My mother's name is _____. My father's name is _____.

Ask students to complete the sentences out loud with a partner. Ask your partner what his or her mother's name is. Then ask what his father's name is. Say:

Your mother's name is _____. Your father's name is _____.

On the chalkboard write the sentences:

This is a mother. This is a father. This is a sister. This is a brother.

Point to the picture of a family in the student book in Lesson 5, and ask students to say together out loud who the person is.

Hold up flash cards with the letters **b**, **v**, and **k**: Tell students to say the letter name when you hold up the card. Write the letters on the chalkboard. Ask:

Which letter is b? Which letter is v? Which letter is k?

Tell students to write the letter in the air as you say it. Say:

Write the letter b. Write the letter v. Write the letter k.

Ask partners to check each other's work.

Ask students what the beginning letters of the words mother, father, sister, and brother are. Tell them to write the beginning letter of each word in the air and check their work with a partner.

UNIT 8: DESCRIBING PEOPLE

Learning Outcomes: Students will be able to

- describe physical appearances.
- learn the letters x, j, q, z and match them to words beginning with them.
- match descriptions to pictures.

Assessment:

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

Speaking and listening: Students look at pictures (from magazine/or stick figures on the blackboard) and describe people.

Reading: Student match simple descriptions to pictures

LESSON ONE

Focus: Listening, Speaking

Preparation: picture(s) of people with different shaped faces and bodies (also in student book)

Tell students that they will be learning how to describe how a person looks. Point to individual students. Say the following sentences in English. Demonstrate tall and short with your hand.

He is seven years old.	She is tall.	He is short.
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Tell students that the words seven years old, tall, and short are describing words used in the English language. Tell students that they will learn more describing words.

Write the following words on the chalkboard:

round	square	oval	oblong
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Tell students to look at the pictures in their student book and notice the shape of the people's faces. Point to a student with a round face. Say:

He/She has a round face.

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

Point to a student with a square-shaped face. Say:

He/She has a square face.

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

Point to a student with an oval-shaped face. Say:

He/She has an oval face.

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

Point to a student with an oblong-shaped face. Say:

He/She has an oblong face.

Draw an oblong shape on the chalkboard. Ask students to repeat the sentence together out loud.

Ask four students to stand up and come to the front of the classroom. Ask individual students to point to the square, the oblong, the round (circle), and the oval. Do this several times naming the shapes in a different order each time. Hold up pictures of people with different shaped faces. Ask individual students to point to one of the pictures and describe the shape of the person's face. Students will say:

He/She has a/an _____ face. (square, oblong, round, oval)

Tell students to repeat sentences together out loud.

Tell students to turn to a partner and tell your partner what shape you think your face is. Use the language pattern:

I have a/an _____ face.

Ask the partner to respond by saying:

I have a/an _____ face.

Lesson Summary: Ask students what they learned. Reinforce by telling them that they used shape words and other words to describe people.

Vocabulary: shaped, round, square, oval, oblong

Language Patterns: He/she is _____. He/She has _____. I have _____.

LESSON TWO

Focus: Listening, Speaking

Preparation: picture cards from Lesson One

Tell students in mother tongue that they will be discussing height, size, shape, and age. Ask students to look again at the picture cards from Lesson One. Tell students to notice the shape of the people's bodies. Ask individual students what they notice about the people in the picture.

Tell students that two English words for height are tall and short. Point to a person on the picture card who is tall and say the sentence:

She is tall.

Ask students to repeat the sentence together out loud.

Point to a person in the picture who is short and say:

He is short.

Ask students to repeat the sentence together out loud.

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

Who is short?

The class should point to the person who is short and answer together out loud:

He/She is short.

Tell students to look at the pictures in the student book of tall and short people. Ask:

Who is tall?

The class should point to the picture of the person who is tall and answer together out loud.

He/She is tall.

Remind students that they have already learned in English how to tell about the shape of a person's face. Point to the pictures in the student book and say the sentences below. Ask students to repeat each sentence together.

He has a round face. She has a square face. She has an oval face. He has an oblong face.

Ask individual students to stand. Ask students to tell their age using the following sentence pattern.

I am _____ years old.

Ask students to answer together by saying the following.

He/ She is _____ years old.

Ask individual students to stand up and come to the front of the classroom. Ask other students to describe the student at the front of the classroom. Model this for the student using words to describe age, face shape, and height. Say:

Adonay is _____ years old. (1-10)

He has a/an _____ face. (round, square, oval, oblong)

He is _____. (tall, short)

Ask students to repeat each sentence together out loud.

Ask another student to stand up and come to the front of the classroom. Ask individual students to describe the student in the front of the classroom using the language pattern.

Ask individual students to describe the people in the student book by using words that tell about face shape and height.

Lesson Summary: Ask students to tell a partner two things that they learned about the shapes of people's faces and their heights. They learned to describe people using shape words (round, square, oval, oblong) and height words (short and tall).

Vocabulary: tall, short

LESSON THREE

Focus: Listening, Speaking, Pre-Reading, Pre-Writing

Tell students that they will review how to describe a person's physical appearance using sentences in English. Ask students to look at a picture of a person and decide if the person is old or young. Describe the person in the picture.

(Name) _____ **is** _____ **years old.** (1-10) **He is young.**
She/He has a/an _____ **face.** (round, square, oval, oblong)
She/He is _____. (tall, short)

Ask individual students to describe another student by using the language patterns below. Tell students to include age, shape of face, and height. They should begin the sentences with the student's name or the pronouns he/she.

Abraham is _____ **years old.** (1-10) **He is young.**
He has a/an _____ **face.** (round, square, oval, oblong)
He is _____. (tall, short)

Ask partners to stand up and come to the front of the classroom to describe each other using complete sentences.

Tell students that they are going to play a guessing game. They will describe a person in English, and the class will guess who that person is. Model this for students. Tell students what the person looks like using complete sentences. Say:

She is seven years old. She has an oval face. She is tall.

Ask:

Who is it?

Students will repeat the question together out loud.

Ask individual students to stand up and guess who it is by saying:

It is _____.

Ask the student who was described to come to the front of the classroom. Ask:

Is she seven years old? Does she have an oval face? Is she tall?

Tell students that a description may fit more than one student in the classroom, so many answers may be correct. After several students have answered, tell the class who the person is that you described. Say:

It is _____. **He/She is seven years old. He/She has an oval face. He/She is tall.**

Tell students to play the guessing game with a partner. They should first think of someone to describe. Then they should tell that person's age, shape of face, and height.

Ask individual students to come to the front of the classroom and tell the class their clues about the person. Then call on individual students to stand up and guess who it is by saying:

It is _____.

Again ask questions to see if the person who was named fits the description. Remind students that the description may fit more than one student in the classroom, so many answers may be correct. After students have answered, tell them who the person is. Again, ask students questions to see if the person named fits the description.

Lesson Summary: Tell students that they learned to describe a person using English words.

Vocabulary: young

LESSON FOUR

Focus: Listening, Speaking

Preparation: pictures of people of different heights and ages wearing clothes of different colours

Explain to students that when we played the guessing game many people may have fit some of the descriptions because many of them are the same age, have the same face shape, and are the same height.

Tell students that they will learn to describe what people are wearing. This will help them to name the person described.

The following pictures are in the student book: boy in a blue shirt, girl in a pink hat, girl in a yellow shirt, boy in orange trousers. Review colour words and clothing words. Ask students in mother tongue what the people are wearing that makes them different.

Point to the boy with the blue shirt. Say:

The boy has a blue shirt.

Ask students to repeat the sentence together out loud.

Point to the girl wearing the pink hat. Say:

The girl has a pink hat.

Ask students to repeat the sentence together out loud.

Point to the girl with the yellow shirt. Say:

The girl has a yellow shirt.

Ask students to repeat the sentence together out loud.

Point to the boy with the orange trousers. Say:

The boy has orange trousers.

Ask students to repeat the sentence together out loud.

Tell the class that you are going to play the guessing game again. Tell them that this time they can add information about what the person they are describing is wearing. Model this for students. Describe a person by using sentences like the ones below.

She is seven years old. She has an oval face. She is tall. She has a red shirt. Who is she?

Ask individual students to stand up and guess who it is by saying:

It is _____.

Again, ask questions to see if the person named fits the description. Tell students that more details about the person described will help to name him/her. Explain that many answers may be correct even when more details are given. Ask students if it was easier to guess who was being described because more information was given.

Lesson Summary: Tell students that they learned to describe a person using more details.

LESSON FIVE

Focus: Listening, Speaking, Pre-reading, Pre-writing

The students should now be familiar with English words that describe physical appearances. Tell students that they will learn to read and understand words that describe people.

Write the following words on the chalkboard. Say each word. Ask students to repeat each word together out loud after you say it.

round	square	oblong	Oval	tall	short	young
--------------	---------------	---------------	-------------	-------------	--------------	--------------

Ask individual students to stand up and identify the beginning letter of each word by saying the letter name.

Read the words on the chalkboard to the class. Ask a student to say a word from the list on the chalkboard that describes his/her physical appearance. Circle the describing word that the student says. Repeat this activity until all of the words have been used.

Write the following sentences on the chalkboard. Ask a student to come to the front of the classroom. Ask the student to draw a picture on the chalkboard of someone who looks like the person described in the sentences.

She is young. She has an oval face. She is tall.

Ask students to draw a picture in their exercise book of someone. Tell students to show their drawing to a partner and have the partner describe the picture.

Ask students to draw a picture in their exercise book of a boy or girl and describe him or her to his/her partner using the language patterns below. Choose students to show and describe their pictures to the class. Example:

Yared is _____ years old. (1-10) He is young.
He has a/an _____ face. (round, square, oval, oblong)
He is _____. (tall, short)

Lesson Summary: Tell students that they learned more about how to describe someone.

LESSON SIX

Focus: Listening, Speaking, Pre-Reading, Pre-Writing

Explain to students that they will learn how to read and form another English letter that will help them to read and write words in English. Tell students how to form the letter x while you write a letter x on the chalkboard.

The Letter x

Write x on the chalkboard and say:

This is the letter x.

(Movement can be used to make the letter by pretending to draw a line from the right shoulder to the left hip and the left shoulder to the right hip.)

As you write this letter, say:

long slant to the right and long slant across to the left.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter x – long slant to the right and long slant across to the left.

Ask students to stand up. Tell students to write the letter x in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter x – long slant to the right and long slant across to the left.

Ask students to show a partner how to make the letter x in the air again. As they make the letter, have them say:

This is the letter x – long slant to the right and long slant across to the left.

Tell students to use two fingers to form the letter x on the top of their desks while saying the name of the letter. Ask students to use their fingers to trace the letter x in their student book while saying:

This is the letter x – long slant to the right and long slant across to the left.

Tell students to write the letter several times in the air.

Write the following letters which are in the student book on the chalkboard.

w	b	x	x	b	x	y	w	p	x	y	x
---	---	---	---	---	---	---	---	---	---	---	---

Ask individual students to come to the front of the classroom. Say:

Point to the letter x.

Each student must point to each letter x and say:

This is the letter x.

Tell students to repeat the sentence together out loud. Have students do the same activity with a partner using the letters in the student book.

Ask students to guess which of the following words start with the letter x. Tell students to clap their hands when they see the letter x at the beginning of a word.

bus	kind	x-ray	voice	kid
------------	-------------	--------------	--------------	------------

Read the words out loud to the class.

Lesson Summary: Tell students that they have learned how to read and form the letter x.

LESSON SEVEN

Focus: Listening, Speaking, Pre-Reading, Pre-Writing

Review how the letter x is written.

The Letter j

Write j on the chalkboard and say:

This is the letter j.

As you write this letter, say:

down, round to the left, dot.

Face the chalkboard and demonstrate how to write the letter in the air, using big movements. As you write the letter say:

This is the letter j – down, round to the left, dot.

Ask students to stand up. Tell students to write the letter j in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter j – down, round to the left, dot.

Ask students to show a partner how to make the letter j in the air again. As they make the letter, have them say:

This is the letter j – down, round to the left, dot.

Tell individual students to use two fingers to form the letter j on the top of their desks while saying the name of the letter. Ask students to use their fingers to trace the letter j in their student book while saying:

This is the letter j – down, round to the left, dot.

Tell students to write the letter several times in the air.

Write the following letters which are in the student book on the chalkboard:

x	j	j	v	p	j	x	j	j	y	b	j
---	---	---	---	---	---	---	---	---	---	---	---

Ask students to:

Point to the letter j. Point to the letter x.

Do the same activity with a partner using the letters in the student book.

Each student must point to each letter and say:

This is the letter j. This is the letter x.

Do the same activity with a partner using the letters in the student book.

Write the words below on the chalkboard. Tell students to put their finger on their nose when you point to a word that starts with the letter j.

x-ray	van	jam	juggle	kick	jelly
-------	-----	-----	--------	------	-------

Lesson Summary: Ask students what letter they learned to read and form today. Have them show how to make a letter j by writing it in the air.

LESSON EIGHT

Focus: Listening, Speaking, Pre-Reading, Pre-writing

Review how the letters x and j are written. On the chalkboard remind students how to make an x and a j. Ask students to make an x and a j in the air.

The Letter q

Write q on the chalkboard and say:

This is the letter q.

As you write this letter, say:

round, down.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter q – round, down.

Ask students to stand up. Tell them to write the letter q in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter q – round, down.

Ask students to show a partner how to make the letter q in the air again. As they make the letter, have them say:

This is the letter q – round, down.

Tell students to use two fingers to form the letter q on the top of their desks while saying the name of the letter. Then tell students to use their fingers to trace the letter q in their student book.

This is the letter q – round, down.

Write the following letters which are in the student book on the chalkboard:

q	k	q	j	x	q	w	j	q	x	q	q
---	---	---	---	---	---	---	---	---	---	---	---

Ask individual students to:

Point to the letter q. Point to the letter j. Point to the letter x.

Each student must point to each letter and say:

This is the letter q. This is the letter j. This is the letter x.

Do the same activity with a partner using the letters in the student book.

Write the words below on the chalkboard. Tell students to put their finger on their nose when you point to a word that starts with the letter q.

quilt	cat	jar	queen	quite	king
-------	-----	-----	-------	-------	------

Read the words out loud to the class.

Lesson Summary: Tell students that they have learned how to read and form the letter q.

LESSON NINE

Focus: Listening, Speaking, Pre-Reading, Pre-Writing

Review how the letters x, j, and q are written. Write them on the chalkboard and have students write them in the air.

The Letter z

Write z on the chalkboard and say:

This is the letter z.

As you write this letter, say:

across, slant, across.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter z – across, slant, across.

Ask students to stand up. Tell students to write the letter z in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter z – across, slant, across.

Ask students to show a partner how to make the letter z in the air again. As they make the letter, have them say:

This is the letter z – across, slant, across.

Tell students to use two fingers to form the letter z on the top of their desks while saying the name of the letter. Ask students to use their fingers to trace the letter z in their student book while saying:

This is the letter z – across, slant, across.

Tell students to write the letter several times in the air.

Write the following letters which are in the student book on the chalkboard:

z	q	z	z	q	j	z	x	z	z	j	q
---	---	---	---	---	---	---	---	---	---	---	---

Ask students to:

Point to the letter z. Point to the letter q. Point to the letter j. Point to the letter x.

Each student must point to each letter and say:

This is the letter z. This is the letter q. This is the letter j. This is the letter x.

Do the same activity with a partner using the letters in the student book.

Write the words below on the chalkboard. Tell students to put their hand on their head when you point to a word that starts with the letter z.

queen	zebra	zest	zoo	just
-------	-------	------	-----	------

Then read the words out loud to the class.

Lesson Summary: Tell students that they have learned how to read and form the letter z.

LESSON TEN

Focus: Listening, Speaking, Pre-reading, Pre-writing

Review the English letters x, j, q, and z. Write all four letters on the chalkboard. Explain how each is formed. Ask students to form them in the air. Ask students to name them together out loud.

Ask students to work with a partner. Ask students to stand up. Tell one student in each pair to turn around so that his/her partner is looking at the other partner's back. Ask students to:

Form the letter x on your partner's back using a light stroke with two fingers while whispering the letter.

Say:

Form the letter j on your partner's back using light strokes with two fingers while whispering the letter.

Form the letter q on your partner's back using a light stroke with two fingers while whispering the letter.

Form the letter z on your partner's back using a light stroke with two fingers while whispering the letter.

Students could play a game and guess which letter, x, j, q, z, that the partner is making on his/her back.

Draw the following table on the chalkboard (also is in the student book). Tell students to find the letter in each row that matches the letter in the first column (shaded letters).

x	q	j	z	x
j	x	q	j	z
q	j	z	q	x
z	z	q	x	j

Tell students the sentence pattern:

This is the letter _____, and this is the letter _____.

Tell students that they will work with a partner to point to the matching letters in their student book and say the sentence pattern.

Write the words below on the chalkboard. Ask students to decide if x, j, q, or z is the beginning letter of each word.

quilt

jump

zip

Ask students to say each word again together out loud. Tell students to say the first letter of each word together out loud using the sentence pattern.

This is the letter _____.

Lesson Summary: Ask students to tell you what letters were reviewed.

LESSON ELEVEN

Write the following on the chalkboard: numbers and number words 1-10, round, square, oval, oblong, tall, short. Write the sentences below on the chalkboard. Ask individual students to think of someone in the class and fill in the gap using the words given to describe the person.

_____ is _____ years old.

She/He has a _____ face.

She/He is _____.

She/He is _____.

Ask students to repeat the words and sentences together out loud. Tell students to work with a partner and finish the sentences by adding words that describe their partner.

Ask students to draw in their exercise book a picture of someone who is seven years old, has an oval face, and is tall. Walk around the classroom, assess correctness, and provide help when needed.

Write the following sentences on the chalkboard:

He has a blue sweater. She has a yellow shirt. She has a red skirt.
--

Read the sentences to the class. Ask students to repeat the sentences together out loud as you point to each word. Tell students to look at the pictures of the people in their student book in Lesson Four. Tell them to point to the people who are wearing what is described in each sentence as you read the sentence again.

Hold up the flash cards of the letters x, j, q, and z separately. As you show students the letter, tell them to say the letter name together out loud.

Write the letters on the chalkboard. Ask individual students to stand up and come to the front of the classroom. Ask individual students the following questions:

Which letter is x? Which letter is j? Which letter is q? Which letter is z?
--

Ask students to write the letter in their exercise book as you say it.

Write the letter x. Write the letter j. Write the letter q. Write the letter z.
--

Ask students to check their work with a partner.

Write the words below on the chalkboard.

zoo	jump	quilt
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Ask students to identify the beginning letters of the words. Ask students to write the beginning letter for each word in their exercise book and check it with a partner. Then read the words out loud to the students.

UNIT 9: DESCRIBING ANIMALS

Learning Outcomes: Student will be able to

- describe the physical appearance of animals.
- read all of the alphabet letters.
- learn the sounds of the letters c, d, a, l, i.
- recognise the initial sounds for c, d, a, l, i.
- write the letters c, d, a, l, i.

Assessment:

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

Speaking and Listening: In pairs students describe pictures of animals.

Reading: Students are given word cards of familiar words. They put them in alphabetical order.

LESSON ONE

Focus: Speaking, Listening

Preparation: picture cards of animals introduced in the unit

Ask the students to stand up. As you say the name of a body part, tell students to touch it. Say:

Touch your ears.	Touch your nose.	Touch your mouth.	Touch your head.	Touch your eyes.	Touch your legs.
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Students will say the name of the body part or parts as they touch it or them.

Example: After you say, "Touch your ears," students will say, "ears."

The following pictures are in the student book:

- *Picture 1: A sad rat with small ears, a small mouth and a short tail*
- *Picture 2: A sad rat with a sad elephant that has big ears*
- *Picture 3: A sad rat with a sad fox that has a long tail*
- *Picture 4: A sad rat with a sad crocodile that has a big mouth*
- *Picture 5: A sad rat with a big, sad hippopotamus*
- *Picture 6: A happy rat that is going through a small hole to get some food*

Ask students to look at the pictures in their student book and say the name of each animal in the mother tongue. Tell them the name in English. Ask them to point to the animals in the pictures and repeat the English names several times together out loud after you say them. Say:

Point to the rat.

Students will say together out loud:

This is a rat.

Repeat this activity for all of the animals pictured.

Ask:

What is this animal?

Individual students will answer using the language pattern:

It's a/an _____.

*Explain to students that **it's** is a word that stands for it is. Just like **what's** stands for what is. Do this for all animals and repeat the language pattern several times together out loud until you feel that students have learned the English names of the animals.*

If students do not remember the name of an animal, say the name. The students will repeat the name several times.

It's a rat. It's an elephant. It's a fox. It's a crocodile. It's a hippopotamus.

Show a picture card or draw a picture of a rat with a short tail on the chalkboard.

Say:

The rat has a short tail.

Ask students to repeat the sentence together out loud.

Show a picture card or draw a picture of a fox with a long tail. Say:

The fox has a long tail.

Ask students to repeat the sentence together out loud.

Tell students that they will play the Yes/No game. Ask students a question. If the answer is "yes," students will stand up or stay standing and say, "yes." If the answer is "no," students will sit down or stay seated and say, "no."

Reinforce the concepts of big, small, long, and short. As the students and you point to each picture in the student book, ask:

Does the rat have a big mouth?	Is the rat red?	(Picture 1)
Does the elephant have big ears?		(Picture 2)
Does the fox have a long tail?		(Picture 3)
Does the crocodile have a small mouth?	Is the crocodile green?	(Picture 4)
Is the hippopotamus big?		(Picture 5)
Does the rat have a short tail?	Is the rat small?	(Pictures 1-6)

Choose a student to be the teacher. He/she will come to the front of the class and ask questions like the ones above.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students that they learned the names of animals and answered questions about them. They also learned describing words.

Vocabulary: elephant, rat, hippopotamus, fox, crocodile, short, long, tail, sad, happy

Language Patterns: This is _____. It's a/an _____. The _____ has _____.

LESSON TWO

Focus: Speaking, Listening

Methodology:

- Before reading a story, teach important vocabulary from the story. This will help the children understand the story.
- If necessary, tell the story in the mother tongue first and then in English. The students can then retell it in the mother tongue. This helps students build listening comprehension.


Tell students to look at the pictures in Lesson One. Ask students questions about each picture.

What animal is it?
Is it big or small?
What colour is it?
Does it have big ears or small ears?
Does it have a big mouth or a small mouth?
Does it have a long tail or a short tail?

Draw a picture of a smiling face  . Say:


He is happy.

Ask students to repeat the sentence together out loud.

Draw a picture of a sad face.  Say:

He is sad.

Ask students to repeat the sentence together out loud.

Draw a picture of a hand on a stomach.  Say:

He is hungry.

Ask students to repeat the sentence together out loud.

Point to each picture again and ask:

How does he feel?

Students should answer:

He is _____. (hungry/sad/happy - according to the picture shown)

Accept any feelings that can be associated with being hungry.

Say:

I'm going to tell you a story, first in the mother tongue and then in English.

Point to Picture 1, Lesson One in the student book and say slowly in mother tongue:
There is a small rat. It has small ears, a small mouth, and a short tail. It is sad.

Point to Picture 2 in student book and say:

The rat goes to the elephant. It says, "I am sad. I have small ears. You have big ears." The elephant says, "I am also sad. I am hungry."

Point to Picture 3 in student book:

The rat goes to the fox. It says, "I am sad. I have a short tail. You have a long tail." The fox says, "I am also sad. I am hungry."

Point to Picture 4 in student book:

The rat goes to the crocodile. It says, "I am sad. I have a small mouth. You have a big mouth." The crocodile says, "I am also sad. I am hungry."

Point to Picture 5 in student book:

The rat goes to the hippopotamus and says, "I am sad. I am small. You are big." The hippopotamus says, "I am also sad. I am hungry."

Point to picture 6 in student book.

The rat sees some food inside a small hole. The rat is small enough to get the food. It eats the food. The rat says, "I am small. I have small ears and a small mouth and a short tail, but I am not sad. I am happy because I am not hungry."

Tell the story again in English.

Ask students to work with a partner. Point to Picture 1 and say:

What happens in Picture 1?

Ask individual students to tell the class what happens in the picture using as many English words as possible. Repeat this activity for Pictures 2 to 6.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students that they listened to a story and told the story in their own words.

Vocabulary: happy, sad, hungry

Language Patterns: has/have + adjective + part of a body

LESSON THREE

Focus: Speaking, Listening

Ask students to stand up and copy each action you do. Say:

Show me a happy face. (Smile.)
Show me a sad face. (Make a sad face.)
Show me big. (Make a big circle with your arms.)
Show me small. (Make a small circle with your hands.)
Show me long. (Stretch your arms wide.)
Show me short. (Bring your hands close.)
Show me come. (Motion to come to you.)
Show me walk. (Walk on the spot.)
Show me your ear. (Touch your ear.)
Show me your mouth. (Touch your mouth.)
Show me a tail. (Mime that you have a tail and stretch it out behind you.)
Show me hungry. (Rub your stomach.)

Repeat the actions. Then tell students that when you say the word, they must do the action. Say slowly:

big	ear	walk	happy	sad	happy	hungry	mouth
short	ear	hungry	walk	long	short	big	come
mouth	hungry	tail	come	sad	long	tail	ear

Tell students you are going to tell the story from the last lesson. This time when they hear a word in the story and they know the action, they must act it out. Say:

If you hear the word *sad*, show sad.

If necessary, demonstrate how to do this.

Read the story very slowly. Pause after each word where there is an action and let students do the action. Example:

There is a small (Make a small circle with your hands.) **rat.**
It has small (Make a small circle with your hands.) **ears.** (Touch ears.)
It has a small (Make a small circle with your hands.) **mouth.** (Touch mouth.)
It has a short (Put your hands close together.) **tail.** (Pretend to have a tail.)
It is sad. (Make a sad face.)

Tell the story two times with the actions.

Ask students to tell a partner:

What are animals in the story?

Ask individual students to stand up and tell the class.

Tell students to ask a partner:

What does the rat look like?

The partner will respond:

It has small ears. It is _____.

Ask individual students to stand up and tell the class using the language patterns:

It has _____. It is _____.

Ask students to tell a partner:

What does the elephant look like?

Individual students stand up and tell the class using the language patterns:

It has _____. It is _____.

Use the same questions and language patterns for each animal in the story.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students that they have listened to and acted out a story. They also have used words that describe.

Vocabulary: walk

Language Patterns: has/have + adjective + part of a body. It has _____. It is _____.

LESSON FOUR

Focus: Speaking, Listening.

Reread the story of the rat. Tell students to show the actions as you read. Ask:

What does the rat look like?

Using the language pattern, individual students say:

It has small ears. It is _____.

Tell students to look in their student book at the pictures of six animals. Say:

Look at the cat. Look at the dog. Look at the snake. Look at the zebra. Look at the rabbit. Look at the lion.

Say the name of each animal, and point to it as you hold up a student book.

Have students look at the pictures again and ask:

What are these animals?

Have students point to each animal and repeat its name out loud after you say it. Do this several times.

Ask students to point to each animal picture. Say its name using the language pattern:

This is a/an _____.

Do this several times for all animal pictures until students learn the English names.

Review colours and introduce the colour white.

Teach the new words: fur, paws, mane.

Say:

Look at the cat. What does it look like?

Individual students tell the class by saying:

It has four paws. It has brown and black fur. It has a tail.

Repeat this for each animal.

Play Guess the Animal. Describe an animal and ask students to guess what it is.

It is big. It is black and white. It has four legs. It has two small ears. It has two eyes and a mouth. What animal is it?

Students should respond:

It is a zebra.

Describe one of the animals. Ask:

Look at the _____. What does it look like?

Individual students will say:

It has _____. It has _____. It has _____.

Ask:

Who can describe an animal?

Ask individual students to describe an animal using as much English as possible. Tell them to use number words and other describing words. The class will guess what animal it is. Ask other students to repeat this activity using the other animals pictured in the student book.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students they described different animals.

Vocabulary: dog, snake, zebra, rabbit, lion, white, fur, paws, mane

Language Patterns: has/have + a +word that describes (adjective) + part of a body
This is a(an) _____. It is _____. It has _____.

LESSON FIVE

Focus: Speaking, Listening, Pre-reading

Preparation: flash cards (previously made) with large letters of the alphabet and the number words *one to ten*.

Ask students to open their book to Unit Nine, Lesson Four.

Tell students with a partner to play Guess the Animal. The students will take turns describing an animal to their partner. Their partner will guess the animal.

Sing the alphabet song.

The Alphabet Song

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

Now I know my a, b, c's.

Next time won't you sing with me.

Sing the song three times together out loud with different groups of students and at different speeds.

Tell students to play the Yes/No game. Ask:

Do you remember what the letters of the alphabet look like?
Do you remember how to read the numbers?
Let's play the Yes/No game.

Hold up a flash card with a letter or a number (1 - 10) written on it. Ask:

Is it _____?

If the answer is "yes," students respond by standing up or staying standing and saying:

Yes, it is.

If the answer is "no," students respond by sitting down or staying sitting and saying:

No, it's not. It is _____.

Review all of the letters and numbers.

Say:

Let's play the pointing game.

Tell students to turn to this lesson in their student book. They will find the letters of the alphabet and the numbers in word form. They are in random order. Say:

Point to the _____. (a letter or a number)

Students point to it. Walk around the classroom and check that they are doing this correctly.

Tell students to take turns being the teacher while playing the pointing game. Ask students to use the language pattern:

Point to the _____.

Walk around the classroom and check that students are doing this correctly. Ask students to repeat the letter name together out loud after you say it.

Pass the letter cards to individual students. Say:

Let's sing the alphabet song again.

Sing it slowly. As each letter is sung, each student who has the letter card will hold it up. Do this again more quickly.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling them they have reviewed the names of the letters of the alphabet and reviewed numbers.

Language Patterns: Point to _____. It is _____. Yes, it is. No, it's not.

LESSON SIX

Focus: Speaking, Listening, Pre-reading

Methodology:

- When teaching the sound of a letter, it is **very important** to pronounce the sound only. Do not name the letter.

Preparation: picture card of a cat

Explain in mother tongue that each letter has a name and a sound which is made when it is said. Tell students that since they now know the letters, they will learn the sounds.

Letter Sound: c (ke-Amharic)

Write the letter c on the chalkboard (small letter). Ask:

What letter is this?

Students will say:

It is the letter c.

Say:

Now we are going to learn its sound.

Hold up a picture of a cat. Say:

What is this? It is a cat.

Students will repeat the sentence together out loud several times.

Say:

c -at, c -at, c -at. (*Stress the ke sound.*)

Repeat the ke sound as you point to the letter on the chalkboard. Say:

ke ke ke ke

Ask students to repeat the sound together out loud several times after you say it. Ask individual students to repeat the sound as you point to the letter c.

Tell students to look at the pictures in their student book of a cat, car, carrot, and cow. (Use mother tongue and then English words, if necessary.) Have students point to each picture and say the English name several times together out loud after you say it.

After students learn the names of the objects in the pictures, ask:

What is in the picture?

Students will answer together out loud:

It's a _____.

Ask students to stress the ke sound which is at the start of each of the words.

Repeat this for the name of each picture that starts with the letter c.

Play the Sounds game. Explain in mother tongue that when students hear a word beginning with the **ke** sound, they should stand up and repeat the word. Read the words slowly:

fish	Dog	cow	cat	head	can	mother	car	come	move	crocodile
-------------	------------	------------	------------	-------------	------------	---------------	------------	-------------	-------------	------------------

Students will stand up or stay standing when they hear the **ke** sound and repeat together out loud the word with the **ke** sound that was just said. They will sit down or stay seated if they do not hear the sound.

Ask:

Do you know any other words with ke sound?

Tell students that names can be included. As students say the words, write them on the chalkboard. Read all the words together out loud with the students, stressing the **ke** sound.

If there is time, play the Sounds game again. Say words that begin with and do not begin with the **ke** sound. If students hear the **ke** sound, they will clap once. If they do not hear the **ke** sound, they will touch their head with their left hand.

Writing the Letter c

Write the letter **c** on the chalkboard (small letter). Ask:

Do you remember the sound this letter makes?

Ask individual students to tell you the sound. Then tell the class to repeat the sound together out loud.

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

cat	Can	head	cow	dog	carrot	can	cake	eye	nose	cat
------------	------------	-------------	------------	------------	---------------	------------	-------------	------------	-------------	------------

Say:

We are going to learn to write the letter c.

Write **c** on the chalkboard and say:

This is the letter c.

As you write this letter, say:

round to the left.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter c – round to the left.

Ask students to stand up. Tell them to write the letter c in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter c – round to the left.

Ask students to show a partner how to make the letter c in the air again. As they make the letter, have them say:

This is the letter c – round to the left.

Tell students to use two fingers to form the letter c on the top of their desks while saying:

This is the letter c – round to the left.

Tell students to write the letter several times in the air.

Draw two lines on the chalkboard and again show students how to make the letter c. As you write the letter, say:

This is the letter c – round to the left.

Ask students to write the letter c five times between two lines in their exercise book while whispering the name of the letter. Make sure that students use their writing hand.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling them they learned the sound of c and how to read and write the letter c.

Vocabulary: cat, carrot, car, cow

LESSON SEVEN

Focus: Speaking, Listening, Pre-reading, Writing

Preparation: picture of a dog

Review the sound of the letter c. Students will clap once if they hear the sound of the letter c. If they do not hear the sound of the letter c, they will touch their head with their right hand: cat, father, cow, dog, nose.

Tell students that they will learn another letter sound.

Letter Sound: d (de-Amharic)

Write the letter d on the chalkboard (small letter) and ask:

What letter is this?

Students will say:

It is the letter d.

Say:

Now we are going to learn its sound.

Hold up a picture of a dog and say:

What is this? It is a dog.

Students will repeat the sentence out loud several times.

Say:

d -og, d -og, d -og. (*Stress the de sound.*)

Repeat the de sound as you point to the letter on the chalkboard. Say:

de de de de.

Ask students to repeat the sound together out loud several times after you say it.

Ask individual students to repeat the sound as you point to the letter d.

Tell students to look at the pictures in their student book of a door, a dog, a donkey, and a person dancing. Have students point to each picture and say the English name several times together out loud after you say it.

After students learn the names of the objects in the pictures, ask:

What is in the picture?

Students will answer together out loud:

It is a _____.

Ask students to stress the de sound which is at the start of each of the words.

Repeat this for the name of each picture that starts with the letter d.

Play the Sounds game. Explain in the mother tongue that when students hear a word beginning with de, they should stand up and repeat the word. Read the words slowly:

fish	dog	bread	door	dance	mother	father	daughter	come
-------------	------------	--------------	-------------	--------------	---------------	---------------	-----------------	-------------

Students will stand up or stay standing when they hear the de sound and repeat together out loud the word with the de sound that was just said. They will sit down or stay seated if they do not hear the de sound.

Ask:

Do you know any other words with the de sound?

Tell students that names can be included. As students say the words, write them on the chalkboard. Read all the words together out loud with students, stressing the de sound.

If there is time, play the Sounds game again. Say words that begin with and do not begin with the de sound. If students hear the de sound, they will clap once. If they do not hear the de sound, they will touch their head with their right hand.

Writing the Letter d

Write the letter **d** on the chalkboard. Ask:

Do you remember the sound this letter makes?

Ask individual students to tell you the sound then tell the class to repeat the sound together out loud.

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

dog	door	cat	doll	pen	desk	donkey	dance	door	can	dog
------------	-------------	------------	-------------	------------	-------------	---------------	--------------	-------------	------------	------------

Say:

We are going to learn to write the letter d.

Write **d** on the chalkboard and say:

This is the letter d.

As you write this letter, also say:

round, up, down.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter d – round, up, down.

Ask students to stand up. Tell them to write the letter **d** in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it:

This is the letter d – round, up, down.

Ask students to show a partner how to make the letter **d** in the air again. As they make the letter, have them say:

This is the letter d – round, up, down.

Tell students to use two fingers to form the letter **d** on the top of their desks while saying the name of the letter:

This is the letter d – round, up, down.

Tell students to write the letter several times in the air.

Draw two lines on the chalkboard and again show students how to make the letter **d**. As you write the letter, say:

This is the letter d – round, up, down.

Ask students to write the letter **d** five times between two lines in their exercise book while whispering the name of the letter. Make sure that students use their writing hand.

Tell students to write the letters c and d together five times between two lines in their exercise book. Make sure that students use their writing hand.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling them they learned the sound of and how to read and write the letter d.

Vocabulary: dog, donkey, door, dance

LESSON EIGHT

Focus: Speaking, Listening, Pre-reading, Writing

Preparation: picture of an ant

Review the ke and de sounds. Sing “The Alphabet Song.”

Letter Sound: a (a-Amharic)

Write the letter a on the chalkboard (small letter). Ask:

What letter is this?

Students will say:

It is the letter a.

Say:

Now we are going to learn its sound.

Hold up a picture of an ant. Ask:

What is this? It’s an ant.

Students will repeat the sentence together out loud several times.

Say:

a -nt, a -nt, a -nt (Stress the a sound).

Repeat the a sound as you point to the letter on the chalkboard. Say:

a a a a.

Ask students to repeat the sound together out loud as you point to the letter a. Ask individual students to repeat the sound as you point to the letter a.

Tell students to look at the pictures in their student book of an ant, alphabet, apple, and axe. (Use mother tongue and then English words, if necessary.) Have students point to each picture and say the English name several times together out loud after you say it.

After students learn the names of the objects in the pictures, ask:

What is in the picture?

Students will answer together out loud:

It is a _____.

Ask students to stress the **a** sound which is at the start of each of the words.
Repeat this for the name of each picture that starts with the letter **a**.

Play the Sounds game. Explain in mother tongue that when students hear a word beginning with the **a** sound, they should stand up and repeat the word. Read the words slowly:

ant	cat	apple	dog	door	axe	am	hand	eye	avocado	big
-----	-----	-------	-----	------	-----	----	------	-----	---------	-----

Students will stand up or stay standing when they hear the **a** sound and repeat together out loud the word with the **a** sound that was just said. They will sit down or stay seated if they do not hear the sound.

Ask:

Do you know any other words with the **a sound?**

Tell students that names can be included. As students say the words, write them on the chalkboard. Read all the words together out loud with the students, stressing the **a** sound.

If there is time, play the Sounds game again. Say words that begin and do not begin with the **a** sound. If students hear the **a** sound, they will clap once. If they do not hear the **a** sound, they will touch their head with their left hand.

Writing the Letter **a**

Write the letter **a** on the chalkboard. Ask:

Do you remember the sound this letter makes?

Ask individual students to tell you the sound. Then tell the class to repeat the sound together out loud.

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

ant	am	eye	apple	cat	avocado	ankle	car	axe	door	ant
-----	----	-----	-------	-----	---------	-------	-----	-----	------	-----

Say:

We are going to learn to write the letter **a.**

Write **a** on the chalkboard and say:

This is the letter **a.**

As you write this letter, say:

round, down.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter **a – round, down.**

Ask students to stand up. Tell them to write the letter ᐁ in the air with you. Say the name of the letter and say the direction of movement as you show how to write it:

This is the letter ᐁ – round, down.

Ask students to show a partner how to make the letter ᐁ in the air again. As they make the letter, have them say:

This is the letter ᐁ – round, down.

Tell students to use two fingers to form the letter ᐁ on the top of their desks while saying the name of the letter:

This is the letter ᐁ – round, down.

Tell students to write the letter several times in the air.

Draw two lines on the chalkboard and again show students how to make the letter ᐁ. As you write the letter, say:

This is the letter ᐁ – round, down.

Ask students to write the letter ᐁ five times in their exercise book while whispering the name of the letter. Make sure that students use their writing hand.

Tell students to write the letters c d ᐁ together five times between two lines in their exercise book. Make sure that students use their writing hand.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling them they have learned the sound of and how to read and write the letter ᐁ.

Vocabulary: ant, apple, axe

LESSON NINE

Focus: Speaking, Listening, Pre-reading, Writing

Preparation: picture of a leg

Review the sounds and formation of the letters c, ᐁ, and d.

Letter Sound: | (le-Amharic)

Write the letter | on the chalkboard (small letter). Ask:

What letter is this?

Students will say together out loud:

It is the letter |.

Say:

Now we are going to learn its sound.

Hold up a picture of a leg. Ask:

What is this? It is a leg.

Students will repeat the sentence together out loud several times.

Say:

l-eg, l-eg, l-eg. (Stress the le sound).

Repeat the le sound and point to the letter on the chalkboard. Say:

le le le le.

Ask students to repeat the sound together out loud several times after you say it. Ask individual students to repeat the sound as you point to the letter l.

Tell students to look at the pictures in their student book of a leg, light, log, and line. (Use mother tongue and then English words, if necessary.) Have students point to each picture and say the English name several times together out loud after you say it.

After students learn the names of the objects in the pictures, ask:

What is in the picture?

Students will answer together out loud:

It is a _____.

Ask students to stress the le sound which is at the start of each of the words.

Repeat this for each picture that starts with the letter l.

Play the Sounds game. Explain in mother tongue that when students hear a word beginning with le, they should stand up and repeat the word. Read the words slowly:

like	let	ant	car	log	axe	leg	line	can	am	door	light
------	-----	-----	-----	-----	-----	-----	------	-----	----	------	-------

Students will stand up or stay standing when they hear the le sound, and repeat together out loud the le word that was just said. They will sit down or stay seated if they do not hear the sound.

Ask:

Do you know any other words with the le sound?

Tell students that names can be included. As students say the words, write them on the chalkboard. Read all the words together out loud with the students, stressing the le sound.

If there is time, play the Sounds game again. Say words that begin and do not begin with the le sound. If students hear the le sound, they will clap once. If they do not hear the le sound, they will touch their nose.

Writing the Letter l

Write the letter l on the chalkboard. Ask:

Do you remember the sound this letter makes?

Ask individual students to tell you the sound then tell the class to repeat the sound together out loud.

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

lion	lemon	monkey	cat	lentil	mother	letter	head
------	-------	--------	-----	--------	--------	--------	------

Write | on the chalkboard and say:

This is the letter |.

As you write this letter, say:

down.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter | – down.

Ask students to stand up. Tell them to write the letter | in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it:

This is the letter | – down.

Ask students to show a partner how to make the letter | in the air again. As they make the letter, have them say:

This is the letter | – down.

Then tell students to use two fingers to form the letter | on the top of their desks while saying the name of the letter:

This is the letter | – down.

Tell students to write the letter several times in the air.

Draw two lines on the chalkboard and again show students how to make the letter |.

As you write the letter, say:

This is the letter | – down.

Ask students to write the letter | five times between two lines in their exercise book while whispering the name of the letter. Make sure that students use their writing hand.

Tell students to write the letters c, a, d, | together five times between two lines in their exercise book. Make sure that students use their writing hand.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling them they have learned the sound of and how to read and write the letter |.

Vocabulary: leg, light, line, log

LESSON TEN

Focus: Listening, Speaking, Reading, Writing

Preparation: picture of or piece of injera

Review the sound and formation of the letters c, a, d, l.

Letter Sound: i (ei-Amharic)

Write the letter i on the chalkboard (small letter). Ask:

What letter is this?

Students will say:

This is the letter i.

Say:

Now we are going to learn its sound.

Hold up a picture of or a piece of injera and ask:

What is this?

Students answer:

It is injera.

Students will repeat the sentence together out loud several times.

Say:

in -jera, in -jera, in -jera. (Stress the ei sound.)

Repeat the ei sound as you point to the letter on the chalkboard. Say:

ei ei ei ei.

Ask students to repeat the sound together out loud several times after you say it.

Ask individual students to repeat the sound as you point to the letter i.

Tell students to look at the pictures in their student book of injera, incense, ink, and instrument. Have students point to each picture and say the English name several times together out loud after you say it.

After students learn the names of the objects in the pictures, ask:

What is in the picture?

Students will answer together out loud:

It is a _____.

Ask students to stress the ei sound which is at the start of each of the words.

Repeat this for the name of each picture that starts with the letter i.

Play the Sounds game. Explain in mother tongue that when students hear a word beginning with the ei sound, they should stand up and repeat the word. Read the words slowly:

am	is	axe	log	incense	in	leg	door	injera	ill	cow	apple
----	----	-----	-----	---------	----	-----	------	--------	-----	-----	-------

Students stand up or stay standing when they hear the ei sound and repeat together out loud the word with the ei sound that was just said.

Ask:

Do you know any other words with the ei sound?

Tell students that names can be included. As students say the words, write them on the chalkboard. Read all the words together out loud with the students, stressing the ei sound.

If there is time play the Sounds game again, call out the words. Say words that begin with and do not begin with the ei sound. If students hear the ei sound, students should clap once. If they hear the ei sound, they should clap twice.

Writing the Letter i

Write the letter i on the chalkboard and ask:

Do you remember the sound the letter i makes?

Ask individual students to tell you the sound. Ask the class to repeat the sound together out loud.

Tell students that you are going to play the Odd One Out game. Tell students you will read several words. They will listen carefully and say the word which does not begin with the ei sound.

in	injera	low	ill	axe	is	igloo	donkey	important	log	in
-----------	---------------	------------	------------	------------	-----------	--------------	---------------	------------------	------------	-----------

Say:

We are going to learn to write the letter i.

Write i on the chalkboard and say:

This is the letter i.

As you write this letter, say:

down dot.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter i – down dot.

Ask students to stand up. Tell them to write the letter i in the air with you. Say the name of the letter and say the direction of movement as you show how to write it.

This is the letter i – down dot.

Ask students to show a partner how to make the letter i in the air again. As they make the letter, have them say:

This is the letter i – down dot.

Then tell students to use two fingers to form the letter i on the top of their desks while saying the name of the letter:

This is the letter i – down dot.

Tell students to write the letter several times in the air.

Draw two lines on the chalkboard and again show students how to make the letter i.

As you write the letter, say:

This is the letter i – down dot.

Ask students to write the letter i five times in their exercise book while whispering the name of the letter. Make sure that students use their writing hand.

Now tell students to write the letters c, a, l, i, d, together five times between two lines in their exercise book. Make sure that students use their writing hand.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling them they have learned the sound of and how to read and write the letter i.

LESSON ELEVEN

Focus: Listening, Speaking, Reading, Writing

Preparation: Write the letters c, a, l, i, d in large letters on flash cards.

Ask students if they remember the story about the rat. Review the actions by asking students to:

Show me a happy face, a sad face, hungry, big, small, long, short, walk, ear, mouth, tail.

Read the story out loud very slowly. Pause after each word for which there is an action and let students do the action.

Describe an animal using the language pattern:

It has _____. It is _____ (colour). It is _____ (adjective).

Ask students to guess the name of the animal. Ask:

What is the animal?

Students will say:

It is a _____. or It's a _____.

Tell students that they will play the Guess the Animal game. Students take turns describing an animal to their partner. Their partner must guess the animal.

Play the Yes/No game for sounds: Hold up a flash card with one of the letters: l, i, c, a, d:

Is it _____? (You should say a sound: le, ei, ke, a, de)

If the answer is yes, students respond by standing up or staying standing and saying:

Yes, it is.

If the answer is no, students respond by sitting down or staying seated and saying:

No, it's not. It is _____.

Repeat this several times.

Lesson Summary: Tell students that they learned how to describe animals, use actions when describing things, and learned the sounds of and how to read and write the letters l, i, c, a, and d.

Vocabulary: injera, incense, insects, instruments

UNIT 10: DESCRIBING OBJECTS

Learning Outcomes: Students will be able to

- describe the size, shape, and colour of objects.
- ask questions about objects.
- recognise all lower case alphabet letters.
- read words and sentences related to the topic.
- write words and phrases related to the topic.
- learn the sounds of the letters h, r, n, m.
- recognise the initial sounds for h, r, n, m.
- write the letters h, r, n, m.

Assessment:

The teacher should assess each student’s work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

Speaking and listening: In pairs one student describes an object and the other guesses what it is.

LESSON ONE

Focus: Listening, Speaking

Preparation: big and small objects

Hold up a pencil and ask, “What’s this?” and point to the door and ask, “What’s that?” to review the questions. Play the Yes/No game to review the words big and small.

Show students a small ball. Point to the small ball. Say:

This is a ball. What is this? It’s a ball.

Show students a big ball. Point to the big ball.

This is a ball. What is this? It’s a ball.

Hold up a small and big ball. Say:

They are not the same.

Hold up the small ball. Say:

This is a small ball.

Hold up the big ball. Say:

This is a big ball.

Hold up the small ball. Ask:

What size is it?

Students should say together out loud:

It is a small ball.

Hold up the big ball. Ask:

What size is it?

Say:

It is a big ball.

Hold up either ball. Ask students to tell a partner what size the ball is.

If you hold up a big ball, Student A should say to Student B:

It is a big ball.

Repeat this activity several times.

Tell partners to also practise asking the question. One student will ask the question and the other will give the answer, telling what size the ball is.

Hold up the ball again. Ask students to:

Draw a big circle and a small circle in your exercise book.

Ask them to work with a partner and ask:

What size is this?

The partner will answer by saying:

It is a _____ circle.

Show two rulers, one short and one long. Hold up the short one and ask:

What size is this?

Say:

It is short.

Show the two rulers again, one short and one long. Hold up the long one and ask:

What size is this?

Say:

It is long.

As you hold up the rulers again, ask students to repeat this activity with a partner, using the words, short and long.

Tell students to:

Draw a line in your exercise book and show it to your partner.

Tell them to ask a partner what size it is. The partner will respond by either saying:

It is a short line . or It is a long line.

Lesson Summary: Tell students that today they learned how to ask questions about the size of an object. They also learned how to respond by using small or big, short or tall.

Vocabulary: size, big, small, short, long

Language Patterns: question: What size is this? It is _____.

LESSON TWO

Focus: Listening, Speaking

Preparation: Picture cards with pictures of a ball, pencil, window, injera, pen, ruler, orange, tomato, ring, book, scissors, stick, axe, mat

Review the words: big, small, long, short.

With your arms show me big. (Stretch them out to the side.)

Show me small. (Show pointer finger and thumb with two centimeters distance.)

Show me long. (Reach high up with your arm.)

Show me short. (Flex wrist and reach down.)

Repeat the commands in a different order and at a faster pace.

Show picture cards of a ball, a pencil, ruler, and a window.

Point to the ball on the picture card, trace your finger around it, and say:

This is a ball. It is round.

Tell students to repeat the sentences together out loud.

Point to the ruler, trace your finger along it, and say:

This is a ruler. It is straight.

Tell students to repeat the sentences together out loud.

Point to the window, trace your finger around the edge, and say:

This is a window. It is square.

Tell students to repeat the sentences together out loud.

Touch the point of a pencil, pull your finger away quickly, and say:

This is a pencil. It is sharp.

Tell students to repeat the sentences together out loud.

Repeat this activity until you feel that students have learned the concepts.

Gesture to one side of the class and say:

When I hold up a picture of something that is straight, stand up and say, "It is straight."

Gesture to the other side of the class and say:

When you see something that is round, stand up and say, "It is round."

Show students the picture cards one at a time. Show picture cards of an orange, a tomato, ball, injera, pen, ruler, stick.

Divide the class into two groups and do the same activity and add square, circle, and sharp. Say:

When you see something that is round, stand up and say, "It is round."

When you see something that is square, stand up and say, "It is square."

When you see something that is straight, stand up and say, "It is straight."

When you see something that is sharp, stand up and say, "It is sharp."

Ask students to practise the same activity with a partner using the pictures in the student book.

Lesson Summary: Tell students that today they learned how to describe things as round, straight, square, or sharp.

Vocabulary: round, straight, sharp, square

Language Patterns: It is round. It is straight. It is a square. It is sharp.

LESSON THREE

Focus: Listening, Speaking

Review colours (Unit 4): Play Yes/No game. Thumbs up if the colour is right, thumbs down if it's wrong.

Review names of objects and their shapes, from previous lessons: square, round, straight, sharp. Play Yes/No game. Stretch arms up in the air if it's right, crisscross arms if it's wrong. For example, say, "This is a sharp ball." Students will cross their arms since the answer is "no."

Play the game I Spy to show that objects can have more than one description. Tell students that they will play I Spy to name objects that are described. Gesture to look for something around the room and say:

I spy, with my eye....

Stop, look around, and say:

I spy something that is oblong and black.

Then look at the class and say:

What do I spy?

Students take turns guessing until someone says:

It is a chalkboard.

Ask students to come to the front of the classroom and be the teacher who will lead the I Spy game. Choose shapes, sizes, and colours to describe the objects to be guessed. Choose a student and help him/her say:

I spy with my eye, something that is _____. (Students will guess.) It is a _____.

Possible words that can be used to describe an object:

small	big	tall	short	long
sharp	brown	black	red	blue
round	yellow	circle	square	straight
red	orange	green		

Tell students with a partner to play the I Spy game again.

Lesson Summary: Tell students that they learned to describe an object by using more than one word.

Vocabulary: colours, sizes, shapes

Language Patterns: naming: It is a _____.

LESSON FOUR

Focus: Listening, Speaking, Pre-reading

Preparation: flash cards each with a letter of the alphabet, one for each student

Review the alphabet by singing “The Alphabet Song.”

Put a blank chart with 26 rows on it on the chalkboard. Say:

Today we are going to practise the letters of the alphabet.

Ask students to say the letters of the alphabet as you write them on a chart on the chalkboard.

Give a letter card to each student. Each card has one letter of the alphabet. Say:

Let’s now each take one letter card. Some of you will have the same letter.

Have student look at the letter he/she has and tell a partner what it is. Say:

We will sing “The Alphabet Song” slowly. Hold your card in the air when you hear the name of the letter you have.

Gesture which way is right.

Good. Now pass your card to the person on your right. Let’s sing the song again. Hold up your new letter when you hear its name.

Sing the song again. Do this several more times if students need more practice.

Mix up the flash card letters into small piles for each line of “The Alphabet Song.” Ask selected students to find the letters and hold them up in the correct order as each line is sung by the class. Do this several times, increasing the speed each time the song is sung.

Have several students come to the front of the class and erase some of the letters on the chart on the chalkboard. Ask the class to fill in the missing letters.

Lesson Summary: Ask students what they learned. Tell students that they have practised the letters of the alphabet.

Language Pattern: naming: letters of the alphabet

LESSON FIVE

Focus: Listening, Speaking, Reading, Writing

Preparation: picture of a hat

Letter Sound: h (he-Amharic)

Write the letter h on the chalkboard (small letter). Ask:

What letter is this?

Students will say:

It is the letter h.

Say:

Now we are going to learn its sound.

Hold up a picture of a hat and say:

What is this? It is a hat.

Students will repeat the sentence out loud several times.

Say:

h -at, h -at, h -at. (*Stress the he sound.*)

Repeat the he sound as you point to the letter on the chalkboard. Say:

he he he he. **Put your hand in front of your mouth and feel the breath of the sound he on it**

Ask students to repeat the sound together out loud several times after you say it.

Ask individual students to repeat the sound as you point to the letter h.

Tell students to look at the pictures in their student book of a hat, head, hand, and house. Have students point to each picture and say the English name several times together out loud after you say it.

After students learn the names of the objects in the pictures, ask:

What is in the picture?

Students will answer together out loud:

It is a _____.

Ask students to stress the he sound which is at the start of each of the words.

Repeat this for the name of each picture that starts with the letter h.

Play the Sounds game. Explain in mother tongue that when students hear a word beginning with **he**, sound, they should stand up and repeat the word. Read the words below slowly.

big	hat	small	donkey	head	pen	pencil	ruler	hand	blue	house	car
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Students will stand up or stay standing when they hear the **he** sound and repeat together out loud the word with the **he** sound that was just said. They will sit down or stay seated if they do not hear the sound.

Ask:

Do you know any other words with the he sound?

Tell students that names can be included. As students say the words, write them on the chalkboard. Read all the words together out loud with the students, stressing the **he** sound.

If there is time, play the Sounds game again. Say words that begin with and do not begin with the **he** sound. If students hear the **he** sound, they will clap once. If they do not hear the **he** sound, they will touch their head with their left hand.

Writing the Letter h

Write the letter **h** on the chalkboard. Ask:

Do you remember the sound this letter makes?

Ask individual students to tell you the sound then tell the class to repeat the sound together out loud.

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

hat	can	head	cow	hop	cup	bake	head	nose	dog	arm
------------	------------	-------------	------------	------------	------------	-------------	-------------	-------------	------------	------------

Say:

We are going to write the letter h.

Write **h** on the chalkboard and say:

This is the letter h.

As you write this letter, say:

down, up, round, and down.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter h - down, up, round, and down.

Ask students to stand up. Tell them to write the letter h in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter h - down, up, round, and down.

Ask students to show a partner how to make the letter h in the air again. As they make the letter, have them say:

This is the letter h - down, up, round, and down.

Tell students to use two fingers to form the letter h on the top of their desks while saying the name of the letter:

This is the letter h - down, up, round, and down.

Tell students to write the letter several times in the air.

Draw two lines on the chalkboard and again show students how to make the letter h. As you write the letter, say:

This is the letter h - down, up, round, and down.

Ask students to write the letter h five times in their exercise book while whispering the name of the letter. Make sure that students use their writing hand.

Lesson Summary: Ask students what they learned. Tell students that they have learned the sound of the letter h and how to read and write the letter h.

Vocabulary: hat, head, hand, house

LESSON SIX

Focus: Listening, Speaking, Reading, Writing

Preparation: ruler or picture of a ruler

Letter Sound: r (re-Amharic)

Write the letter r on the chalkboard (small letter). Ask:

What letter is it?

Students will say:

It is the letter r.

Say:

Now we are going to learn its sound.

Hold up a picture of a ruler and ask:

What is this? It is a ruler.

Students will repeat the sentence together out loud several times.

Say:

r -uler, r -uler, r -uler. (Stress the re sound.)

Repeat the re sound as you point to the letter on the chalkboard. Say:

re re re re.

Ask students to repeat the sound together out loud several times after you say it.

Ask individual students to repeat the sound as you point to the letter r.

Tell students to look at the pictures in their student book of a ruler, rat, rope, and rabbit. Have students point to each picture and say the English name several times together out loud after you say it.

After students learn the names of the objects in the pictures, ask:

What is in the picture?

Students will answer together out loud:

It's a _____.

Ask students to stress the re sound which is at the start of each of the words.

Repeat this for the name of each picture which starts with the letter r.

Play the Sounds game. Explain in mother tongue that when students hear a word beginning with re sound, they should stand up and repeat the word. Read the words slowly.

big	hat	ruler	donkey	head	rat	pen	run	rope	hand	blue	house	red
------------	------------	--------------	---------------	-------------	------------	------------	------------	-------------	-------------	-------------	--------------	------------

Students will stand up or stay standing when they hear the re sound and repeat together out loud the word with the re sound that was just said. They will sit down or stay seated if they do not hear the sound.

Ask:

Do you know any other words with the re sound?

Tell students that names can be included. As students say the words, write them on the chalkboard. Read all the words together out loud with students, stressing the re sound.

If there is time, play the Sounds game again. Say words that begin with and do not begin with re sound. If students hear the re sound, they will clap once. If they do not hear the re sound, they will touch their head with their left hand.

Writing the Letter r

Write the letter r on the chalkboard. Ask:

Do you remember the sound this letter makes?

Ask individual students to tell you the sound then tell the class to repeat the sound together out loud.

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

rat	cat	ruler	dog	book	run	shirt	river	nose	leg	ear
-----	-----	-------	-----	------	-----	-------	-------	------	-----	-----

Say:

We are going to write the letter r.

Write r on the chalkboard and say:

This is the letter r.

As you write this letter, say:

straight down, up, round and stop.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter r - straight down, up, round and stop.

Ask students to stand up. Tell them to write the letter r in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter r - straight down, up, round and stop.

Ask students to show a partner how to make the letter r in the air again. As they make the letter, have them say:

This is the letter r - straight down, up, round and stop.

Tell students to use two fingers to form the letter r on the top of their desks while saying the name of the letter:

This is the letter r – straight down, up, round and stop.

Tell students to write the letter several times in the air.

Draw two lines on the chalkboard and again show students how to make the letter r.

As you write the letter, say:

This is the letter r - straight down, up, round and stop.

Ask students to write the letter r five times in their exercise book while whispering the name of the letter. Make sure that students use their writing hand.

Tell students to write the letters h and r together five times between two lines in their exercise book. Make sure that students use their writing hand.

Lesson Summary: Ask students what they learned. Tell students that they have learned the sounds of and how to read and write the letter r.

Vocabulary: ruler, rat, rope, rabbit

LESSON SEVEN

Focus: Listening, Speaking, Reading, Writing

Preparation: picture of a nose

Letter Sound: n (ne-Amharic)

Write the letter n on the chalkboard (small letter). Ask:

What letter is it?

Students will say:

It is the letter n.

Say:

Now we are going to learn its sound.

Hold up a picture of a nose and ask:

What is this? It is a nose.

Students repeat the sentence together out loud several times:

Say:

n-ose, n-ose, n-ose. (*Stress the ne sound.*)

Repeat the ne sound as you point to the letter on the chalkboard. Say:

ne ne ne ne.

Ask students to repeat the sound together out loud several times after you say it.

Ask individual students to repeat the sound as you point to the letter n.

Tell students to look at the pictures in their student book of a nose, nest, nut, and net. Have students point to each picture and say the English name several times together out loud after you say it.

After students learn the names of the objects in the pictures, ask:

What is in the picture?

Students will answer together out loud:

It's a _____.

Ask students to stress the ne sound which is at the start of each of the words.

Repeat this for the name of each picture which starts with the letter n.

Play the Sounds game. Explain that when students hear a word beginning with ne sound, they should stand up and repeat the word. Read the words slowly.

nose	top	net	rope	set	not	nest	run	hot	neck	tall	big
------	-----	-----	------	-----	-----	------	-----	-----	------	------	-----

Students will stand up or stay standing when they hear the ne sound and repeat together out loud the word with the ne sound that was just said. They will sit down or stay seated if they do not hear the sound.

Ask students:

Do you know any other words with the ne sound?

Tell students that names can be included. As students say the words, write them on the chalkboard. Read all the words together out loud with students, stressing the ne sound.

If there is time, play the Sounds game again. Say words that begin with and do not begin with the ne sound. If students hear the ne sound, they will clap once. If they do not hear the ne sound, they will touch their head with their left hand.

Writing the Letter n

Write the letter n on the chalkboard. Ask:

Do you remember the sound this letter makes?

Ask individual students to tell you the sound then tell the class to repeat the sound together out loud.

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

can	head	neck	dog	not	can	night	eye	hand	cat	hot
-----	------	------	-----	-----	-----	-------	-----	------	-----	-----

Say:

We are going to learn to write the letter n.

Write n on the chalkboard and say:

This is the letter n.

As you write this letter, say:

straight down, up, round and down.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter n – straight down, up, round and down.

Ask students to stand up. Tell them to write the letter n in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter n – straight down, up, round and down.

Ask students to show a partner how to make the letter n in the air again. As they make the letter, have them say:

This is the letter n – straight down, up, round and down.

Tell students to use two fingers to form the letter n on the top of their desks while saying the name of the letter:

This is the letter n – straight down, up, round and down.

Tell students to write the letter several times in the air.

Draw two lines on the chalkboard and again show students how to make the letter n.

As you write the letter, say:

This is the letter n – straight down, up, round and down.

Ask students to write the letter n five times in their exercise book while whispering the name of the letter. Make sure that students use their writing hand.

Tell students to write the letters h, r, and n together five times between two lines in their exercise book. Make sure that students use their writing hand.

Lesson Summary: Ask students what they learned. Tell students that they have learned the sounds of and how to read and write the letter n.

Vocabulary: nose, nest, nut, net

LESSON EIGHT

Focus: Listening, Speaking, Reading, Writing

Preparation: picture of a mat

Letter Sound: m (me-Amharic)

Write the letter m on the chalkboard (small letter). Ask:

What letter is it?

Students will say:

It is the letter m.

Say:

Now we are going to learn its sound.

Hold up a picture of a mat and say:

What is this? This is a mat.

Students will repeat the sentence together out loud several times.

Say:

m –at, m –at, m –at. (*Stress the me sound.*)

Repeat the me sound as you point to the letter on the chalkboard. Say:

me me me me.

Ask students to repeat the sound together out loud several times after you say it.

Ask individual students to repeat the sound as you point to the letter m.

Tell students to look at the pictures in their student book of a mat, mouth, map, milk. Have students point to the picture and say the English name several times together out loud after you say it.

After students learn the names of the objects in the pictures, ask:

What is in the picture?

Students will answer together out loud:

It is a _____.

Ask students to stress the **me** sound that starts each of the words. Repeat this for the name of each picture which starts with the letter **m**.

Play the Sounds game. Explain in mother tongue that when students hear a word beginning with the **me** sound, they should stand up and repeat the word. Read the words slowly.

milk	mouth	sun	red	mat	cat	ball	mop	ring	desk	window	move
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Students will stand up or stay standing when they hear the **me** sound and repeat together out loud the word with the **me** sound that was just said. They will sit down or stay seated if they do not hear the sound.

Ask students:

Do you know any other words with the me sound?

Tell students that names can be included. As students say the words, write them on the chalkboard. Read all the words together out loud with the students, stressing the **me** sound.

If there is time, play the Sounds game again. Say words that begin with and do not begin with the **me** sound. If students hear the **me** sound, they will clap once. If they do not hear the **me** sound, they will touch their head with their left hand.

Writing the Letter m

Write the letter **m** on the chalkboard. Ask:

Do you remember the sound this letter makes?

Ask individual students to tell you the sound then tell the class to repeat the sound together out loud.

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

rat	can	mat	my	arm	man	can	nose	men	dog
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Say:

We are going to write the letter m.

Write **m** on the chalkboard and say:

This is the letter m.

As you write this letter, also say:

down, up, round, down, up, and round, down.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter m – down, up, round, down, up, and round, down.

Ask students to stand up. Tell them to write the letter m in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter m – down, up, round, down, up, and round, down.

Ask students to show a partner how to make the letter m in the air again. As they make the letter, have them say:

This is the letter m – down, up, round, down, up, and round, down.

Tell students to use two fingers to form the letter m on the top of their desks while saying the name of the letter.

This is the letter m – down, up, round, down, up, and round, down.

Tell students to write the letter several times in the air.

Draw two lines on the chalkboard and again show students how to make the letter m.

As you write the letter, say:

This is the letter m – down, up, round, down, up, and round, down.

Ask students to write the letter m five times in their exercise book while whispering the name of the letter. Make sure that students use their writing hand.

Tell students to write the letters h, r, n, and m together five times between two lines in their exercise book. Make sure that students use their writing hand.

Lesson Summary: Ask students what they learned. Tell students that they learned the sound of m and how to read and write the letter m.

Vocabulary: mat, mouth, map, milk

LESSON NINE

Focus: Listening, Speaking, Reading, Writing

Review the letter sounds of l, i, c, a, d from previous units, and h, r, n, m from this unit. Play Yes/No game using sounds of the letters.

Methodology:

- Shared reading is when you read the text out loud and also model how you are thinking about what you are reading. For example, for the sentence “*This is a cat.*” you would point and follow the words with a finger and say, *This word starts with the letter c. I know that the letter c makes the ke sound. There is a picture of a cat. Would the word cat make sense? Let me try it out. This is a cat. Yes! That is correct.*

- Predicting: Predicting is when the student guesses what he/she may see or what may happen next. It can be guessing the next word in a sentence, guessing what a story will be about, or guessing what will happen next in a story.
- Choral reading: Choral reading is when the whole class reads out loud along with the teacher. It is a good way for students to hear themselves reading without the pressure of saying a word alone and perhaps getting it wrong.

Read the following story to students. Before reading, tell students the title of the story and ask them to predict what the story is about. Sound out words that begin with the beginning letters that students have learned. Pause before a word for students to predict the word that follows.

Mother Rat and Her Nest

Here is a big mother rat. She is sitting on a red mat. “Now,” says the rat, “I must make a nest. What is that? It’s a tall blue hat. I will make my round nest in that hat.” Now the rat’s nest is in the hat. In the nest there now are nine baby rats.

Read the story several times, encouraging students to read out loud with you as they follow the words in the student book. Ask students to point to the words that begin with the new sounds: h, r, n, m.

Ask students to talk with their small group and think of a different ending to the story. Ask students to share that ending with the class.

Lesson Summary: Ask students what they learned. They listened to a story, learned to read new English words by predicting, reviewed letter sounds, and used reading strategies.

LESSON TEN

Focus: Listening, Speaking, Reading, Writing

Preparation: flash cards with the describing words from Lesson Three include: white, ball, brown, ruler, sharp, pencil, small, hat, tall, big, square, nest, mat, round, long, This is a, It is.

Review: Ask students to come to the front of the class and place the words in groups of shape, colour, and size. Read the words together out loud – choral reading – to practise words describing objects.

Show the sentence frames on the shash board and read them out loud.

This is a _____. It is a _____.

Tell students to look at the pictures and sentences in their student book. Ask:

What do you see?

Model and show what you are thinking.

I see a ruler. What are some words to describe it? Straight, brown, long.

Point to each word and say:

I remember the pattern of the sentences we learned: This is a _____. It is _____.

Say:

Point to each word when I say that pattern and guess the new words.

Model the shared reading approach.

This is a _____ ruler. Oh I know!! It starts with the letter s, and it describes a ruler: straight. It is bbbb _____. Hmm. I'm thinking of word that starts with the letter b that will describe the size, shape, or colour of the ruler. Oh, I know: brown!!! It is brown.

Ask students to join in and choral read the sentences as you point to each word. Do the same with the picture of a white ball and the sentences to describe it.

Ask students to find any missing words and place them on the shash board next to the words, This is a _____. It is _____. (Example: It is a ruler. It is brown.)

Model how you sort out the words for each sentence. Then mix them up again. Ask students to come to the front of the class and sort the words into a sentence. Repeat the pattern of the sentence over and over again. If the sentence pattern has been learned, give students more sentences to practise. Some sentences can be:

This is a sharp pencil. It is yellow. It is long.

This is a small hat. It is red.

This is a big mat. It is a square. It is black.

It's a tall hat. It is blue.

It's a nest. It is round. It is brown.

It's a mat. It is red. It is round.

Lesson Summary: Ask students what they learned. They have continued to learn to read English words that describe objects and to put scrambled words into sentences.

Language Patterns: This is a _____. It is _____.

LESSON ELEVEN

Focus: Listening, Speaking, Reading, Writing

Tell students that they will create a mini-book describing four to eight objects.

Say:

Let's think of the different objects and ways to describe them.

Write students' ideas on the chalkboard. Ask students to help you categorize them by colour, size, and object. Students will need to copy words to make their own books.

Show students how to fold one or two papers in half to make a small booklet or just use pages in their exercise book. Model how to write in the book. Say:

Just like a book, draw a picture on the top.

Then write the words a *big ball* under the picture.

Model drawing the picture and explain that the ball must be big since it says, "big."

Show more examples using words from the chalkboard. Let students make their own book.

Ask them to share their finished book with new partners when done. When they are sharing the pages, the partner may practise asking (while pointing to the picture):

What's this? or What's that? It's _____.

Lesson Summary: Ask students what they learned. Tell them they learned how to make a book with a picture and English words to describe an object.

UNIT 11: PEOPLE, ANIMALS, AND OBJECTS

Learning Outcomes: Students will be able to

- identify the position of people and objects.
- read and match sentences containing the names of objects and their positions to pictures.
- make simple sentences describing the position of people, animals, and objects:
- know letters a–z.
- learn the sounds of the letters u, y, j, t.
- recognise the initial sounds for the letters u, y, j, t.
- learn to write the letters u, y, j, t.

Assessment:

The teacher should assess each student’s work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

Speaking and listening: Teacher arranges some objects around the classroom. Students ask and answer questions about the locations of objects e.g. Where is the box? It’s under the table.

LESSON ONE

Focus: Listening, Speaking, Reading, Writing

Preparation: Make individual flash cards with the following: *The teacher is. The students are. The student is. He is _____. She is _____. They are _____. (standing, walking, sitting).*

Remind students that at school they are called students, and you are called the teacher. Write the words students and teacher on the chalkboard. Point to a boy and a girl and say:

He is a student.

She is a student.

Tell students to repeat the language patterns after you.

Explain that two or more boys and girls in a class are referred to as students.

Ask students to repeat the word student several times together out loud.

Point to yourself and say “teacher.” Then say, “The teacher is standing in front of the students.” Point to the class, gesture, and say, “The students are sitting.” Ask the students to repeat together out loud after you:

The teacher is standing.

The students are sitting.

Ask students to repeat the sentences several times.

Point to yourself and walk toward the class. Say:

The teacher is walking.

Point to yourself again and walk to the door. Say:

The teacher is walking.

Put your chair in the front of the class and sit in it. Say:

The teacher is sitting.

Ask two students to come to the front of the class. Say:

The students are walking.

Have two students come to the front of the class and sit in chairs. Say:

The students are sitting.

Ask students to repeat the sentences several times.

Remind students that two or more students are called students because there is more than one. An individual student is called a student. Write the words student and students on the chalkboard and have students repeat the words as you point to them. Point out the letter s at the end of the word students. Ask students to look at the pictures and words, student and students, in their student book.

Place the flash cards with the words: The teacher is.... The students are.... The student is.... in order in the shash board. Read the sentence patterns together out loud as you point to each word.

Hold up the flash cards with the words sitting, standing, and walking. Read the words to the students. Ask students to read the words together out loud.

Ask individual students to come to the shash board and complete the language patterns with the words: sitting, standing, walking.

The teacher is _____.

The student is _____.

The students are _____.

When each sentence has been completed, tell students to read the sentence together out loud. Then act out the sentences. Several sentences can be made.

The teacher is standing. The teacher is sitting.

The students are standing. The students are sitting.

The student is sitting. The student is standing.

The teacher is walking. The student is walking. The students are walking.

Review that in English a boy is known as **he** and a girl is known as **she**.

Ask one boy and one girl to come to the front of the classroom. Put your hand on the head of the boy and say, "boy, he." Put your hand on the head of the girl and say, "girl, she." Write the following on the chalkboard and have students repeat the words as you point to them.

boy	he
girl	she

Tell students to work with a partner to use the language pattern by pointing to one boy and one girl and saying:

This is _____. He is a student. This is _____. She is a student.

Complete the following language patterns using the words: *standing, sitting, walking*. Ask one student to stand, sit, or walk. Tell students to say:

He/She is _____.

Repeat this activity until all of the verbs are used: *standing, sitting, walking*.

Then repeat this activity with two or more students at a time and teach the sentences:

They are sitting. They are standing. They are walking.

Explain that two or more students can be referred to by the word *they*.

Ask students to work in small groups. Ask one student to stand, sit, or walk. Tell other students in the group to identify what the student is doing: *standing, sitting, or walking*.

Use the flash cards, *He, She, They*, to complete the following language patterns using the words: *standing, sitting, walking*.

He/She is _____. They are _____.

Ask students to listen as you read out loud the story about a teacher. (You may first read the story in the mother tongue, if necessary, and then in English.) Ask students to predict what the story is about. Then ask students to follow the words in their student book as you read out loud.

My Teacher

My teacher is walking around the classroom. She is asking the students to stand up. The students are standing. The teacher says, "Good morning, students." They say, "Good morning, teacher." She says, "Sit down." Now they are sitting.

Lesson Summary: Ask students what they learned today. Reinforce their responses by telling students that people do many different things such as walking, standing, and sitting. Today they learned that at school boys and girls are called students when there are more than one. They also reviewed that boys are referred to as *he*, and girls are referred to as *she*. Students also referred to more than one student as *they*.

Vocabulary: students, sitting, standing, walking, they

Language Patterns: naming: The _____ is _____. The _____ are _____.
The student is _____.
The students are _____. They are _____.
The teacher is _____. He is _____. She is _____.

LESSON TWO

Focus: Listening, Speaking, Pre-reading, Pre-writing

Preparation: flash cards with the words: desk, chair, book, pen, pencil, chalkboard, door, window, table, box, bottle, ball, pot. Prepare enough flash cards to give five to each group

Review the actions taught in Lesson One: walking, sitting, standing, using the following language patterns and the words *he, she, they*: The teacher is _____. The student is _____. The students are _____. She/He is _____. They are _____.

Review some of the vocabulary words already learned. Write the words on the chalkboard. Read the words out loud and have the class repeat each word after you say it.

desk	chair	book	pen	pencil	chalkboard	door	window	students	teacher
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Tell students to work with a partner and read the words again. Select several students to come to the front of the classroom. Tell one student to point to a word and say the word. Tell other students to point to and find the objects in the classroom that match the words on the chalkboard. Tell students to look at the pictures of the objects in their student book.

Form small groups. Pass out the flash cards to each group. Each group will have one set of flash cards. Tell students to read the words on the flash cards together in their small groups. Tell students to match the words with the pictures in their student book. Walk around the classroom and assess whether students are doing the activity correctly.

Write the following words on the chalkboard:

ball	stick	rope	ruler	mat
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Ask students to repeat the words together out loud after you say them. Then tell students to work with a partner and draw pictures in their exercise book that represent each of the words. On the chalkboard model how to do this.

Ask students to listen as you read a story about objects that are found at school. Before reading, ask students what kind of objects are found at school.

People and Objects We Find At School

In our school there are students. There is a teacher. Can you find them?

There are many objects in our classroom. There are desks and chairs. There is a chalkboard, and there is a window. Can you find them? There are pens, pencils, and books in our classroom. Can you find them?

There are many people and many objects in many different places in our classroom.

Ask students which sentence was repeated several times. Tell them that the sentence is asking a question: Can you find them?

Read the story again and ask students to follow the words in their student book with their fingers as you read. Pause after each question that asks: Can you find them? Ask students to tell you the answers to the questions in the story.

Stand next to an object in the classroom that is named in the story. Touch the window and say:

Here is the window.

Touch two books and say:

Here are the books.

Select students to stand and find the objects from the story in the classroom. When they locate the object, they will respond by saying:

Here is the _____. or Here are the _____.

Ask students to repeat the sentences several times.

Lesson Summary: Remind students that they have matched words to pictures, located objects in the classroom, and learned new language patterns.

Language Patterns: question: Can you find them?

naming: Here is/are the _____.

LESSON THREE

Focus: Listening, Speaking, Reading, Writing

Preparation: box

Review the vocabulary words from Lessons One and Two. Review the words that are on flash cards. Put the cards on the wrong objects located in the classroom. (For example, put the card that says window on the desk.)

Select students to put the correct cards on the correct objects. When the process is completed, collect the cards and review the words with the class. Tell students to pronounce each of the words in English after you say it.

Show students the box and say:

This is a box.

Students will repeat the sentence together out loud several times.

Put the box on a chair. Then say:

The box is on the chair.

Ask students to repeat the sentence together out loud.

Put the box on a table and say:

The box is on the table.

Ask students to repeat the sentence together out loud.

Put a piece of chalk in the box. Say:

The chalk is in the box.

Ask students to repeat the sentence together out loud.

Write the words, on and in, on the chalkboard. Tell students that the words on the chalkboard are position words and that they tell where objects are placed. Point to each word as you read it out loud. Ask students to repeat the words together out loud.

Point to and say the word **on**. Ask a student to put the object you name on his/her chair. Point to and say the word **in**. Ask a student to come to the front of the class and put something you name in the box. (Example: a piece of chalk, a pencil, etc.)

Write the word box on the chalkboard. Play the Position Game. Explain that students will close their eyes while one student puts a box somewhere in the classroom. Students then will open their eyes and be selected to guess where the box is located.

Model the use of prepositions by asking a student to say where the box is: e.g. The box is on the table. Have students repeat each sentence together out loud several times before choosing another student to put the box some place else. Repeat this using each of the prepositions.

The box is <i>on</i> the _____.
The box is <i>in</i> the _____.

Lesson Summary: Tell students that today they learned to say where objects are.

Vocabulary: box, on, in, put

Language Patterns: locating: The box is on the _____.
The box is in the _____.

LESSON FOUR

Focus: Listening, Speaking, Pre-reading, Pre-writing

Preparation: a box and other objects

Review the prepositions **in** and **on** that describe locations of objects.

in	on
-----------	-----------

Tell students to write the words in their exercise book.

Remind students that some prepositions show the location of an object. Read each sentence out loud and ask students to point to the preposition in their student book as they hear it in the sentence.

Put the book <i>in</i> the box. Put one stick <i>on</i> the table. Put a stick <i>in</i> the box. Put two sticks <i>on</i> the book. Put a stone <i>on</i> a chair.
--

Write the words **under** and **near** on the chalkboard. Tell students that these words also are position words. They tell where objects are placed. Point to each word as you read it out loud. Ask students to repeat the words together out loud. Point to and say the word **under**.

Put the box on a table. Say:

The box is on a table.

Put the box under the desk. Say:

The box is under the desk.

Ask students to repeat the sentence together out loud. Put other items under the desk and make sentences about them. (Example: The pen is under the desk. The book is under the desk.)

Point to the word near, then stand near the window. Say:

The teacher is near the window.

Ask a student to stand near a window and say:

He/She is near the window.

Place other items near the window and use the word **near** in a sentence to describe each item. (Example: The pen is near the window. The chair is near the window.)

Play the Position Game. Explain that students will close their eyes while one student puts a box under or near something in the classroom. Students then will open their eyes and be selected to guess where the box is located. Say:

Where is the box?

Model the use of prepositions by asking a student to say where the box is: e.g. The box is near the table.

The box is under the _____. The box is near the _____.

Have students repeat each sentence together out loud several times before choosing another student to put the box some place else. Repeat this using each of the prepositions: in, on, under, near. Do this activity several times. Ask students to write the words under and near next to the words in and on in their exercise book.

Ask students to work with a partner. Each student will select an object that he/she has. The student will take turns placing an object **in, on, under, or near** something. After the object is placed the student will say to his/her partner:

The _____ is _____ the desk. (The exercise book is on the desk.)

Students will use all four prepositions to tell where something is. Walk around the room and provide help where needed.

Ask students to look at the pictures of scenes from the story. Ask students what the pictures tell them. Then tell students to listen while you read the story about a boy named Feyissa. Ask them to follow the words in their student book as you read.

Where is Feyissa?

Where is Feyissa? Is he *under* the tree? Is he *near* the house? Is he *under* the table? Is he *on* the donkey? Is he *in* the big box? Look, look there he is asleep *in* his bed!

Ask students to point to the position described by each object in the student book as you read the story again out loud: tree, house, table, donkey, box.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students that they learned that prepositions can be used to show the location of objects.

Vocabulary: in, on, under, near

Language Patterns: question: The object is (in, on, under, near) another object.
The _____ is _____ the _____.

LESSON FIVE

Focus: Listening, Speaking, Pre-reading, Pre-writing

Preparation: a box and a ball

Write the word behind on the chalkboard. Have students write the word next to the other prepositions in their exercise book. Point to and say the word behind. Tell students that behind is a preposition and tells the location of an object. Ask a student to come to the front of the classroom and stand behind you. Say: Sara is behind me.

Model behind by hiding a ball behind a desk. Say:

The ball is behind the desk.

Ask students to repeat the sentence. Then ask several students to put the ball behind something in the classroom and say where the ball is by using the sentence pattern: The ball is behind the _____.

Write the other prepositions on the chalkboard. Ask students to read the words with you together out loud as you point to them. Have students tell sentences to their partner that uses each preposition. Review prepositions by playing Position Game. Tell students that they will hide a ball and look for it. Include the new preposition behind.

Ask students to listen to the story of a boy as you read it out loud. Tell them that the boy has lost something. (Explain the meaning of the word lost in mother tongue, if necessary.) Tell them to follow the words in their student book as you read.

The Lost Ball

Solomon lost his football. He looked *near* the bed. He looked *behind* the door. He looked *under* the stool. His father came home and helped him look for his football. His father found the football *in* a big basket.

Read the story again. Ask students to name the places that the boy looked for his ball.

Lesson Summary: Ask students what they learned today. Reinforce their responses by telling students that they have learned another word, *behind*, that shows where something is located. They also reviewed other prepositions.

Vocabulary: lost, behind, looked

LESSON SIX

Focus: Listening, Speaking, Reading, Writing

Preparation: picture of a football under a table

Methodology:

- When teaching the sound it is **very important** to pronounce the sound. Do not name the letter.

Explain in mother tongue that each letter has a name and a sound which is made when it is said. Review the sounds for the following letters: l, i, c, a, d, h, r, n, m.

Letter Sound: u (ፊ-Amharic)

Write the letter u on the chalkboard (small letter) and ask:

What letter is this?

Students will say:

It is the letter u.

Say:

Now we are going to learn its sound.

Hold up a picture of a football under a table. Ask:

What is this?

Students will answer together out loud:

It is a football under a table.

Students will repeat the sentence together out loud several times.

Say:

un -der, un -der, un -der. (Stress the sound of the letter u.)

Repeat the u sound as you point to the letter on the chalkboard. Say:

u u u u.

Ask students to repeat the sound together out loud several times after you say it.

Ask individual students to repeat the sound as you point to the letter u.

Tell students to look at the pictures in their student book of an umbrella, udder, something under, something up. Have students point to each picture and say the English name several times together out loud after you say it.

After students learn the names of the objects in the pictures, ask:

What is in the picture?

Students will answer together out loud:

It is an _____.

Ask students to stress the sound of the letter u which is at the start of each of the words. Repeat this for the name the object that starts with the letter u in each picture.

Play the Sounds game. Explain in the mother tongue that when students hear a word beginning with u sound, they should stand up and repeat the word. Read the words slowly:

fish	umbrella	cow	up	can	under	mother	udder	car	come	at
------	----------	-----	----	-----	-------	--------	-------	-----	------	----

Students will stand up or stay standing when they hear the u sound and repeat together out loud the word with the u sound that was just said. They will sit down or stay seated if they do not hear the sound.

Ask:

Do you know any other words with the u sound?

Tell students that names can be included. As students say the words, write them on the chalkboard. Read all the words together out loud with students, stressing the u sound.

If there is time, play the Sounds game again. Say words that begin with and do not begin with the u sound. If students hear the u sound, they will clap once. If they do not hear the u sound, they will tap on their desk two times.

Writing the Letter u

Write the letter u on the chalkboard. Ask:

Do you remember the sound it makes?

Ask individual students to tell you the sound. Then tell the class to repeat the sound together out loud.

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

fish	umbrella	cow	up	head	can	udder	car	come	crocodile
------	----------	-----	----	------	-----	-------	-----	------	-----------

Say:

We are going to learn to write the letter u.

Write u on the chalkboard and say:

This is the letter u.

As you write this letter, also say:

down, round, up, down.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter, say:

This is the letter u – down, round, up, down.

Ask students to stand up. Tell them to write the letter u in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it:

This is the letter u – down, round, up, down.

Ask students to show a partner how to make the letter u in the air again. As they make the letter, have them say:

This is the letter u – down, round, up, down.

Tell students to use two fingers to form the letter u on the top of their desks while saying the name of the letter.

This is the letter u – down, round, up, down.

Tell students to write the letter several times in the air.

Draw two lines on the chalkboard and again show students how to make the letter u. As you write the letter, say:

This is the letter u – down, round, up, down.

Ask students to write the letter u five times between two lines in their exercise book while whispering the name of the letter. Make sure that students use their writing hand.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling them they have learned the sound of and how to read and write the letter u.

Vocabulary: umbrella, udder, under, up

LESSON SEVEN

Focus: Listening, Speaking, Reading, Writing

Preparation: a yellow dress or a picture of a yellow dress

Methodology:

- When teaching the sound it is **very important** to pronounce the sound. Do not name the letter.

Explain in mother tongue that each letter has a name and a sound which we make when we read it. Review some of the sounds for the following letters: l, i, c, a, d, h, r, n, m, u. Again, review the sound the letter u makes.

Write the letter u on the chalkboard. Ask:

Do you remember the sound this letter makes?

Tell students that they are going to play the Odd One Out game. Tell students you will read three words. Ask them to listen carefully and call out the word which does not begin with the u sound.

under	cat	umbrella
cow	up	under
until	udder	eye
uncle	cat	us

Letter Sound: y (ye-Amharic)

Write the letter y on the chalkboard (small letter) and ask:

What letter is this?

Students will say:

It is the letter y.

Say:

Now we are going to learn its sound.

Hold up a picture of a yellow dress. Say:

What is this? It is a yellow dress.

Students will repeat the sentence together out loud several times.

Say:

y -ellow, y -ellow, ye -llow. (Stress the ye sound.)

Repeat the ye sound as you point to the letter on the chalkboard. Say:

ye ye ye ye.

Ask students to repeat the sound together out loud several times after you say it.

Ask individual students to repeat the sound as you point to the letter y.

Tell students to look at the pictures in their student book of a yellow sweater, a yo-yo, a young child, and yarn. Have students point to the picture and say the English name several times together out loud after you say it.

After students learn the names of the objects in the pictures, ask:

What is in the picture?

Students will answer together out loud:

It is a _____.

Ask students to stress the ye sound which is at the start of each of the words.

Repeat this for the name of each picture that starts with the letter y.

Play the Sounds game. Explain in the mother tongue that when students hear a word beginning with ye sound, they should stand up and repeat the word. Read the words slowly:

fish	dog	yellow	door	yell	mother	father	young	yoyo	donkey	yak	box
-------------	------------	---------------	-------------	-------------	---------------	---------------	--------------	-------------	---------------	------------	------------

Students will stand up or stay standing when they hear the y sound and repeat together out loud the word with the ye sound that was just said. They will sit down or stay seated if they do not hear the sound.

Ask:

Do you know any other words with the ye sound?

Tell students that names can be included. As students say the words, write them on the chalkboard. Read all the words together out loud with the students, stressing the ye sound.

If there is time, play the Sounds game again. Say words that begin with and do not begin with the ye sound. If students hear the ye sound, they will put their hands in the air. If they do not hear the ye sound, they will cross their arms.

Writing the Letter y

Next, write the letter y on the chalkboard. Ask:

Do you remember the sound it makes?

Ask individual students to tell you the sound then tell the class to repeat the sound together out loud.

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

yoke	yes	door	desk	yell	over	under	up
-------------	------------	-------------	-------------	-------------	-------------	--------------	-----------

Say:

We are going to learn to write the letter y.

Write y on the chalkboard and say:

This is the letter y.

As you write this letter, also say:

short slant right and long slant left.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter y – short slant right and long slant left.

Ask students to stand up. Tell them to write the letter y in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it:

This is the letter y – short slant right and long slant left.

Ask students to show a partner how to make the letter y in the air again. As they make the letter, have them say:

This is the letter y – short slant right and long slant left.

Then tell students to use two fingers to form the letter *y* on the top of their desks while saying the name of the letter:

This is the letter *y* – short slant right and long slant left.

Tell students to write the letter several times in the air.

Draw two lines on the chalkboard and again show students how to make the letter *y*. As you write the letter, say:

This is the letter *y* – short slant right and long slant left.

Ask students to write the letter *y* five times between two lines in their exercise book while whispering the name of the letter. Make sure that students use their writing hand.

Tell students to write the letters *u* and *y* together five times between two lines in their exercise book. Make sure that students use their writing hand.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling them they have learned the sound of and how to read and write the letter *y*.

Vocabulary: yoyo, young, yarn, yellow, sweater

LESSON EIGHT

Focus: Listening, Speaking, Reading, Writing

Preparation: picture of a jar

Methodology:

- When teaching the sound it is **very important** to pronounce the sound. Do not name the letter.

Review the sound the letters *u* and *y* make. Write the letters *u* and *y* on the chalkboard. For each letter ask:

Do you remember the sound this letter makes?

Students should answer *u* or *ye* together out loud.

Tell students that they are going to play the Odd One Out game.

Tell students you will read three words. Ask them to listen carefully and call out the word which does not begin with the *ye* sound.

yarn	yet	dog
yesterday	box	yes
pencil	udder	yellow
yo-yo	desk	yak

Letter Sound: j (je-Amharic)

Write the letter j on the chalkboard (small letter) and ask:

What letter is this?

Students will say:

It is the letter j.

Say:

Now we are going to learn its sound.

Hold up a picture of a jar. Say:

What is this? It is a jar.

Students will repeat the sentence together out loud several times.

Say:

j -ar, j -ar, j -ar. (Stress the je sound.)

Repeat the je sound as you point to the letter on the chalkboard. Say:

je je je je.

Ask students to repeat the sound together out loud several times after you say it.

Ask individual students to repeat the sound as you point to the letter j.

Tell students to look at the pictures in their student book of a jar, jug, jump, and job.

Have students point to the picture and say the English name several times together out loud after you say it.

After students learn the names of the objects in the pictures, ask:

What is in the picture?

Students will answer together out loud:

It is a _____.

Ask students to stress the je sound which is at the start of each of the words.

Repeat this for the name of each picture that starts with the letter j.

Play the Sounds game. Explain in the mother tongue that when the students hear a word beginning with je sound, they should stand up and repeat the word. Read the words slowly:

jug | join | cow | jar | head | can | jump | mother | just | jelly | car | job | move | crocodile

Students will stand up or stay standing when they hear the je sound and repeat together out loud the word with the je sound that was just said. They will sit down or stay seated if they do not hear the sound.

Ask:

Do you know any other words with the je sound?

Tell students that names can be included. As students say the words, write them on the chalkboard. Read all the words together out loud with the students, stressing the je sound.

If there is time, play the Sounds game again. Say words that begin with and do not begin with the **je** sound. If students hear the **je** sound, they will clap once. If they do not hear the **je** sound, they will clap twice.

Writing the Letter j

Next, write the letter **j** on the chalkboard. Ask:

Do you remember the sound it makes?

Ask individual students to tell you the sound then tell the class to repeat the sound together out loud.

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

jug	jar	head	can	jump	mother	just	jelly	car	job
------------	------------	-------------	------------	-------------	---------------	-------------	--------------	------------	------------

Say:

We are going to learn to write the letter j.

Write **j** on the chalkboard and say:

This is the letter j.

As you write this letter, also say:

dot, straight down, round and up left.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter j – dot, straight down, round and up left.

Ask students to stand up. Tell them to write the letter **j** in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it:

This is the letter j – dot, straight down, round and up left.

Ask students to show a partner how to make the letter **j** in the air again. As they make the letter, have them say:

This is the letter j – dot, straight down, round and up left.

Tell students to use two fingers to form the letter **j** on the top of their desks while saying the name of the letter:

This is the letter j – dot, straight down, round and up left.

Tell students to write the letter several times in the air.

Draw two lines on the chalkboard and again show students how to make the letter **j**. As you write the letter, say:

This is the letter j – dot, straight down, round and up left.

Ask students to write the letter j five times between two lines in their exercise book while whispering the name of the letter. Make sure that students use their writing hand.

Tell students to write the letters u, y, and j together five times between two lines in their exercise book. Make sure that students use their writing hand.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling them they have learned the sound of and how to read and write the letter j.

Vocabulary: jar, jug, jump, job

LESSON NINE

Focus: Listening, Speaking, Reading, Writing

Preparation: picture of a table

Methodology:

- When teaching the sound it is **very important** to pronounce the sound. Do not name the letter.
- Remind students that each letter has a name and a sound which we make when we say it.

Letter Sound: † (te-Amharic)

Write the letter † on the chalkboard (small letter) and ask:

What letter is this?

Students will say:

It is the letter †.

Say:

Now we are going to learn its sound.

Hold up a picture of a table. Ask:

What is this?

Students will answer together out loud:

It is a table.

Say:

† -able † -able † -able. (*Stress the te sound*).

Repeat the te sound as you point to the letter on the chalkboard. Say:

te te te te.

Ask students to repeat the sound together out loud several times after you say it. Ask individual students to repeat the sound as you point to the letter †.

Tell students look at the pictures in their student book of a table, tiger, tall, and toy. Have students point to the picture and say the English name several times together out loud after you say it.

After students learn the names of the objects in the pictures, ask:

What is in the picture?

Students will answer together out loud:

It is a _____.

Ask students to stress the **te** sound which is at the start of each of the words.

Repeat this for the name of each picture that starts with the letter **t**.

Play the Sounds game. Explain in the mother tongue that when students hear a word beginning with the **te** sound, they should stand up and repeat the word. Read the words slowly:

fish tiger tall toy can to top father udder tub come move truck teacher

Students will stand up or stay standing when they hear the **te** sound and repeat together out loud the word with the **te** sound that was just said. They will sit down or stay seated if they do not hear the sound.

Ask students:

Do you know any other words with the **te sound?**

Tell students that names can be included. As students say the words, write them on the chalkboard. Read all the words together out loud with students, stressing the **te** sound.

If there is time, play the Sounds game again. Say words that begin with and do not begin with the **te** sound. If students hear the **te** sound, they will clap once. If they do not hear the **te** sound, they will clap twice.

Writing the Letter t

Say:

We are going to learn to write the letter t.

Write **t** on the chalkboard and say:

This is the letter t.

As you write this letter, also say:

straight down, up a bit, and cross.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter t – straight down, up a bit, and cross.

Ask students to stand up. Tell them to write the letter † in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter † – straight down, up a bit, and cross.

Ask students to show a partner how to make the letter † in the air again. As they make the letter, have them say:

This is the letter † – straight down, up a bit, and cross.

Tell students to use two fingers to form the letter † on the top of their desks while saying the name of the letter:

This is the letter † – straight down, up a bit, and cross.

Tell students to write the letter several times in the air.

Draw two lines on the chalkboard and again show students how to make the letter †. As you write the letter, say:

This is the letter † – straight down, up a bit, and cross.

Ask students to write the letter † five times between two lines in their exercise book while whispering the name of the letter. Make sure that students use their writing hand.

Tell students to write the letters u, y, j, and † together five times between two lines in their exercise book. Make sure that students use their writing hand.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling them they have learned the sound of and how to write the letter †.

Vocabulary: table, tiger, tall, toy

LESSON TEN

Focus: Listening, Speaking, Reading, Writing

Preparation: pictures of a cat, pot, table, boy, desk, ball, door, bed, girl, pencil, dog, box, teacher, chair, book

Hold up the picture of the cat. Ask students the name of the animal in the picture. Select a student to come to the front of the room. Reinforce the student's response that the picture is a picture of a cat by having a student describe it.

Use the pictures to review the vocabulary words. As each student answers, write the picture words on the chalkboard. Tell students to repeat the words on the chalkboard together out loud. Tell students to write the beginning letters for each word in their exercise book. Ask students to check their words with a partner and on the chalkboard and make corrections as needed. Then students will check the spelling of the words in their exercise book.

Tell students that you will read stories to them. Tell them that each story describes one of the vocabulary words they have learned. Tell students that after clues are given in the story, they will guess what word is being described. Tell students that a story like this is called a riddle. Read the story to the students.

What's in the Box?

I can see its feet. I can see its toes. I can see its legs. I can see its tail. I can see its ears. I can see its nose. I can see its small head. I can hear it purr. Do you know what's in the box?

Ask students to guess the answer. Students should say:

It is a cat.

Read the next story riddle to the students.

What am I?

I have legs, but I can't walk. I am oblong. I am brown. Do you know what I am?

Ask students to guess the answer. Ask individual students to say:

It is _____. (a table)

Allow students to work with a partner and develop a story riddle. Ask students to share their riddles with the class.

Students will guess what it is. Ask individual students to say:

It is _____.

Using the vocabulary words from Unit Eleven, make other story riddles. Ask students to tell their riddles to the class as you did. Ask the class to answer the riddles in the same way.

Lesson Summary: Ask students what they learned in this lesson. Reinforce their responses by telling students that today they learned to write and make sentences with English vocabulary words. They also learned to use English words that describe to make and solve story riddles.

LESSON ELEVEN

Focus: Listening, Speaking, Reading, Writing

Preparation: five flash cards for each letter of the alphabet

Ask students to look at the pictures in their student book and predict what the story is about: picture of a box in a classroom on a table, under the desk, and near the door.

Ask students to listen and follow the words in their student book while you read a story about a box.

The Box in the Classroom

The students see a red box *on* a table *in* the classroom. They see a green box *under* a desk in the classroom. They see a blue box *near* the door in the classroom. They wonder why there is a box *on* the table, a box *under* a desk, and a box *near* the door. They wonder what is *in* the three boxes *in* the classroom.

When the teacher comes to the classroom, she opens the box near the door. In the box are books. She opens the box on the table. In the box are pencils. What do you think is in the box under the desk?

Tell students to work with a partner to think of what is in the box under the desk in the classroom. Students need to be prepared to share their ideas.

Write the English alphabet on the chalkboard:

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

Select students to read each of the letters. Point to the letters as the student reads them. Provide assistance to the student as needed. Tell the entire class to read the letters with you in together out loud.

Mix up the alphabet flash cards and pass them out to students. Each student should receive two to three cards.

After students have their cards, tell them to practise saying the letters printed on their cards. If they are unsure about a letter, tell them to ask a partner.

Tell students that they are going to play a letter game. When you call out a letter, tell students to look at their letters and decide if they have it. They should stand and say the letter name. Select students to come to the chalkboard and locate the letters as the students call out the names of the letters on their cards. After playing the game, ask students to write the letters from the chalkboard in their exercise book.

Lesson Summary: Ask students what they learned in this lesson. Reinforce their responses by telling students that today they reviewed prepositions (placement words), they read a story and answered a question related to the story, and they reviewed the letters of the alphabet.

UNIT 12: COMMANDS

Learning Outcomes: Students will be able to

- follow instructions.
- make requests and give commands.
- know the sounds of g, q, o and e.
- recognise the letters g, q, o and e as beginning letters in words.
- write the letters g, q, o and e.

Assessment:

The teacher should assess each student’s work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

Speaking and listening: In pairs students give each other instructions e.g. run, walk, stand up, sit down etc.

LESSON ONE

Focus: Listening, Speaking

Tell students that today they are going to practise listening to and following commands. In the mother tongue explain the term command. Tell students after the command is given, they are to do what the command tells them to do.

Sit at your desk as you begin the lesson. Give and model the command, “Stand up.” (Do all of the actions with the students as a model.)

Tell students to:

Stand up.
Sit down.
Put your hands on your head.
Clap your hands two times.
Put your finger on your nose.
Put your head down on your desk.
Walk to the door.
Walk in a line to the play area.

Tell students that they will play a game using general commands. Model each command before beginning the game. Say:

Put your hands in the air.
Turn around in a circle two times.
Keep your hands in the air and clap three times.
Put your hands on your hips.
Jump four times.
Stand quietly, bend at your waist, and touch your toes five times.

Repeat the instructions in a different order. Change the number of times students are to do the actions. Tell students to count out loud together each time they do an action more than once (clap three times, jump four times, etc.). Say:

Stand still. Put your hands on your shoulders. Hop six times.

Tell students to count out loud each time they hop.

Tell students to work with a partner and tell him/her as many commands as he/she can remember by using English words.

Ask students to share their commands with the class.

Lesson Summary: Tell students that today they learned how to give and respond to commands in English.

Vocabulary: command

LESSON TWO

Focus: Listening, Speaking

Preparation: a bag and a jacket which fits in the bag

Review commands by playing the game, *Simon Says*.

Tell students with a partner to take turns being the teacher. Students will give commands to each other. Example:

Student 1 will say, "Stand up." Student 2 will stand up.

Student 1 will say, "Jump two times." Student 2 will jump two times.

Walk around the classroom to assess whether students are doing the activity correctly.

Show students a bag and ask:

What is this?

Students will answer together out loud:

It is a bag.

Show students the jacket that is in the bag and ask:

What is this?

Students will answer:

It is a jacket.

Put the jacket in the bag and pretend to pull it out. Say:

I can't get my jacket out of the bag. Help me.

Ask a student to come to the front of the classroom and help you. Say:

Pull!!

Then pull the jacket out of the bag.

Ask students to listen as you read a story called, "Help Me." Tell students to listen for commands in the story.

Help Me!

"Help Me!" says Solomon. "I can't get my jacket out of the bag." His sister comes. "Pull!" says Solomon. The jacket does not come out. "We can't get the jacket out of the bag," says Solomon's sister. "Help us!" Their father comes. "Pull!" says their father. They pull and pull and pull. The jacket comes out the bag.

Read the story again and have three students act out the story in front of the class using the bag and the jacket.

Write the chart below on the chalkboard. Leave the command side blank. Then say:

I will read the story again.

Stop reading after each command and call on individual students to tell the class the name of the person giving the command and the command that is given. Tell students that you will fill in the chart with their answers.

Person Giving Command	Command Given
Solomon	(Help me.)
Solomon	(Pull.)
sister	(Help us.)
father	(Pull.)

Lesson Summary: Ask students what they learned today. Reinforce their responses by telling students that today they listened to a story and learned how to give and follow commands.

Vocabulary: jacket

Language Patterns: commands: Help me! Help us! Pull!

LESSON THREE

Focus: Listening, Speaking

This lesson is best done outside. Tell students to listen as you sing the song, "If You're Happy and You Know It, Clap Your Hands." In mother tongue explain what the word happy means.

If You're Happy and You Know It, Clap Your Hands

If you're happy and you know it, clap your hands. (Clap two times.)

If you're happy and you know it, clap your hands. (Clap two times.)

If you're happy and you know it, then your face will surely show it. (Smile)

If you're happy and you know it, clap your hands. (Clap two times.)

Sing the song two times. Then sing one line at a time and have students repeat the line with you together out loud.

Once the first verse is learned, additional verses can be added. In place of clap your hands, the wording can be changed to:

Stamp your feet. (*Stamp two times.*)

Snap your fingers. (*Snap three times.*)

Jump up high. (*Jump one time.*)

Turn around. (*Turn around two times.*)

The last time you sing: shout, “hello.”

Play Hokey Pokey. In mother tongue explain to students that this game will give them a chance to practise giving and following commands.

Lesson Summary: Ask students what they learned in the lesson today. Reinforce their responses by telling students that today they practised following commands.

Vocabulary: happy, stamp, snap, shout, jump, turn around

LESSON FOUR

Focus: Listening, Speaking

Preparation: two sticks and a stone for every two students

Sing “If You are Happy and You Know it Clap Your Hands.”

Hold up a book, two sticks and a stone. Ask students what each one is.

Give students instructions by using prepositions:

Put the book *under* the table.

Put one stick *on* the table.

Put one stick *under* the book

Put two sticks *on* the book.

Put the stone *on* a chair.

Have students work with a partner to give and follow commands.

Think of other commands for students to practise.

Walk around and check to see if students follow the commands.

Play Simon Says.

Lesson Summary: Tell students that today they gave and followed commands by using prepositions

Language Pattern: Put + prepositions

LESSON FIVE

Focus: Listening, Speaking, Reading, Writing

Preparation: picture of a goat

Letter Sound g: (ge-Amharic)

Write the letter ገ on the chalkboard (small letter). Ask:

What letter is it?

Students will say:

It is the letter ገ.

Say:

Now we are going to learn its sound.

Hold up a picture of a goat. Ask:

What is this?

Students answer:

It is a goat.

Say:

g-oat g-oat g-oat. (*Stress the ge sound.*)

Repeat the ge sound and point to the letter on the chalkboard:

ge ge ge ge

Ask students repeat the sound together out loud.

Ask individual students to repeat the sound as you point to the letter ገ.

Tell students to look at the pictures in their student book of a goat, gate, grandmother, and game (children playing). Have students point to the picture and say the English name several times together out loud after you say it.

After students learn the names of the objects in the pictures, ask:

What is this picture?

Students will answer together out loud:

It is a _____.

Ask students to stress the ge sound which is at the start of each of the words.

Repeat this for the name of each picture that starts with the letter ገ.

Play the Sounds game. Explain in mother tongue that when students hear a word beginning with the ge sound, they should stand up and repeat the word. Read the words below slowly:

goat	go	fish	axe	get	tea	go	ball	cat	grandmother	dog	game
------	----	------	-----	-----	-----	----	------	-----	-------------	-----	------

Students will stand up or stay standing when they hear the ge sound and repeat together out loud each word that starts with the ge sound that was just said. They will sit down or stay seated if they do not hear the sound.

Ask:

Do you know any other words with the ge sound?

Remind students that names can be used. As students say the words, write them on the chalkboard. Read all the words together out loud with students, stressing the ge sound.

If there is time, play the Sounds game again. Say words that begin with and do not begin with the ge sound. If students hear a ge sound, they will clap once. If they do not hear a ge sound, they will tap their desk two times.

Writing the Letter g

Write the letter g on the chalkboard. Ask:

Do you remember the sound this letter makes?

Ask individual students to tell you the sound then tell the class to repeat the sound together out loud.

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

lion	get	goat	cat	lentil	gone	letter	head	give
------	-----	------	-----	--------	------	--------	------	------

Say:

We are going to learn to write the letter g.

Write g on the chalkboard and say:

This is the letter g.

As you write this letter, also say:

round, down, round left.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter g – round, down, round left.

Ask students to stand up. Tell them to write the letter g in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter g – round, down, round left.

Ask students to show a partner how to make the letter g in the air again. As they make the letter, have them say:

This is the letter g – round, down, round left.

Then tell students to use two fingers to form the letter **g** on the top of their desks while saying the name of the letter:

This is the letter g – round, down, round left.

Tell students to write the letter several times in the air.

Draw two lines on the chalkboard and again show students how to make the letter **g**.

As you write the letter, say:

This is the letter g – round, down, round left.

Ask students to write the letter **g** five times between two lines in their exercise book while whispering the name of the letter. Make sure that students use their writing hand.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling them they have learned the sound for and how to read and write the letter **g**.

Vocabulary: goat, gate, grandmother, game

LESSON SIX

Focus: Listening, Speaking, Reading, Writing

Preparation: picture of a quilt

Write the letter **q** on the chalkboard (small letter). Ask:

Do you remember the sound it makes?

Ask individual students to tell you the sound of the letter. The class then will repeat the sound together out loud.

Letter Sound: q (kiw-Amharic)

Write the letter **q** on the chalkboard:

What letter is this?

Students will say:

It is the letter q.

Say:

Now we are going to learn its sound.

Hold up a picture of a quilt. Say:

What is this? It is a quilt.

Students will repeat the sentence together out loud several times.

Say:

q – uilt, q – uilt, q – uilt. (Stress the kiw sound)

Repeat the kiw sound and point to the letter on the chalkboard:

kiw kiw kiw kiw

Ask students to repeat the sound together out loud several times after you say it.

Ask individual students to repeat the sound as you point to the letter q.

Tell students to look at the pictures in their student book of queen, quilt, question, and quiet. (Use mother tongue and then English words, if necessary.) Have students point to the picture and say the English name several times together out loud after you say it.

After students learn the names of the objects in the pictures, ask:

What is in the picture _____?

Students will answer together out loud:

It is a _____.

Ask students to stress the kiw sound which is at the start of each of the words.

Repeat this for the name of each picture that starts with the letter q.

Play the Sounds game. Explain in the mother tongue that when students hear a word beginning with the kiw sound, they should stand up and repeat the word. Read the words slowly:

quilt	cow	queen	head	can	question	father	car	quiet	water
-------	-----	-------	------	-----	----------	--------	-----	-------	-------

Students will stand up or stay standing when they hear words that start with the kiw sound, and repeat together out loud the word with the kiw sound that was just said. They will sit down or stay seated if they do not hear the sound.

Ask students:

Do you know any other words with kiw sound?

Tell students that names can be included. As students say the words, write them on the chalkboard. Read all the words together out loud with students, stressing the kiw sound.

If there is time, play the Sounds game again. Say words that begin with and do not begin with the kiw sound. If students hear the kiw sound, they will clap once. If they do not hear the kiw sound, they will snap their fingers twice.

Writing the Letter q

Write the letter q on the chalkboard. Ask:

Do you remember the sound this letter makes?

Ask individual students to tell you the sound. Then tell the class to repeat the sound together out loud.

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

quilt	cow	queen	head	can	question	father	car	quiet
-------	-----	-------	------	-----	----------	--------	-----	-------

Say:

We are going to learn to write the letter q.

Write q on the chalkboard and say:

This is the letter q.

As you write this letter, also say:

round, down.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter q – round, down, round right.

Ask students to stand up. Tell them to write the letter q in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter q – round, down, round right.

Ask students to show a partner how to make the letter q in the air again. As they make the letter, have them say:

This is the letter q – round, down, round.

Tell students to use two fingers to form the letter q on the top of their desks while saying the name of the letter.

This is the letter q – round, down, round right.

Tell students to write the letter several times in the air.

Draw two lines on the chalkboard and again show students how to make the letter q. As you write the letter, say:

This is the letter q – round, down, round right.

Ask students to write the letter q five times between two lines in their exercise book while whispering the name of the letter. Make sure that students use their writing hand.

Tell students to write the letters g and q together five times between two lines in their exercise book. Make sure that students use their writing hand.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling them they have learned the sound of and how to read and write the letter q.

Vocabulary: queen, quilt, question, quiet

LESSON SEVEN

Focus: Speaking, Listening, Reading, Writing

Preparation: picture of an orange

Methodology:

- When teaching the sound it is **very important** to pronounce the sound. Do not name the letter.

Letter Sound ○: (○-Amharic)

Write the letter ○ on the chalkboard (small letter). Ask:

What letter is this?

Students will say:

It is the letter ○.

Say:

Now we are going to learn its sound.

Hold up a picture of an orange. Ask:

What is this?

Students will answer together out loud:

It is an orange.

Say:

○ -range, ○ -range, ○ -range. (*Stress the ○ sound.*)

Repeat the ○ sound as you point to the letter on the chalkboard. Say:

○ ○ ○ ○ .

Ask students to repeat the sound together out loud several times after you say it.

Ask individual students to repeat the sound as you point to the letter ○.

Tell students to look at the pictures in their student book of an orange, octopus, ox, and obelisk. (Use mother tongue and then English words, if necessary.) Have students point to the picture and say the English name several times together out loud after you say it.

After students learn the names of the objects in the pictures, ask:

What is in the picture?

Students will answer together out loud:

It is an _____.

Ask students to stress the ○ sound which is at the start of each of the words.

Repeat this for the name of each picture that starts with the letter ○.

Play the Sounds game. Explain in the mother tongue that when students hear a word beginning with the o sound, they should stand up and repeat the word. Read the words slowly:

on	ant	orange	ox	door	octopus	am	obelisk	orange	ox
----	-----	--------	----	------	---------	----	---------	--------	----

Students will stand up or stay standing when they hear the o sound, and repeat together out loud the word with the o sound that was just said. They will sit down or stay seated if they do not hear the sound.

Ask students:

Do you know any other words with o sound?

Tell students that names can be included. As students say the words, write them on the chalkboard. Read all the words together out loud with students, stressing the o sound.

If there is time, play the Sounds game again. Say words that begin with and do not begin with the o sound. If students hear the o sound, they will clap once. If they do not hear the o sound, they will clap twice.

Writing the Letter o

Write the letter o on the chalkboard. Ask students:

Do you remember the sound it makes?

Ask individual students to tell you the sound. Then tell the class to repeat the sound.

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

ox	egg	of	octopus	axe	orange	door	box	obelisk
----	-----	----	---------	-----	--------	------	-----	---------

Say:

We are going to learn to write the letter o.

Write o on the chalkboard and say:

This is the letter o.

As you write this letter, also say:

round.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter, say:

This is the letter o – round.

Ask students to stand up. Tell them to write the letter o in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter o – round.

Ask students to show a partner how to make the letter o in the air again. As they make the letter, have them say:

This is the letter o – round.

Tell students to use two fingers to form the letter o on the top of their desks while saying the name of the letter.

This is the letter o – round.

Tell students to write the letter several times in the air.

Draw two lines on the chalkboard and again show students how to make the letter o. As you write the letter, say:

This is the letter o – round.

Ask students to write the letter o five times between two lines in their exercise book while whispering the name of the letter. Make sure that students use their writing hand.

Tell students to write the letters g, q, and o together five times between two lines in their exercise book. Make sure that students use their writing hand.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling them they have learned the sound of and how to read and write the letter o.

Vocabulary: orange, octopus, ox, obelisk

LESSON EIGHT

Focus: Speaking, Listening, Reading, Writing

Preparation: picture of an egg

Methodology:

- When teaching the sound it is **very important** to pronounce the sound. Do not name the letter.

Letter Sound e: (e-Amharic)

Write the letter e on the chalkboard (small letter). Ask:

What letter is this?

Students will say:

It is the letter e.

Say:

Now we are going to learn its sound.

Hold up a picture of an egg. Ask:

What is this? It is an egg.

Students will repeat the sentence together out loud several times.

Say:

e -gg, e -gg, e -gg. (Stress the e sound.)

Repeat the e sound as you point to the letter on the chalkboard. Say:

e e e e

Ask students to repeat the sound together out loud several times after you say it.

Ask individual students to repeat the sound as you point to the letter e.

Tell students to look at the pictures in their student book of an egg, elephant, elk, and exit. (Use mother tongue and then English words, if necessary.) Have students point to the picture and say the English name several times together out loud after you say it.

After students learn the names of the objects in the pictures, ask:

What is in the picture?

Students will answer together out loud:

It is an _____.

Ask students to stress the e sound which is at the start of each of the words.

Repeat this for the name of each picture that starts with the letter e.

Play the Sounds game. Explain in the mother tongue that when students hear a word beginning with the e sound, they should stand up and repeat the word. Read the words slowly:

egg	is	enter	log	igloo	elephant	egg	door	exercise	ill	cow	enter	in
-----	----	-------	-----	-------	----------	-----	------	----------	-----	-----	-------	----

Students will stand up or stay standing when they hear the e sound and repeat together out loud the word with the e sound that was just said. They will sit down or stay seated if they do not hear the sound.

Ask:

Do you know any other words with e sound?

Tell students that names can be included. As students say the words, write them on the chalkboard. Read all the words together out loud with students, stressing the e sound.

If there is time, play the Sounds game again. Say words that begin and do not begin with the e sound. If students hear the e sound, they will clap once. If they do not hear the e sound, they will clap twice.

Writing the Letter e

Write the letter e on the chalkboard. Ask:

Do you remember the sound this letter makes?

Ask individual students to tell you the sound then tell the class to repeat the sound together out loud.

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

egg	is	enter	log	igloo	elephant	door	exercise	ill	cow	enter	in
-----	----	-------	-----	-------	----------	------	----------	-----	-----	-------	----

Say:

We are going to learn to write the letter e.

Write e on the chalkboard and say:

This is the letter e.

As you write this letter, also say:

across, up, round and down and round.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter e – across, up, round and down and round.

Ask students to stand up. Tell them to write the letter e in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter e – across, up, round and down and round.

Ask students to show a partner how to make the letter e in the air again. As they make the letter, have them say:

This is the letter e – across, up, round and down and round.

Then tell students to use two fingers to form the letter e on the top of their desks while saying the name of the letter.

This is the letter e – across, up, round and down and round.

Tell students to write the letter several times in the air.

Draw two lines on the chalkboard and again show students how to make the letter e. As you write the letter, say:

This is the letter e – across, up, round and down and round.

Ask students to write the letter e five times between two lines in their exercise book while whispering the name of the letter. Make sure that students use their writing hand.

Tell students to write the letters **g**, **q**, **o**, and **e** together five times between two lines in their exercise book. Make sure that students use their writing hand.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling them they have learned the sound of and how to read and write the letter **e**.

Vocabulary: egg, elephant, elk, exit

LESSON NINE

Focus: Listening, Speaking, Pre-reading, Pre-writing

Preparation: a bowl, water, teff, salt, a spoon, and a pan. Pictures cards to use on the shash board (like the pictures in the student book of making injera)

Show the objects: bowl, water, teff, spoon, and pan to students. Say:

This is _____.

Ask students to repeat in English the name of each object as you hold it up again: bowl, water, teff, spoon, pan. Ask students what could be made with the objects. They should guess injera. Ask students in mother tongue if they know how to make injera and what they use each object for. Tell them to talk with a partner.

The student book has five pictures

- 1) *teff and water*
- 2) *girl mixing the ingredients (stirring)*
- 3) *mother pouring oil in pan*
- 4) *mother cooking injera in pan*
- 5) *family sitting and eating*

Tell students to talk with a partner about making injera in mother tongue by looking at the pictures and describing what is happening. Tell students that they will listen to a story about making injera. Tell students to listen carefully, look at the pictures in their student book, and pretend to make injera.

Let's Make Injera

Siti wants to help her mother make injera. (*Show Picture 1.*)

First, she takes the teff and warm water. (*Show Picture 1.*)

Mother tells Siti: Put the teff and warm water in a bowl.

Then mother tells her: Take a spoon and mix them together.

Mother tells Siti to stir and stir. (*Show Picture 2.*)

Her mother puts some oil in a large hot pan . (*Show Picture 3.*)

Her mother pours the batter into the pan and cooks the injera. (*Show Picture 4.*)

The family sits and eats the injera. (*Show Picture 5.*)

The injera is delicious.

They say, "Thank you, Siti." "Thank you, Mother."

Read the story again.

Say:

We are going to pretend to make injera.

Ask students to follow the commands:

1. Pick up teff and water.
2. Put the teff and water in a bowl.
3. Take a spoon and mix it.
4. Put oil in a pan.
5. Pour the injera mixture into a pan.
6. Cook the injera.
7. Eat the injera.

Do this twice. The first time the teacher does the actions with the students. The second time students do the actions on their own.

Lesson Summary: Ask students what they have learned. Reinforce the responses by telling students that they practised following commands to make injera.

Vocabulary: delicious, batter, ingredients, mixture, teff, water, salt, pan, spoon, injera, stir, warm, hot, thank you

LESSON TEN

Focus: Listening, Speaking

Tell students to divide a page in their exercise book into three parts and write the numbers 1-3 in each box. Model this on the chalkboard.

1
2
3

Say:

I will give commands, and you must follow them.

Point to each box as you give the command.

In box one draw a tree. (Students draw.)

In box two draw a boy and a girl. (Students draw.)

In box three draw a dog. (Students draw.)

Walk around the classroom and provide assistance where needed.

Ask:

What is in the box _____? (one, two, three)

Ask individual students to stand, show their pictures, and say what is in each box.

Tell students to share their pictures with a partner.

Tell students to draw two more sets of three boxes in their exercise book. Tell students to think of more objects that they can draw that they know the English names of. They will then repeat the activity with a partner. One student will say the sentences:

In box one draw a _____.
In box two draw a _____.
In box three draw a _____.

*The second student will draw the pictures then share them with their partner.
The students will take turns with the activity.*

Play a team game. Team A tells a student from Team B to draw something on the chalkboard. Team B gets a point if the student draws correctly. To control the activity, the teacher can have picture cards, and Team A picks a card and tells the student from Team B what to draw. The teacher awards a point to Team A for the correct command and a point to Team B for drawing the correct object.

Lesson Summary: Ask students what they have learned. Reinforce responses by telling students that they have learned to give and follow commands.

LESSON ELEVEN

Focus: Listening, Speaking, Reading, Writing

Tell students that today the lesson will be a review of all of the things learned in Unit Twelve.

Sing "If You're Happy and You Know It."

Tell students to listen and act as you give some general commands. Give each command and wait for students to act. Play this game as you would Simon Says.

Stand up.
Sit down.
Put your hands on top of your head.
Put your hands on top of your desk.
Everyone stand up.
Everyone sit down.
If your name begins with the letter A stand up and sit down.
Point to the teacher.
If your name begins with the letter M stand up and sit down.
Touch your nose.
Stand up.
Hop three times.
Put your hands on your shoulders.
Put your hands on your hips.
Say, "hello."
Count to five.
Sit down.

Write the letters g, q, o, e on the chalkboard and ask students to write the letters in their exercise book.

Write words that begin with the letters g, q, o, e on the chalkboard. Say:

Point to the letter which is at the start of this word and say its sound.

Model this by pointing to letters that start the words that are on the chalkboard and saying the sound.

Write words beginning with the letters g, q, o and e on the chalkboard with the first letter missing: (Example: __range, ___ueen). Look in previous lessons for ideas, if necessary. Read the words out loud. Students will listen to the word and write the letter which is the first sound of the word in their exercise book. Walk around the classroom, assess correctness, and provide assistance where needed.

Lesson Summary: Ask students what they have learned. Reinforce responses by telling students that they reviewed how to follow commands, they reviewed letters, and practiced identifying beginning sounds and letters.

UNIT 13: ABILITIES

Learning Outcomes: Students will be able to

- identify and tell what they and others can do.
- read and perform activities.
- use the language pattern orally and in writing.
- know the sounds of b, p, k, and s.
- recognize the letters b, p, k, and s as beginning letters in words.
- write the letters b, p, k, and s.

Assessment: The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

Speaking and listening: Students look at pictures and talk about what animals can do

LESSON ONE

Focus: Listening, Speaking

Methodology:

- Modeling verbs by doing the actions.

Tell students that they will learn how to read and say in English what they and others can do. Model sentences using a pronoun + can + action verb:

I can write. (*Write a, b, c on the chalkboard.*)
I can write my name. (*Write your name on the chalkboard.*)
I can erase. (*Erase your name.*)
I can walk. (*Walk across the room.*)
I can smile. (*Smile.*)

Ask students to repeat the sentence together out loud and do the action. Say:

I can smile. (*Smile.*)

Ask several students individually to repeat the words and action. Gesture to all students to smile. Then say:

We can smile.

Tell students to repeat the sentence together out loud.

Ask students if they noticed that you said "I" when you were talking about the things you did, but when students did the action with you, you said, "we." Explain that we means you and another person or people.

Say:

I can jump. (*Jump up.*)

Ask students to jump and say:

We can jump.

Tell students to repeat the sentence together out loud.

Say:

I can sit. (*Sit down at your desk.*)

Ask students to stand and then to sit and say:

We can sit.

Tell students to repeat the sentence together out loud.

I can stand. (*Stand up from your desk.*)

Ask students to stand and say:

We can stand.

Tell students to repeat the sentence together out loud.

I can laugh. (*Laugh.*)

Ask students to laugh. Say:

We can laugh.

Tell students to repeat the sentence together out loud.

Say:

I can bend. (*Bend from the waist forward.*)

Ask students to bend and say:

We can bend.

Tell students to repeat the sentence together out loud.

I can turn around. (*Turn around in a circle.*)

Ask students to turn around and say:

We can turn around.

Tell students to repeat the sentence together out loud.

Say:

I can snap. (*Snap your fingers.*)

Ask students to snap and say:

We can snap.

Tell students to repeat the sentence together out loud.

I can bounce. (*Bounce up and down.*)

Ask students to bounce and say:

We can bounce.

Tell students to repeat the sentence together out loud.

Have students demonstrate doing actions and saying what they can do – individually, in pairs, and small groups.

Lesson Summary: Tell students that they learned to read and say in English what they and others can do.

Vocabulary: snap

Language Patterns: I can + verb.
pronoun + can + action verb.

LESSON TWO

Focus: Listening, Speaking

Preparation: pictures of corn, wheat, beans, and tomatoes.

Give commands to pairs of students. They will follow the command and say:

We can _____.

Say:

Write.

Pairs of students write on the chalkboard and then say:

We can write.

Say:

Erase.

Pairs of students erase what was written and say:

We can erase.

Say:

Jump.

Pairs of students jump and then say:

We can jump.

Say:

Walk.

Pairs of students walk in place and then say:

We can walk.

Say:

Smile.

Students smile and then say:

We can smile.

Ask a girl to come to the front of the classroom to follow commands. Say:

Bend.

The girl should bend. Then say:

I can bend.

Tell students to say together out loud:

She can bend.

Continue by giving the girl other commands. Use the commands students already know. After she does each action, say:

She can _____.

Tell students to repeat the sentence together out loud each time.

Ask students if they noticed that this time the word at the beginning of the sentence was changed? Ask students what word was used this time to begin the sentence?

Student should answer together out loud:

She.

Ask students why we used the word she. Ask a student to answer. He/She should tell the class that she was used because the sentence was about the action of a girl.

Ask a boy to come to the front of the classroom to follow commands. Say:

Jump.

(Students may be able to predict at this stage what will change – as they already know the word, he.) The boy should jump. Then say:

I can jump.

Tell students to say together out loud:

He can jump.

Continue by giving the boy other commands. Use the commands students already know. After he does each action, say:

He can _____.

Tell students to repeat the sentence together out loud each time. Ask students what word was used this time to begin the sentence? Students should answer together out loud:

He.

Review the words: I, we, she, and he. Remind students when to use the different words:

I	when you are talking about yourself
We	when you are talking about yourself and others
She	when you are talking about a girl
He	when you are talking about a boy

Ask individual students what they think that the story is about. Tell students the title of the story. Ask students to listen to you as you read the story out loud. Show students real pictures of a field with corn, wheat, beans, tomatoes, if possible, before first telling the story.

A Farmer and His Garden

In the countryside near here, there is a farmer who knows how to grow everything. He says to his wife, "I can grow corn." His corn grows and grows. He tells his son, "I can grow beans." His beans grow and grow. He tells his daughter, "I can grow wheat." His wheat grows and grows and grows. His friends say, "You can't grow tomatoes." The farmer says, "Yes, I can! Yes, I can! Yes, I can!"

Ask students:

Can you grow corn? Can you grow beans? (wheat, tomatoes, etc.) Ask, "What can you grow?"

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students that they have listened to a story and learned to say what different people can do by using the words *I, we, she, he*.

Language Patterns: He/She/I/We can _____. I can grow _____.

LESSON THREE

Focus: Listening, Speaking

Tell students you are going to practise again giving commands and saying what different people can do.

Model the action as you give the command. Say:

Students can stand. *(Students should stand up.)*

Students can sit. *(Students should sit down.)*

Students can clap. *(Students should clap.)*

Students can count from one to five. *(Students should count 1, 2, 3, 4, 5.)*

Students can smile. *(Students should smile.)*

Students can rest. *(Students should rest their heads on their desk.)*

Student can sit up. *(Students should sit up.)*

Repeat the commands. Ask students to repeat sentences together out loud as they do the actions.

*Review the pronouns *I, we, he, she*. Write the pronouns on the left on the chalkboard. As you point to each word, ask individual students to tell you when they are used.*

*Ask individual students to come to the front of the classroom. Whisper to students the commands (one per student): *jump, clap, snap fingers, sit, stand, rest, smile, laugh, turn around, bend over*.*

Tell students to say together out loud:

He/She can _____.

*This is a game you can take outside to give students more freedom to move. Outside different commands could be given. For example, *line up, run, skip, hop, twist, shout, bounce, or dance*.*

Sing the song: "These are the Things I Can Do." Model how to fill in the gaps.

<p style="text-align: center;">These are Things I Can Do</p> <p style="text-align: center;">These are things I can do I can do, I can do These are the things I can do. Can you do them too? (Say a student's name. That student says:)</p> <table border="1" style="margin-left: auto; margin-right: auto;"><tr><td style="text-align: center;">I can _____. (something he/she can do) (The rest of students say:)</td></tr></table> <table border="1" style="margin-left: auto; margin-right: auto;"><tr><td style="text-align: center;">He/she can _____. (Repeat what the student can do.)</td></tr></table>	I can _____. (something he/she can do) (The rest of students say:)	He/she can _____. (Repeat what the student can do.)
I can _____. (something he/she can do) (The rest of students say:)		
He/she can _____. (Repeat what the student can do.)		

Tell students to stand up. Sing the song to students. Teach the song line by line. (Teacher says each line; students repeat it together out loud.) Sing the song together several times. Use as many different students as possible.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students that they have learned to say what people can do by using pronouns.

Language Patterns: He/She/I/We can _____.

LESSON FOUR

Focus: Listening, Speaking, Reading, Writing

Methodology:

- teach the important words before you tell the story.
- teach vocabulary by using real objects.

Preparation: wheat, corn, beans, and tomato (or a picture of each object)

Remind students of the language pattern. (pronoun + can + action). Write the following on the chalkboard:

I can _____.	We can _____.	She can _____.	He can _____.
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Read the sentences on the chalkboard. Ask students to repeat each sentence together out loud. Tell students to get in a small group of four or more students. The group should include boys and girls. Tell students to take turns completing each sentence.

Example:

<p>Student A: I can walk. (Student a walks).</p> <p>Student B: We can jump. (All students in the group jump).</p> <p>Student C points to a girl and says, "She can clap." (The girl claps).</p> <p>Student D points to a boy and says, "He can smile." (The boy smiles.)</p>
--

Say:

I can write the alphabet. Watch me!

Go to the chalkboard and write: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z. Say each letter out loud as you write it. Then say to students:

I can read the alphabet. Listen to me!

Say the alphabet out loud to students. Be sure to point to each letter as you say it.
Say:

You can read the alphabet. Read with me!

Point to each letter and read the letters together out loud. Say:

You can read the alphabet. Read it together!

Point to each letter. Do not say the name of the letter with students unless they can't remember the letter's name.

Show students wheat, corn, a bean, and a tomato. Say the name of each object:

This is _____.

Ask students to repeat the sentence together out loud.

Point to the picture of a farmer in the student book. Say:

This is a farmer.

Ask students to repeat the sentence together out loud.

Ask students in mother tongue what a farmer does. Students should say that they grow things. Say:

A farmer grows corn. (Show students corn.)

A farmer grows beans. (Show students beans.)

A farmer grows wheat. (Show students wheat.)

A farmer grows tomatoes. (Show students tomato.)

Write the words corn, beans, wheat, and tomatoes on the chalkboard.

Reread the story out loud and tell students to listen to the things the farmer says he can do.

A Farmer and His Garden

In the countryside near here, there is a farmer who knows how to grow everything. He says to his wife, "I can grow corn." His corn grows and grows. He tells his son, "I can grow beans." His beans grow and grow. He tells his daughter, "I can grow wheat." His wheat grows and grows and grows. His friends say, "You can't grow tomatoes." The farmer says, "Yes, I can! Yes, I can! Yes, I can!"

Read the story out loud again. This time pause each time after "I can grow...." and have students say each time what the farmer can grow.

He can grow _____.

(If necessary show them a picture as a clue.)

Read the story a third time and ask students to follow the words in their student book. Students should try to read out loud with you. Tell them that each of the things the farmer says to his family is underlined.

In their exercise book students will write the sentence pattern, A farmer grows _____. Ask them to fill in the blank several times using a different item that is grown. Students can look at the list of words on the chalkboard for help with spelling.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students that they have listened to a story and retold a story. They also used a new language pattern.

Language Pattern: He can _____. A farmer grows _____. I can grow _____.

LESSON FIVE

Focus: Listening, Speaking

Preparation: wheat, corn, a bean, a tomato, or a picture of each

Tell students to open their student book to Lesson Four. Ask students to look at the pictures of the farmer and the other objects. Point to the farmer and ask:

Who is this?

Tell students to answer together out loud:

It is the farmer.

Point to the other objects. Ask:

What is this?

Students should answer together out loud:

It is _____.

Sing the song: "These are the Things I Can Do" several times. (See Lesson Three).

Teach swim, climb, eat by miming the actions.

Tell students to look at the pictures in their student book. In the book there are pictures of:

- 1) A lion running
- 2) A fish swimming
- 3) A monkey climbing a tree
- 4) A donkey eating

Review the animal words that students already know and teach the words that they do not know.

Ask individual students to tell what is happening in each picture. For each picture ask:

What animal is it?

Students answer together out loud:

It is a _____.

Ask:

What can it do?

Ask individual students to answer:

It can _____. (*run, swim, climb a tree, eat*)

Tell students that they are going to play the I Can, You Can game.

Say:

I can run fast (*Pretend to run on the spot.*)

Point to someone and say:

You can run fast.

The student runs on the spot and says:

I can run fast.

Say:

I can swim (*Pretend to swim.*)

Point to someone and say:

You can swim.

The student pretends to swim and says:

I can swim.

Say:

I can climb trees. (*Pretend to climb trees.*)

Point to someone and say:

You can climb trees.

The student pretends to climb trees and says:

I can climb trees.

Say:

I can eat. (*Pretend to eat.*)

Point to someone and say:

You can eat.

Tell students to pretend and say:

I can eat.

Read the sentences below. Tell all students to show the actions and repeat each sentence.

**We can run fast. We can swim. We can climb trees. We can eat.
We can swim. We can run fast. We can climb trees. We can eat.**

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students that they can ask and say in English what different animals can do. They also learned to follow commands and retell a story using pictures.

Language Patterns: I can _____. You can _____. We can_____.

LESSON SIX

Focus: Listening, Speaking

Review the sentence pattern: *I can _____.* (eat, run fast, swim, climb trees)
Tell students to act out the sentences.

Tell students to look at the pictures in Lesson Six in their student books. Ask them to describe what is happening in each picture. Then ask:

Can a lion run fast? Can a fish eat? Can a fish run fast? Can a monkey climb trees? Can a donkey climb trees? Can a monkey eat? Can a monkey swim? Can a lion climb trees?

Students say, "yes" or "no."

Play the Yes/No game for animals: *A snake can jump. A monkey can fly. A lion can walk. A fish can talk. If the answer is yes, students stand up or stay standing and say, "yes." If the answer is no, students sit down or stay seated and say, "no."*

Choose a student to be the teacher. Ask him/her to come to the front of the classroom. The student will ask questions using the sentence pattern.

Can a _____?

The student who is acting as the teacher will ask individual students to answer.

Ask students to listen as you read the story, "Animals Can."

Animals Can

Animals can run. A giraffe can run. Animals can hop. A kangaroo can hop. Animals can walk. An elephant can walk. Animals can drink. A hippopotamus can drink. Animals can jump. A monkey can jump. Animals can sleep. A lion can sleep.

Read the story again.

Ask students:

What animal from the story can _____? (run, hop, walk, drink, jump, sleep)

Ask individual students to answer using the sentence pattern:

A _____ can _____.

Continue this activity with all of the animals and actions in the story.

Play *Guess the Animal*. Tell students that their partner will give them clues about an animal, and they will guess what the animal is. Say:

It can _____. **It has _____.** **It is _____.**

(*It can walk. It has four legs. It is grey. It is very big. It has big ears. It has a long nose.*)

Ask:

What is the animal?

Ask individual students to answer by saying:

It is a/an _____. (*an elephant*)

Ask:

Who can describe an animal?

Students will describe an animal by saying:

It can _____ . It is _____ . It has _____ .

Individual students will guess the animal. Repeat the activity with other students acting as the teacher. Ask students to play “Guess the Animal” with a partner.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students that they have described different animals and what they can do.

Language Patterns: It has _____. It can _____. It is _____.

LESSON SEVEN

Focus: Listening, Speaking

Methodology:

- Teaching an action rhyme
- Encouraging students to say and do different actions

Review sounds that have already been taught.

Read the poem to the students. Show the actions as you say:

see (Hold hand above eyes and look left to right.)
hear (Hold hand up to an ear.)
smell (Wrinkle nose.)
talk (Open mouth.)
nod (Move head up and down.)
hold (Cup hands together.)
walk (Walk on the spot.)

My Eyes Can See

My eyes can see; my ears can hear,
My nose can smell; my mouth can talk.
My head can nod; my arms can hold,
My legs can walk and walk and walk.

Read the poem again. Ask students to repeat each line together out loud after you read it. Students should do the actions as the poem is read.

Show students a picture of a donkey in the student book. Ask students to predict what the story is about.

Read the title of the story. Then read the story.

Necho the Donkey

We have a donkey. My brother named him Necho. He is a strange donkey. I can

give him food. I can give him water. But I can not ride him. He can pull a gari. He can carry water on his back. But he cannot carry me. Necho is not a good donkey.

Ask students to point to the words in the story as you read it slowly again. Tell students to move their finger over each of the words as you read.

After you have read the story, ask students to:

Point to the word that says donkey in their student book.

Think of the first sound in donkey (de-Amharic). Ask individual students to name the sound and then say a word that begins with that sound.

Point to the name of the donkey (Necho). Think of the first sound in Necho (ne-Amharic). Ask individual students to name the sound and then say a word that begins with that sound.

Ask students to point to the words, “Necho is not a good donkey.” Tell students that they have already pointed to the word Necho, and now they need to find a sentence that starts with that word.

Ask students to draw a picture of Necho in their exercise book and to write his name under the picture.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students that they have practised reading and recognising a beginning sound in a word and did actions to a poem.

LESSON EIGHT

Focus: Speaking, Listening, Reading, Writing

Preparation: a ball or a picture of a ball

Methodology:

- When teaching the sound it is **very important** to pronounce the sound. Do not name the letter.

Letter Sound: b (be-Amharic)

Write the letter **b** on the chalkboard (small letter). Ask:

What letter is it?

Students will say:

It is the letter b.

Say:

Now we are going to learn its sound.

Hold up a picture of a ball. Ask:

What is this?

Students will answer together out loud:

It is a ball.

Say:

b -all, b -all, b -all. (*Stress the be sound.*)

Repeat the **be** sound as you point to the letter on the chalkboard. Say:

be be be be

Ask students to repeat the sound together out loud after you say it.

Ask individual students to repeat the sound as you point to the letter b.

Tell students to look at the pictures in their student book of a ball, a banana, a bed, and bread. (Use mother tongue and then English words, if necessary.) Tell students to point to each picture and say the English word several times together out loud after you say it.

After students learn the names of the objects in the pictures, ask:

What is in the picture _____?

Students will answer together out loud:

It is a _____.

*Ask students to stress the **be** sound which is at the start of each of the words.*

Repeat this for the name of each picture that starts with the letter b.

*Play the Sounds game. Explain that when the students hear a word beginning with **be**, they should stand up and repeat the word. Read the words slowly:*

boy	cow	cat	ball	head	brother	father	book	move	banana	crocodile	bag
-----	-----	-----	------	------	---------	--------	------	------	--------	-----------	-----

*Students will stand up or stay standing when they hear the **be** sound, and repeat together out loud the **be** word that was just said. They will sit down or stay seated if they do not hear the sound.*

Ask:

Do you know any other words with the be sound?

Tell students that names can be included. As students say the words, write them on the chalkboard. Read all the words together out loud with students, stressing the **be** sound.

If there is time, play the Sounds game again. Say words that begin and do not begin with the **be** sound. If students hear the **be** sound, they will clap once. If they do not hear the **be** sound, they will touch their nose.

Writing the Letter b

Write the letter **b** on the chalkboard. Ask:

Do you remember the sound this letter makes?

Ask individual students to tell you the sound then tell the class to repeat the sound together out loud.

Tell students that they are going to play the Odd One Out game. You will read several words. Ask students to listen carefully and call out the word which does not begin with the **be** sound.

ball	cat	bed
dog	cat	bug
be	cend	hand
book	cun	back

Say:

We are going to learn to write the letter b.

Write **b** on the chalkboard and say:

This is the letter b.

As you write this letter, also say:

down, up a bit, and round to the right.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter b – down, up a bit, and round to the right.

Ask students to stand up. Tell them to write the letter **b** in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter b - down, up a bit, and round to the right.

Ask students to show a partner how to make the letter **b** in the air again. As they make the letter, have them say:

This is the letter b – down, up a bit, and round to the right.

Tell students to use two fingers to form the letter **b** on the top of their desks while saying the name of the letter.

This is the letter b – down, up a bit, and round to the right.

Tell students to write the letter several times in the air.

Draw two lines on the chalkboard and again show students how to make the letter b. As you write the letter, say:

This is the letter b – down, up a bit, and round to the right.

Ask students to write the letter b five times between two lines in their exercise book while whispering the name of the letter. Make sure that students use their writing hand.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students they have learned the sound of and how to read and write the letter b.

Vocabulary: ball, banana, bread, bed

LESSON NINE

Focus: Speaking, Listening, Pre-reading

Preparation: pen or picture of a pen

Methodology:

- When teaching the sound it is **very important** to pronounce the sound. Do not name the letter.

Review letter sounds already taught.

Letter Sound: p (pe-Amharic)

Write the letter p on the chalkboard (small letter). Ask:

What letter is it?

Students will say:

It is the letter p.

Say:

Now we are going to learn its sound.

Hold up a picture of a pen. Ask:

What is this?

Students will answer together out loud:

It is a pen.

Say:

p -en, p -en, p -en. (*Stress the pe sound.*)

Repeat the pe sound as you point to the letter on the chalkboard. Say:

pe pe pe pe.

Ask students to repeat the sound together out loud after you say it.

Ask individual students to repeat the sound as you point to the letter.

Tell students to look at the pictures in their student book of a pen, a pig, a pot, and pencil. Tell students to point to each picture and say the English word several times together out loud after you say it.

After students learn the names of the objects in the pictures, ask:

What is in the picture?

Students will answer together out loud:

It is a _____.

Ask students to stress the **pe** sound which is at the start of each of the words.

Repeat this for the name of each picture that starts with the letter **p**.

Play the Sounds game. Explain in mother tongue that when the students hear a word beginning with the **pe** sound, they should stand up and repeat the word. Read the words slowly:

like	let	ant	car	log	axe	leg	line	can	door	light	low
-------------	------------	------------	------------	------------	------------	------------	-------------	------------	-------------	--------------	------------

Students will stand up or stay standing when they hear the **pe** sound, and repeat together out loud the **p** word that was just said. They will sit down or stay seated if they do not hear the sound.

Ask:

Do you know any other words with the **pe sound?**

Tell students that names can be included. As students say the words, write them on the chalkboard. Read all the words together out loud with students, stressing the **pe** sound.

If there is time, play the Sounds game again. Say words that begin and do not begin with the **pe** sound. If students hear the **pe** sound, they will clap once. If they do not hear the **pe** sound, they will touch their nose.

Writing the Letter **p**

Write the letter **p** on the chalkboard. Ask:

Do you remember the sound this letter makes?

Ask individual students to tell you the sound. Then tell the class to repeat the sound together out loud.

Tell students that they are going to play the Odd One Out game. You will read several words. Ask students to listen carefully and call out the word which does not begin with the **pe** sound.

picture	pot	bed	dog	pull	pencil	pen	park	handbook	pin
----------------	------------	------------	------------	-------------	---------------	------------	-------------	-----------------	------------

Say:

We are going to learn to write the letter **p.**

Write p on the chalkboard and say:

This is the letter p.

As you write this letter, also say:

straight down, up again and round to the right.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter p – straight down, up again and round to the right.

Ask students to stand up. Tell them to write the letter p in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter p – straight down, up again and round to the right.

Ask students to show a partner how to make the letter p in the air again. As they make the letter, have them say:

This is the letter p – straight down, up again and round to the right.

Tell students to use two fingers to form the letter p on the top of their desks while saying the name of the letter.

This is the letter p – straight down, up again and round to the right.

Tell students to write the letter several times in the air.

Draw two lines on the chalkboard and again show students how to make the letter p. As you write the letter, say:

This is the letter p – straight down, up again and round to the right.

Ask students to write the letter p five times between two lines in their exercise book while whispering the name of the letter. Make sure that students use their writing hand.

Tell students to write the letters b, and p together five times between two lines in their exercise book. Make sure that students use their writing hand.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students they have learned the sound of and how to read and write the letter p.

Vocabulary: pen, pig, pot, pencil

LESSON TEN

Focus: Speaking, Listening, Reading, Writing

Preparation: key or picture of a key

Methodology:

- When teaching the sound it is **very important** to pronounce the sound. Do not name the letter.

Letter Sound: k (ke-Amharic)

Write the letter k on the chalkboard (small letter). Ask:

What letter is it?

Students will say:

It is the letter k.

Say:

Now we are going to learn its sound.

Hold up a picture of a key. Say:

What is this? It is a key.

Students will answer together out loud:

It is a key.

Say:

k -ey, k -ey, k -ey. (Stress the ke sound.)

Students will repeat the sentence together out loud several times.

Repeat the ke sound as you point to the letter on the chalkboard. Say:

ke ke ke ke.

Ask students to repeat the sound together out loud after you say it.

Ask individual students to repeat the sound as you point to the letter k.

Tell students to look at the pictures in their student book of a key, kangaroo, kite, kitten. (Use the mother tongue and then English words, if necessary.) Have students point to each picture and say the English name several times together out loud after you say it.

After students learn the names of the objects in the pictures, ask:

What is in the picture _____?

Students will answer together out loud:

It is a _____.

Ask students to stress the ke sound which is at the start of each of the words.

Repeat this for the name of each picture that starts with the letter k.

Play the Sounds game. Explain in mother tongue that when the students hear a word beginning with ke, they should stand up and repeat the word. Read the words slowly:

fish	kite	finger	fork	elephant	kangaroo	father	kite	dog	kitten	potato
-------------	-------------	---------------	-------------	-----------------	-----------------	---------------	-------------	------------	---------------	---------------

Students will stand up or stay standing when they hear the **ke** sound, and repeat together out loud the **ke** word that was just said. They will sit down or stay seated if they do not hear the sound.

Ask:

Do you know any other words with ke sound?

Tell students that names can be included. As students say the words, write them on the chalkboard. Read all the words together out loud with students, stressing the **ke** sound.

If there is time, play the Sounds game again. Say words that begin and do not begin with the **ke** sound. If students hear the **ke** sound, they will clap once. If they do not hear the **ke** sound, they will touch their nose.

Writing the Letter k

Write the letter **k** on the chalkboard. Ask:

Do you remember the sound this letter makes?

Ask individual students to tell you the sound then tell the class to repeat the sound together out loud.

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

arm	lemon	kite	cat	lentil	kit	letter	kilt	head
------------	--------------	-------------	------------	---------------	------------	---------------	-------------	-------------

Say:

We are going to learn to write the letter k.

Write **k** on the chalkboard and say:

This is the letter k.

As you write this letter, also say:

down, slant to the left, slant to the right.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter k – down, slant to the left, slant to the right.

Ask students to stand up. Tell them to write the letter **k** in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter k – down, slant to the left, slant to the right.

Ask students to show a partner how to make the letter **k** in the air again. As they make the letter, have them say:

This is the letter k – down, slant to the left, slant to the right.

Tell students to use two fingers to form the letter k on the top of their desks while saying the name of the letter.

This is the letter k – down, slant to the left, slant to the right.

Tell students to write the letter several times in the air.

Draw two lines on the chalkboard and again show students how to make the letter k. As you write the letter, say:

This is the letter k – down, slant to the left, slant to the right.

Ask students to write the letter k five times between two lines in their exercise book while whispering the name of the letter. Make sure that students use their writing hand.

Tell students to write the letters b, p, and k together five times between two lines in their exercise book. Make sure that students use their writing hand.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students they have learned the sound of and how to read and write the letter k.

Vocabulary: key, kangaroo, kite, kitten

LESSON ELEVEN

Focus: Speaking, Listening, Reading, Writing

Preparation: picture of the sun

Methodology:

- When teaching the sound it is **very important** to pronounce the sound. Do not name the letter.

Letter Sound: s (se-Amharic)

Write the letter s on the chalkboard (small letter). Ask:

What letter is it?

Students will say:

It is the letter s.

Say:

Now we are going to learn its sound.

Hold up a picture of a sun. Ask:

What is this?

Students will answer together out loud:

It is a sun.

Say:

s -un, s -un, s -un. (Stress the se sound.)

Repeat the se sound as you point to the letter on the chalkboard. Say:

se se se se.

Ask students to repeat the sound together out loud after you say it.

Ask individual students to repeat the sound as you point to the letter s.

Tell students to look at the pictures in their student book of a sun, six, smile, seven.

(Use the mother tongue and then English words, if necessary.) Have students point to the picture and say the English name several times together out loud after you say it.

After students learn the names of the objects in the pictures, ask:

What is in the picture?

Students will answer together out loud:

It is a _____.

Ask students to stress the se sound which is at the start of each of the words.

Repeat this for the name of each picture that starts with the letter s.

Play the Sounds game. Explain in mother tongue that when the students hear a word beginning with se, they should stand up and repeat the word. Read the words slowly:

ball	pen	sun	key	pencil	smile	skip	jump	hop	smile	write	sing
------	-----	-----	-----	--------	-------	------	------	-----	-------	-------	------

Students will stand up or stay standing when they hear the se sound and repeat together out loud the se word that was just said. They will sit down or stay seated if they do not hear the sound.

Ask:

Do you know any other words with se sound?

Tell students that names can be included. As students say the words, write them on the chalkboard. Read all the words together out loud with students, stressing the se sound.

If there is time, play the Sounds game again. Say words that begin and do not begin with the se sound. If students hear the se sound, they will clap once. If they do not hear the se sound, they will touch their nose.

Writing the Letter S

Write the letter s on the chalkboard. Ask:

Do you remember the sound this letter makes?

Ask individual students to tell you the sound then tell the class to repeat the sound together out loud.

Say:

We are going to learn to write the letter s.

Write **s** on the chalkboard and say:

This is the letter s.

As you write this letter, also say:

round to the left and round to the right.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter s - round to the left and round to the right.

Ask students to stand up. Tell them to write the letter **s** in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter s – round to the left and round to the right.

Ask students to show a partner how to make the letter **s** in the air again. As they make the letter, have them say:

This is the letter s – round to the left and round to the right.

Then tell students to use two fingers to form the letter **s** on the top of their desks while saying the name of the letter.

This is the letter s – round to the left and round to the right.

Tell students to write the letter several times in the air.

Draw two lines on the chalkboard and again show students how to make the letter **s**. As you write the letter, say:

This is the letter s - round to the left and round to the right.

Ask students to write the letter **s** five times between two lines in their exercise book while whispering the name of the letter. Make sure that students use their writing hand.

Tell students to write the letters **b**, **p**, **k**, and **s** together five times between two lines in their exercise book. Make sure that students use their writing hand.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students they have learned the sound of and how to read and write the letter **s**.

Vocabulary: sun, six, smile, seven

LESSON TWELVE

Focus: Speaking, Listening, Reading, Writing

Preparation: picture of a fish

Methodology:

- When teaching the sound it is **very important** to pronounce the sound. Do not name the letter.

Review the sound the letter s makes.

Write the letter s on the chalkboard. Ask:

Do you remember the sound this letter makes?

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

soap	under	sand	desk	stand	start	sun	six	guess	good	seven	smile
------	-------	------	------	-------	-------	-----	-----	-------	------	-------	-------

Letter Sound: f (fe-Amharic)

Write the letter f on the chalkboard (small letter). Ask:

What letter is it?

Students will say:

It is the letter f.

Say:

Now we are going to learn its sound.

Hold up a picture of a fish. Ask:

What is this? It is a fish.

Students will repeat the sentence together out loud several times.

Say:

f -ish, f -ish, f -ish. *(Stress the fe sound.)*

Repeat the fe sound as you point to the letter on the chalkboard. Say:

fe fe fe fe.

Ask students to repeat the sound together out loud after you say it. Ask individual students to repeat the sound as you point to the letter f.

Tell students to look at the pictures in their student book of a fish, five, foot, and football. Have students point to the picture and say the English name several times together out loud after you say it.

After students learn the names of the objects in the pictures, ask:

What is in the picture?

Students will answer together out loud:

It is a _____.

Ask students to stress the **fe** sound which is at the start of each of the words. Repeat this for the name of each picture that starts with the letter **f**.

Play the Sounds game. Explain in mother tongue that when the students hear a word beginning with the **fe** sound, they should stand up and repeat the word. Read the words slowly:

mother	father	fish	cow	football	monkey	car	find	goat	family	friend
---------------	---------------	-------------	------------	-----------------	---------------	------------	-------------	-------------	---------------	---------------

Students will stand up or stay standing when they hear the **fe** sound, and repeat together out loud the word that was just said. They will sit down or stay seated if they do not hear the sound.

Ask students:

Do you know any other words with fe sound?

Tell students that names can be included. As students say the words, write them on the chalkboard. Read all the words together out loud with students, stressing the **fe** sound.

Writing the Letter f

Write the letter **f** on the chalkboard. Ask:

Do you remember the sound this letter makes?

Ask individual students to tell you the sound then tell the class to repeat the sound together out loud.

Tell students that they are going to play the Odd One Out game. Read several words. Ask students to listen and say the word which does not begin with the **fe** sound.

fun	near	under	foot	sun	eye	fish	goat
------------	-------------	--------------	-------------	------------	------------	-------------	-------------

Say:

We are going to learn to write the letter f.

Write **f** on the chalkboard and say:

This is the letter f.

As you write this letter, also say:

Round to the left, down, and across.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter f – round to the left, down, and across.

Ask students to stand up. Tell them to write the letter **f** in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter f – round to the left, down, and across.

Ask students to show a partner how to make the letter f in the air again. As they make the letter, have them say:

This is the letter f – round to the left, down, and across.

Tell students to use two fingers to form the letter f on the top of their desks while saying the name of the letter.

This is the letter f – round, down to the left, and across.

Tell students to write the letter several times in the air.

Draw two lines on the chalkboard and again show students how to make the letter f. As you write the letter, say:

This is the letter f - round, down to the left, and across.

Ask students to write the letter f five times between two lines in their exercise book while whispering the name of the letter. Make sure that students use their writing hand.

Tell students to write the letters b, p, k, s, and f together five times between two lines in their exercise book. Make sure that students use their writing hand.

Ask students to stand and say the alphabet.

Tell students to look at the chart in their student book and say as many of the letters as they can remember. (Their book has letters in the blocks to help them remember the letters in the correct order.)

a	b	C	d	e	f	g	h	i	j
k	l	M	n	o	p	q	r	s	t
u	v	W	x	y	z				

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students they have learned the sound of and how to read and write the letter f.

Vocabulary: fish, five, foot, football

UNIT 14: LIKES AND DISLIKES

Learning Outcomes: Students will be able to

- tell what they and others like and dislike.
- understand and match information that has been read with pictures.
- write information from pictures.
- do a class survey.
- learn the sounds of the letters **v, w, x, and z.**
- recognise the initial sounds for **v, w, x, and z.**
- write the letters **v, w, x, and z.**
- match upper case and lower case letters.

Assessment:

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

Speaking and listening: In pairs students look at a number of pictures. They say what they like. E.g. I like dogs. I like bananas.

LESSON ONE

Focus: Listening, Speaking, Pre-reading

Preparation: picture of a van

Letter Sound: v (ve-Amharic)

Write the letter v on the chalkboard (small letter). Ask:

What letter is it?

Students will say:

It is the letter v.

Say:

Now we are going to learn its sound.

Hold up a picture of a van and say:

What is this? It is a van.

Students will answer together out loud:

It is a van.

Students will repeat the sentence out loud several times.

Say:

v -an, v -an, v -an. (*Stress the ve sound.*)

Repeat the ve sound as you point to the letter on the chalkboard. Say:

ve ve ve ve

Ask students to repeat the sound together out loud after you say it. Ask individual students to repeat the sound as you point to the letter v.

Ask students if there is anyone whose name has the ve sound. Write the word Feven on the chalkboard. See if they can point out the ve sound. Tell students that you will read a story about a girl called Feven.

Feven

Feven is a little girl. She lives in a small village. She lives in a hut made of wood, mud and grass. Feven is only five years old. She does not go to school yet.

Tell students to look at the pictures in their student book of a van, a vegetable, a vine, and a vulture. (Use mother tongue and then English words, if necessary.) Tell students to point to the picture and say the English word several times together out loud after you say it.

After students learn the names of the objects in the pictures, ask:

What is in the picture?

Students will answer together out loud:

It is a _____.

Ask students to stress the ve sound which is at the start of each of the words. Repeat this for the name of each picture that begins with the letter v.

Play the Sounds game. Explain in the mother tongue that when students hear a word beginning with the ve sound, they should stand up and repeat the word. Read the words slowly:

car	van	boy	vegetable	girl	vote	vine	man	vulture
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Students will stand up or stay standing when they hear the ve sound, and repeat together out loud the word with the ve sound that was just said. They will sit down or stay seated if they do not hear the sound.

Ask:

Do you know any other words with the ve sound?

Tell students that names can be included. As students say the words, write them on the chalkboard. Read all the words together out loud with students, stressing the ve sound.

Tell students you will read more of the story about Feven.

Feven's brother is a student in Grade One like you. He shows Feven his English book. It is the same as your English book. Do you remember what it has in it? It has the words van, vegetable, vine and vulture. Feven's brother tells her, "When you go to school, you will learn these words."

Ask students if they have a younger brother or sister. Ask them to tell a partner if they share their English book with their brother or sister.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students they have learned the sound of the letter v, and they have listened to a story about a little girl called Feven.

Vocabulary: van, vegetable, vine, vulture

LESSON TWO

Focus: Listening, Speaking, Pre-reading

Review the sound the letter v makes.

Write the letter v on the chalkboard. Ask:

Do you remember the sound this letter makes?

Ask individual students to tell you the sound then tell the class to repeat the sound together out loud.

Tell students that they are going to play the Odd One Out game. You will read several sets of three words. Ask students to listen carefully and say the word which does not begin with the ve sound.

vine	vulture	bed
dog	van	vault
vest	park	vat
vegetable	vacuum	pot

Writing the Letter v

Say:

We are going to learn to write the letter v.

Write v on the chalkboard and say:

This is the letter v.

As you write this letter, also say:

Slant down to the right and up to the right.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter v – slant down to the right and up to the right.

Ask students to stand up. Tell them to write the letter v in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter v – slant down to the right and up to the right.

Ask students to show a partner how to make the letter v in the air again. As they make the letter, have them say:

This is the letter v – slant down to the right and up to the right.

Then tell students to use two fingers to form the letter v on the top of their desks while saying the name of the letter.

This is the letter v – slant down to the right and up to the right.

Tell students to write the letter several times in the air.

Draw two lines on the chalkboard and again show students how to make the letter v.

As you write the letter, say:

This is the letter v – slant down to the right and up to the right.

Ask students to write the letter v five times between two lines in their exercise book while whispering the name of the letter. Make sure that students use their writing hand.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students they have learned the sound of and how to read and write the letter v.

LESSON THREE

Focus: Listening, Speaking, Pre-reading, Pre-writing

Letter Sound: w (we-Amharic)

Write the letter w on the chalkboard (small letter). Ask:

What letter is this?

Students will say:

It is the letter w.

Say:

Now we are going to learn its sound.

Hold up a picture of a window. Ask:

What is this?

Students will answer together out loud:

It is a window.

Say:

w -indow, w -indow, w -indow. (Stress the we sound.)

Repeat the we sound as you point to the letter on the chalkboard. Say:

we we we we.

Ask students to repeat the sound together out loud after you say it. Ask individual students to repeat the sound as you point to the letter w.

Tell students to look at the pictures in their student book of a window, wing, water, watermelon. (Use mother tongue and then English words, if necessary.)

Have students point to the picture and say the English name several times together out loud after you say it.

After students learn the names of the objects in the pictures, ask:

What is in the picture?

Students will answer together out loud:

It is a _____.

Ask students to stress the **we** sound which is at the beginning of each of the words. Repeat this for the name of each picture that begins with the letter **w**. Explain in the mother tongue that when students hear a word beginning with the **we** sound, they should stand up and repeat the word. Read the words slowly:

door	window	ring	watch	floor	wall	stand	walk	man	woman	water
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Students will stand up or stay standing when they hear the **we** sound and repeat together out loud the word with the **we** sound that was just said.

Ask students:

Do you know any other words with the we sound?

Tell students that names can be included. As students say the words, write them on the chalkboard. Read all the words together out loud with students, stressing the **we** sound.

Tell students that they are going to play the Odd One Out game. Tell students you will read three-word sets. Ask them to listen carefully and say the word which does not begin with the **we** sound.

window	wall	door
hammer	watch	wage
wing	woman	man
bread	water	wasp

Tell students you will read them a story, “Welde, Wenishet and Wendimu.”

Welde, Wenishet, and Wendimu

In a village not far from here live three children. Their names are Welde, Wenishet, and Wendimu. They learn in the same class. Welde opens the window in their classroom. Wenishet helps Wendimu to clean the window after class.

Ask:

Are there students in this class whose names begin with the we sound?

Ask individual students to answer.

Read the story again and ask students to point to the window and then mime the actions: open the window, and clean the window. Ask them to shout out other words they know that begin with the **we** sound.

Writing the Letter w

Say:

We are going to learn to write the letter w.

Write w on the chalkboard and say:

This is the letter w.

Ask students:

What does the letter w look like? It looks like two of the letter v joined together.

As you write this letter, also say:

Slant down to the right, up, down to the right, and up.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter w – slant down to the right, up, down to the right, and up.

Ask students to stand up. Tell them to write the letter w in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter w – slant down to the right, up, down to the right, and up.

Ask students to show a partner how to make the letter w in the air again. As they make the letter, have them say:

This is the letter w – slant down to the right, up, down to the right, and up.

Then tell students to use two fingers to form the letter w on the top of their desks while saying the name of the letter.

This is the letter w – slant down to the right, up, down to the right, and up.

Tell students to write the letter several times in the air.

Draw two lines on the chalkboard and again show students how to make the letter w.

As you write the letter, say:

This is the letter w – slant down to the right, up, down to the right, and up.

Ask students to write the letter w five times between two lines in their exercise book while whispering the name of the letter. Make sure that students use their writing hand.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students they have learned the sound of and how to read and write the letter w. They have listened to a story about three children whose names begin with the we sound.

Vocabulary: window, wing, water, watermelon

LESSON FOUR

Focus: Listening, Speaking, Pre-reading

Preparation: picture of a fox

Letter Sound: x (eks-Amharic)

Write the letter x on the chalkboard (small letter). Ask:

What letter is this?

Students will say:

It is the letter x.

Say:

Now we are going to learn its sound.

Tell students that very few English words begin with the sound of the letter x. This sound is more often found at the end of words.

Hold up a picture of a fox. Ask:

What is this?

Students will answer together out loud:

It is a fox.

Say:

fo-x, fo-x, fo-x. (Stress the eks sound.)

Repeat the eks sound as you point to the letter on the chalkboard. Say:

It sounds like eks and se together: eks eks eks eks.

Ask students to repeat the sound together out loud after you say it. Ask individual students to repeat the sound as you point to the letter x.

Tell students to look at the pictures in their student book of a fox, a box, an ox, and the Number 6. (Use the mother tongue and then English words, if necessary.) Have students point to each picture and say the English name several times together out loud after you say it.

After students learn the names of the objects in the pictures, ask:

What is in the picture?

Students will answer together out loud:

It is a/an _____.

Ask students to stress the eks sound which is at the end of each of the words. Repeat this for the name of each picture that ends with the letter x.

Explain in mother tongue that when students hear a word ending with the **eks** sound, they should stand up and repeat the word. (Very few English words begin with the sound of the letter **x**.) Read the words slowly:

mix	can	tax	lion	sun	six	vex	book	max
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Students will stand up when they hear the **eks** sound, and repeat together out loud the word with the **eks** sound that was just said.

Ask:

Do you know any other words with an eks sound?

Tell students that names can be included. If students cannot provide more words with the **eks** sound, review the words already taught.

Writing the Letter X

Review the sound the letter **x** makes. Write the letter **x** on the chalkboard. Ask:

Do you remember the sound this letter makes?

Tell students that they are going to play the Odd One Out game. Tell students you will read two sets of three words. Ask them to listen carefully and say the word which does not end with the **eks** sound. Slowly say:

fox	dog	box
cow	ox	axe

Write the letter **x** on the chalkboard. Ask:

Do you remember the sound this letter makes?

Ask individual students to tell you the sound then tell the class to repeat the sound together out loud.

Say:

We are going to learn to write the letter x.

Write **x** on the chalkboard and say:

This is the letter x.

As you write this letter, also say:

long slant to the right and long slant across to the left.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter x – long slant to the right and long slant across to the left.

Ask students to stand up. Tell them to write the letter **x** in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter x – long slant to the right and long slant across to the left.

Ask students to show a partner how to make the letter x in the air again. As they make the letter, have them say:

This is the letter x – long slant to the right and long slant across to the left.

Then tell students to use two fingers to form the letter on the top of their desks while saying the name of the letter.

This is the letter x – long slant to the right and long slant across to the left.

Tell students to write the letter several times in the air.

Draw two lines on the chalkboard and again show students how to make the letter x.

As you write the letter, say:

This is the letter x – long slant to the right and long slant across to the left.

Ask students to write the letter five times between two lines in their exercise book while whispering the name of the letter. Make sure that students use their writing hand.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students they have learned the sound of and how to read and write the letter x.

Vocabulary: box, fox, ox, six

LESSON FIVE

Focus: Listening, Speaking, Reading, Writing

Preparation: picture of a zebra

Letter Sound: z (ze-Amharic)

Write the letter z on the chalkboard (small letter). Ask:

What letter is this?

Students will say:

It is the letter z.

Say:

Now we are going to learn its sound.

Hold up a picture of a zebra. Ask:

What is this?

Students will answer together out loud:

It is a zebra.

Say:

z -ebra, z -ebra, z -ebra. (Stress the ze sound.)

Repeat the **ze** sound as you point to the letter on the chalkboard. Say:

ze ze ze ze

Ask students to repeat the sound together out loud after you say it. Ask individual students to repeat the sound as you point to the letter **z**.

Tell students to look at the pictures in their student book of a zebra, zero, zipper, zoo. (Use mother tongue and then English words, if necessary.) Have students point to the picture and say the English name several times together out loud after you say it.

After students learn the names of the objects in the pictures, ask:

What is in the picture?

Students will answer together out loud:

It is a _____.

Ask students to stress the **ze** sound which is at the beginning of each of the words. Repeat this for the name of each picture that begins with the letter **z**.

Explain in the mother tongue that when students hear a word beginning with the **ze** sound, they should stand up and repeat the word. Read the words slowly:

cow	zebra	egg	zinc	bag	zip	box	book	zero	fox	zoo
-----	-------	-----	------	-----	-----	-----	------	------	-----	-----

Students will stand up when they hear the **ze** sound, and repeat together out loud the word with the **ze** sound that was just said.

Ask:

Do you know any names of students that begin with the letter **z?**

As students say the words, write them on the chalkboard. Read all the words together out loud with students, stressing the **ze** sound.

Tell students that you will tell them a story about five students whose names begin with the **ze** sound: Zenebu, Zeynu, Zaid, Zewdu and Zulfa.

Classmates

Zenebu and Zeynu are neighbours. Zaid, Zewdu, and Zulfa are their classmates. All of them come from the same village. They walk to school together.

Ask students to make up stories using the names of students in their classroom whose names begin with sound **ze**. Ask individual students to share their stories with the class. Then ask students to share their stories with a partner.

Writing the Letter z

Review the sound the letter **z** makes.

Write the letter **z** on the chalkboard. Ask:

Do you remember the sound this letter makes?

Tell students that they are going to play the Odd One Out game. Read three words. Ask students to listen carefully and say the word which does not begin with the z sound. Slowly say:

zebra	zinc	sun
zipper	van	zoo
zero	zen	fish
box	zap	zig-zag

Say:

We are going to learn to write the letter z.

Write z on the chalkboard and say:

This is the letter z.

As you write this letter, also say:

across to the right, slant down to the left, across to the right.

Face the chalkboard and demonstrate how to write this letter in the air, using big movements. As you write the letter say:

This is the letter z – across to the right, slant down to the left, across to the right.

Ask students to stand up. Tell them to write the letter z in the air with you. Say the name of the letter and say the direction of the movement as you show how to write it.

This is the letter z – across to the right, slant down to the left, across to the right.

Ask students to show a partner how to make the letter z in the air again. As they make the letter, have them say:

This is the letter z – across to the right, slant down to the left, across to the right.

Then tell students to use two fingers to form the letter z on the top of their desks while saying the name of the letter. Tell students to trace the letter z with two fingers in their student book while saying:

This is the letter z – across to the right, slant down to the left, across to the right.

Tell students to write the letter several times in the air.

Draw two lines on the chalkboard and again show students how to make the letter z.

As you write the letter, say:

This is the letter z – across to the right, slant down to the left, across to the right.

Ask students to write the letter z five times between two lines in their exercise book while whispering the name of the letter. Make sure that students use their writing hand.

Lesson Summary: Tell students that they learned the sound of and how to read and write the letter z.

Vocabulary: zipper, zero, zoo

LESSON SIX

Focus: Speaking, Listening, Reading, Writing

Preparation: picture cards of different foods

Tell students that today they will learn how to talk about things that they like and dislike while thinking about the beginning sounds of words.

Write the letters v, w, x and z in a column on the chalkboard (one letter below the other).

Ask students to name together out loud each letter and say its sound as you point to it.

It is the letter _____. It makes the sound _____.

Ask students if they remember names of animals that begin or end with these letters.

vulture, fox, zebra

Show students a picture of each animal in the student book and talk in mother tongue about what each animal is like. Model and say which animal you like and dislike.

Say:

I like _____. I dislike _____.

Teach them to pronounce the final letter s of the plural name of the animals: foxes, vultures, zebras, wasps. (All sound like the letter z.)

Ask individual students to tell which animals they like and dislike. Say:

Which animal do you like? Which animal do you dislike?

Students say:

I like _____. I dislike _____.

Ask students to think about what animals they like and dislike.

Ask students to tell partner what they like and dislike by using the sentence pattern.

Have them raise their hands to vote as you ask:

Do you like cows/goats/elephants?

Students who raise their hands should say:

Yes, I like _____.

Students who do not raise their hands should then say:

No, I dislike _____.

Teach the names of foods using pictures, e.g. injera, wat, eggs, potatoes, tomatoes, beans, maize, oranges, bananas, milk. Teach students to say which food they like.

Show them a picture and say:

I like _____.

Do this several times with different foods.

Put the picture cards on the shash board. Ask students to think of a food that they like. Ask individual students to stand and say:

I like _____.

As they say each sentence, ask another student to point to the correct picture.

Repeat the activity by asking individual students to think of a food that they do not like and say:

I dislike _____.

Write the food words on the chalkboard. Point to each word. Ask students to say the letter that begins the word and say its sound. Students will answer together out loud.

_____ begins with the letter _____. It makes the sound _____.

Lesson Summary: Ask students what they learned today. Tell students that they learned to say what they like and dislike. They also learned to say the beginning sounds of words.

Vocabulary: injera, wat, milk, bananas, eggs, potatoes, tomatoes, beans, maize, oranges

Language Patterns: I like/dislike _____. _____ begins with the letter _____.
It makes the sound _____.

LESSON SEVEN

Focus: Listening, Speaking, Reading, Writing

Preparation: picture cards of games such as football, basketball, volleyball, racing, skipping/rope, games, table tennis, table football, checkers

Review food vocabulary introduced in Lesson Six. Ask students to tell a partner one food that they like and one that they dislike.

I like _____. I dislike _____.

Tell the partners to join another set of partners and tell what their partner likes and dislikes by using the words he and she.

He/She likes _____. He/She dislikes _____.

(Example: He likes injera. He dislikes milk.)

Ask students what food words they used. Write the words on the chalkboard. Then ask students what letter each word begins with and the sound the letter makes. Students will answer together out loud.

_____ begins with the letter _____. It makes the sound _____.

Tell students that you are going to take a survey of the class, using the word more. Explain this in mother tongue, if necessary. Choose food words from the chalkboard. Tell students that you will say a word. Tell students that if they like the food they should stand up or stay standing. If they do not like the food, they should stay seated.

After students stand tell students to look around at the number of people standing and the number of people sitting. Ask:

Do more students like _____? or Do more students dislike _____?

Put a tick beside the word on the chalkboard if more students like it. Put a cross beside the word if more students dislike it. Repeat this activity with each of the food words on the chalkboard.

Teach the names of games by miming different games or showing pictures of games (e.g. football, basketball, volleyball, racing, skipping/rope games, table tennis, table football, checkers). Write the game words on the chalkboard.

Ask individual students what games they like to play. Say:

What games do you like? What games do you dislike?

Students will say:

I like _____. I dislike _____.

Write the words on the chalkboard.

Ask students to tell you the letter and the sound that the name of the game begins with:

_____ begins with the letter _____. It makes the sound _____.

Ask students to say the letter sound three times together out loud.

Take a survey of the games students like or dislike as was done for foods.

Lesson Summary: Ask students what they learned today. Tell students that they learned to say what foods and what games they like and dislike. They also learned to say the beginning sounds of words. They also took a survey of the foods and games that students in their classroom like and dislike.

Vocabulary: football, volleyball, skipping/rope games

Language Patterns: I like/dislike _____. _____ begins with the letter _____. It makes the sound _____.

LESSON EIGHT

Focus: Listening, Speaking, Reading, Writing

Ask students in pairs to ask each other about their likes and dislikes. They should say:

I like _____. What do you like?

I don't like _____. What don't you like?

Write examples (food items, games, etc.) on the chalkboard for students.

Ask students to copy in their exercise book the words I like.... and draw pictures of three things they like. Then ask them to copy the words I don't like....and draw pictures of three things they don't like.

In groups they can read their sentences out loud to each other using the language patterns. They also will tell the beginning letters and sounds of the names of the pictures that they drew. They will say:

I like/dislike _____.
_____ begins with the letter _____.
It makes the sound _____.

Groups can report back to the whole class and tell what they like and dislike using the language pattern:

_____ likes _____. He/She dislikes _____.

Lesson Summary: Ask students what they learned today. Reinforce their responses by telling students that they learned to ask and tell what they and other students like and dislike. They learned to write and draw what they like and dislike. They also learned to say the beginning sounds of words.

LESSON NINE

Focus: Listening, Speaking, Reading, Writing

Preparation: flash cards with the capital letters A-L, flash cards with small letters a-l

Capital Letters: A-L

Explain that we use capital letters at the beginning of words that name people and places.

Write Ethiopia and the name of the city or town that you live in on the chalkboard. Point out the capital letter in each word. Draw a picture of a boy on the chalkboard. Write the sentence below on the chalkboard next to the picture and point to the capital letter. Say:

This is my brother, Ahmed.

Tell students to look at the letter chart in their student book. Ask students to find the capital and small letters that are alike. List these on the chalkboard (Cc, Jj, Kk). Then ask students to find the capital and small letters that are different (Aa, Bb, Dd, Ee, Ff, Gg, Hh, Ii, Ll). List these on the chalkboard.

Capital Letter	A	B	C	D	E	F	G	H	I	J	K	L
Small Letter	a	b	c	d	e	f	g	h	i	j	k	l
Amharic Sound	a	be	ke	de	e	fe	ge	he	ei	dze	ke	le

Say each letter out loud as you write it. Explain how to make the letters by using direction words. After you write each letter, say its sound. Example:

Slant down left, slant down right, across. This is the letter A. a-a-a.

Say:

a-a-a. This is the sound of the letter a.

Ant begins with the sound of the letter a.

Say the sound for the letter a three times. Repeat this with each letter.

Tell students that today they will be playing a matching game with capital letters and a small matching letter. Mix up the flash cards. Place the capital letters on the shash board in alphabetical order. Pass out the small letters to individual students. Point to and say the name of a capital letter on the flash card. Tell students to repeat the letter name together out loud.

Ask:

Who has the matching small letter?

The student who has it will bring the flash card to the shash board and place it on top of the matching capital letter. Ask students to say the letter name with you together out loud.

Ask students who did not get a chance to match small letters with capital letters to individually come to the shash board, take a pair of matching letters, hold them up for the class to see, and say the letter name.

Write each capital letter on the chalkboard in order.

A B C D E F G H I J K L.

Ask students to write the matching small letter in their exercise book. Pause between each one to give time for students to write the letter.

When students have finished writing the capital letter, write the small letters under the capital letters on the chalkboard in order.

A B C D E F G H I J K L

a b c d e f g h i j k l

Tell students with a partner to check that the small letters in their exercise book match the small letters on the chalkboard.

When the lesson is over, ask students to give you their books to check for the correct formation of letters. Correct the letters that are not formed correctly. Students will need to work on correctly shaping these letters.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling them that they have learned the alphabet capital letters A-L, matched them with their small letters, and wrote the small letters.

LESSON TEN

Focus: Listening, Speaking, Reading, Writing

Preparation: flashcards for the letters A to L and a bag or a cardboard box.

Write the capital letters A–L on the chalkboard. Read each letter together out loud. Then ask students with names that begin with the letter A to say A out loud. Students whose names begin with the letter B will say B out loud. Repeat the activity until you all students names that begin with letters A – L have responded. Example: Abebe and Abera will read and say the letter A. Beyene and Bacha will read and say the letter B.

Put the capital letter flash cards A–L and the lower case flash cards a–l in a bag, hat, or box. Ask individual students to come to the front of the classroom and pull out a letter. The student will say the letter name and say a word that begins with the letter.

Mix up the flash cards. Place the small letter flash cards on the shash board. Ask individual students to match the capital letter flash cards to the small letter flash cards on the shash board. (You may want to do this in alphabetical order.)

Ask students to write the capital letters A-L and the matching small letters in their exercise book. Walk around and help students form the letters. Tell students to write each letter five times in their exercise book.

AAAAA	aaaaa
BBBBB	bbbbb

Ask students with a partner to read each letter and check for the proper formation.

Give sets of capital and small letters A–L and a–l to small groups of students and challenge them to match them as quickly as they can or time individual students to see how quickly they can match the complete set of cards correctly.

Lesson Summary: Ask students what they learned today. Reinforce their answers by telling students that they practised reading and writing the capital letters A to L, identified beginning sounds, and matched capital letters to small letters.

LESSON ELEVEN

Focus: Listening, Speaking, Reading, Writing

Review the letters and their sounds by passing out the small letter and capital letter flash cards. Say a word; and if the letter the student is holding has the same beginning sound, the student will stand and say the letter name and its sound.

Tell students that they will make an alphabet book. Have students divide four pages into six squares on each page in their exercise book and one page into two squares. Show students how to do this on the chalkboard. They should draw two lines across

and one line down the four pages and one line across on the fifth page. Ask students with a partner to count the number of squares the partner drew. There should be 26.

Tell students to write the small letters and capital letters at the bottom of each box. Model how to do this on the chalkboard. Tell students with a partner to check that the letters are written correctly by comparing them to the letters in their student book.

Students will draw a picture of something that begins with the letter sound in each square. Model this on the chalkboard.

Tell students to raise one hand or ask a partner if they are having trouble thinking of something to draw. Walk around and help students as needed. (For the letter x, students can draw something which has a name that ends with x.)

Ask students to share their alphabet book in a small group. Ask them to describe their picture and say the letter name and sound as they point to it. They should say:

This is a picture of a _____. It begins with the letter _____. It's sound is _____.

Lesson Summary: Ask students what they learned today. Reinforce their answers by telling students that they practised reading and writing the small letters a-z, identified beginning sounds, and matched the letters to pictures.

UNIT 15: LEARNING AT SCHOOL

Learning Outcomes: Students will be able to

- describe their school day.
- use suitable language to describe their school subjects.
- recognise alphabet letters a–z, A–Z and read names, words, and sentences.
- write names of their friends and family members beginning with capital letters.

Assessment:

The teacher should assess each student’s work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

Speaking and listening: Teacher puts a number of language patterns (from grade 1) on the chalkboard. E.g. This is ..., I can...., I like...., My mother...., Her bag Etc. Students will make sentences using the patterns.

Reading and writing: Students match pictures to word cards. Students write the alphabet. Students write in the first letters of some words. Students write their names. Students fill in the gaps in familiar sentences, e.g. I _____ walk. _____ like oranges.

LESSON ONE

Focus: Speaking, Listening, Reading, Writing

Preparation: A-Z flash cards a-z flash cards

Hold up a flash card of a capital letter (A–L), in alphabetical order, and ask students to read it aloud. Do this with all of the letters. Then hold up flash cards in a different order and ask students to write the correct matching small letter in their exercise book. Tell students to whisper the sound the letter makes as they write the letter. After students have written the small letter in their exercise book, write the correct small letter on the chalkboard so that students can check their work. Continue this activity until you have held up each capital letter (A-L).

Tell students to look at the letter chart in their student book. Ask students to find the capital and small letters that are alike. List these on the chalkboard (Mm, Oo, Pp, Ss, Uu, Vv, Ww, Xx, Zz). Then ask students to find the capital and small letters that are different (Nn, Qq, Rr, Tt, Yy). List these on the chalkboard. Ask students to count with you how many letters are the same (9) and how many are different (5).

Capital letter	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Small Letter	m	n	o	p	q	r	s	t	u	v	w	x	y	z
Amharic	ME	NE	Ō	PE	KIW	RE	SE	TE	A	VE	WE	EKS	YE	ZE

Tell students to say each letter out loud as you write it. As you write each letter, explain how to make the letters by using direction words. After you write each letter, say its sound. Example:

Down, up, down, up, down. This is the letter M. me-me-me.

me-me-me. **This is the sound of the letter M.**

Messeret begins with the letter M.

Say the sound for the letter M three times. Repeat this with each letter.

Write the capital letters M-Z on the chalkboard. Read each letter together out loud. Ask students whose names begin with the letter M to read M, those whose names begin with N to read N. Repeat the activity until you reach Z. Example: Mulu and Metesabia read M; Nejat and Natnael read N.

Put the capital letter flash cards M-Z and the lower case flash cards m-z in a bag, hat, or box. Ask individual students to come to the front of the classroom and pull out a letter. The student will say the letter name and say a word that begins with the letter.

Mix up the flash cards. Place the small letter flash cards on the shash board. Ask individual students to match the capital letter flash cards to the small letter flash cards on the shash board. (You may want to do this in alphabetical order.)

Ask students to write the capital letters M-Z and the matching small letters in their exercise book. Walk around and help students form the letters. Tell students to write each letter five times in their exercise book.

MMMMM mmmmm
NNNNN nnnnn

Ask students with a partner to read each letter and check for the proper formation.

Give sets of capital and small letters M-Z and m-z to small groups of students and challenge them to match them as quickly as they can or time individual students to see how quickly they can match the complete set of cards correctly.

Lesson Summary: Ask students what they learned today. Tell them that they reviewed the small letters a-z and the capital letters A-L and their sounds and learned capital letters M-Z and reviewed their sounds. They also wrote the capital letters M-Z and the small letters m-z.

LESSON TWO

Focus: Listening, Speaking, Reading, Writing

Preparation: A–Z flash cards and a–z flash cards

Hold up the flash cards for the capital letters A–Z and the small letters a–z. Show them to the students in pairs, Aa, Bb, etc. Tell students to:

Show one card at a time and say the letter name.

Tell students to repeat the letter name with you together out loud. Ask individual students to say the sound the letter makes. Tell all students to repeat the sound three times together out loud.

Then mix up the flash cards and give them to students. Tell students that they will place the flash cards in order on the shash board.

As you hand out the cards, assess whether each student can say the name of the letter he/she receives. When all the cards have been given out, ask students:

Who has the capital letter A? Who has the small letter a?

The students with that those letters should stand and say:

This is the letter A. This is the letter a.

Say:

Please bring them to the shash board.

Ask:

What letter comes next?

Students should say:

The letter B comes next.

Ask students:

Who has the capital letter B? Who has the small letter b?

The students with those letters should stand and say:

This is the letter B. This is the letter b.

Tell both students to bring their letters to the shash board. Continue with this activity until all capital and small letter pairs are placed on the shash board. As different Ask other questions about the order of letters in the alphabet such as:

Does the letter _____ come before or after the letter _____?

Review the capital letters A–Z by playing a version of the Yes/No game. If the flash card is not the letter that is called out, then students can say “no” together out loud.

Lesson Summary: Tell students that today they reviewed the sounds of the letters and matched the small and capital letters of the entire alphabet.

Vocabulary: capital letter, small letter, matching

Language Pattern: Which letter comes next?

LESSON THREE

Focus: Listening, Speaking, Reading

Preparation: A–Z flash cards, a–z flash cards, a card for every student with his or her name written on it in English

Review the capital letters A–Z by matching them with the small letters by playing a matching game.

Have students draw a picture of themselves. Hold up the capital letter flashcard A and ask students to tell you the name of the letter and the sound it makes. Ask those students whose names begin with the same letter to hold up their pictures. If the student is correct, give him or her the card with his or her name on it. Do this until all students have been named.

After each student has his or her name card and picture, have students copy their name into their exercise book five times. Assess whether students are forming the letters correctly. Tell them to circle the best writing in their exercise book.

Tell students that all names in English start with a capital letter. Ask them in groups to tell each other their name and say what capital letter their name starts with.

Model by writing and saying your own name. Write your name on the chalkboard.

Say:

My name is _____. It begins with capital letter _____.

In your group show your picture and tell your name. Then say the name of the capital letter your name begins with.

Lesson Summary: Ask students what they learned today. Tell students that today they learned that when names are written in English, they begin with a capital letter. They also learned how to write their names and reviewed the sounds of the letters.

Language Pattern: _____ begins with capital letter _____.

LESSON FOUR

Focus: Listening, Speaking, Reading

Preparation: A–Z flash cards and a–z flash cards; word cards showing the names of places in Ethiopia whose names are familiar to students: Addis Ababa, Awassa, Arba Minch, Bahir Dar, Gondar, Harar, etc.; pictures showing familiar landmarks/historic sites: Axum, Castles, etc.

Ask students their names and what letter their names begin with. Model this first.

Say:

What is your name? What capital letter does it begin with?

Students will say:

My name is _____ . It begins with capital letter _____ .

Have students in groups practise these statements and questions and answer the questions by using the language pattern.

Place the word cards on the shash board. Show students the picture cards and see if they can say the names of places that match the picture cards. Practise naming the places several times to be sure they are familiar to students. Ask students to look at the word cards and say what letter the name begins with. Say:

This is Gondar. What capital letter does it begin with? What sound does that letter make?

Do this several times, checking that students can recognise and say the capital letters. Remind students that names of people and places in English begin with capital letters. Ask individual students to match the picture cards to the words on the shash board.

Play the Memory Game. Needed are two sets of A–Z and a–z flash cards divided A–G, H–N, O–T, U–Z. Mix up one set of cards. Place them face down in rows on the shash board. Tell students that they will play a matching game called Memory. Demonstrate the game on the shash board using A–G and a–g. Explain and demonstrate the words turn over and pick up. Say:

When I say your name, turn over two cards so you can see what is on them. If two letter cards have the same letter (Example: a small n with a capital N), you will pick up the cards. If the letters on the cards are not the same, you must try to remember the letters and where they are. You will then turn the cards back over again so you cannot see what is on them.

If necessary, give the instructions in mother tongue and then repeat them in English. Use actions to model how you look at the cards carefully to remember what they are and where they are. Tell students that they need to remember where the cards are once they have been turned over. Say:

Turn over two cards. If the cards match, say the letter's name and make the sound of the letter. Then pick up the matching pair of cards. If the letters do not match, remember where they are and turn them over so you cannot see the letters.

Say:

The student who has the most matching pairs of cards is the winner.

Play one or two games together on the shash board.

Put students into groups. Give them a set of the flash cards that have already been divided. Tell them to play Memory. (They should play the game in small groups sitting around one table.) Students will call out the letter and its sound when they pick up the matching pair. Remind them that the winner is the person with the most cards at the end of the game.

Lesson Summary: Ask students what they learned today. Reinforce their answers by telling students that today they practised reading and the sounds of the capital letters of the alphabet. They also learned about the capital letters at the beginning words that name places and learned about those places.

Vocabulary: turn over, turn back over, match, matching pairs, the most

LESSON FIVE

Focus: Listening, Speaking, Reading, Writing

Preparation: the name list for your class and categorize the names of students (include your name)

Tell students that today they will be using their names in the lesson. Ask students to think about the English letter that is at the beginning of their name. Students will tell a partner the letter of the alphabet that his/her name begins with. Tell students that when writing their names, they should begin with a capital letter.

Give each student a small piece of paper or have students write in their exercise book. Tell students to write their name in big print. Walk around the room and assess whether each student has written the correct letters and has a capital letter at the beginning. When all students' names have been checked and corrected, ask students to write their name four more times on the same sheet of paper or in their exercise book.

Tell students that they will play The Name Game outside. Ask students to bring their exercise book with them.

Tell students to hold up the page on which they wrote their names in their exercise book. Ask them to look around for other students who have the same beginning letter of their name written on their paper. Tell them that when they find a student with the same beginning letter on their paper, they should walk over to him/her and tell that person his/her name by saying:

**Student A: My name is _____. It begins with capital letter _____.
What is your name? What capital letter does it begin with?
Student B: My name is _____. It begins with capital letter _____.**

Then they will walk together to another student whose name begins with the same letter.

Student B will carry on a conversation with students C, and C with D, and so on until all students whose names start with the same letter have spoken to each other and are together.

When all students are grouped together say:

Whose name begins with the letter _____? (Begin with the letter A and go to Z.)

Students in each group in turn should raise their hands when the beginning letter of their name is called.

Then ask students to:

Say the sound of the letter that begins your name.

Students whose names begin with that letter should say together out loud the sound of the letter that begins their name. Then students in each group should take turns saying:

<p>My name is _____. It begins with the letter _____. The sound of the letter _____ is _____.</p>

A Act like you are eating an <u>apple</u> . (<i>Everyone with the name starting with A should follow the command.</i>)
B Pretend that you are playing with a <u>ball</u> .
C Make the sound of a <u>cow</u> .
D Pretend to bark like a <u>dog</u> .
E Walk like an <u>elephant</u> .
F Swim like a <u>fish</u> .
G Make a sound like a <u>goat</u> .
H <u>Hop</u> up and down.
I Pretend to put <u>injera</u> in a box.
J <u>Jump</u> up and down.
K Pretend to <u>kiss</u> someone.
L Roar like a <u>lion</u> .
M Walk like a <u>monkey</u> .
N Stretch your <u>neck</u> up like a giraffe.
O Pretend to <u>open</u> a door.
P Pretend to <u>pour</u> water from a <u>pot</u> .
Q Run <u>quickly</u> .
R Pretend to <u>ride</u> a horse.
S Pretend to <u>sleep</u> .
T Touch your <u>toes</u> .
U Pretend to open an <u>umbrella</u> .
V Pretend to drive a <u>van</u> .
W Pretend to <u>wash</u> .
X Pretend to open a <u>box</u> .
Y Pretend to play with a <u>yo-yo</u> .
Z Pretend to <u>zip</u> a jacket.

Call out the letters of the alphabet and ask girl students to line up in alphabetical order. Then call out the letters of the alphabet again and ask boy students to line up in alphabetical order. Go back into the classroom.

Lesson Summary: Tell students that they learned to identify, read, and write the letters in their names. They also learned how to identify and read the letters in other students' names.

Language Patterns: My name is _____. Your name is _____.
My name is _____. It begins with the capital letter _____.
The sound of the letter _____ is _____.

LESSON SIX

Focus: Listening, Speaking, Reading, Writing

Tell students to write their names in their exercise book. (If necessary, they can copy from the labels you made for Lesson Three.) Walk around and check that all names are spelled correctly. Collect the exercise book with the page open to the name. Mix the exercise books up and give them to different students. Ask a student to read the name in the exercise book he/she is holding. Tell him/her to find the student whose name is written in the exercise book. When the student finds the person he/she will say:

Your name is _____. Is this your exercise book?

If the student has guessed the name correctly he/she will sit in the seat of the student whose name is on the exercise book. That student will stand and find the person whose name is on the exercise book he/she is holding. Repeat this activity until each student is holding an exercise book with his/her own name on it.

Write the capital letters of the alphabet on the chalkboard.

Model by drawing a picture of your family on the chalkboard. Label who they are under the picture. Say:

I am drawing a picture of my family. This is my father, my mother, my sister, and my brother. I am going to write the capital letters that start their names under their pictures.

**My father's name is Bussa. I will write a capital letter B under his picture.
The letter B is for Bussa.**

Tell students to notice the capital letters they wrote.

Repeat writing the beginning letter of each person in your family under his/her picture. Say:

**My mother's name is _____. I will write a capital letter _____ under her picture.
My sister's name is _____. I will write a capital letter _____ under her picture.
My brother's name is _____. I will write a capital letter _____ under his picture.**

Point to each person in your picture and say:

This is my family. This is my father _____ (name). This is my mother _____ (name). This is my sister _____ (name). This is my brother _____ (name).

Count each person's picture out loud and say:

I have _____ (four) people in my family.

Tell students:

You will draw your own family picture in your exercise book. Write the capital

letters that begin the names of each person in your family under each picture. Remember that names of people always begin with a capital letter.

Walk around to help students write the correct letters.

Once you have checked all work, tell students to share their pictures with a partner. They should say:

This is my family. This is my brother _____ (name). _____ begins with capital letter _____. This is my mother _____ (name). _____ (name) begins with capital letter _____. I have _____ (number) people in my family.

Lesson Summary: Ask students what they learned today. Tell students that they learned to read their names and their classmates' names. They learned to write their names and the capital letters that begin their family's names using capital letters at the beginning of names.

Vocabulary: family, mother, father, sister, brother

Language Patterns: My name is _____. Your name is _____.
This is my family. This is my brother _____ (name).
_____ begins with capital letter _____.
This is my mother _____ (name). _____ begins with a capital letter _____.
I have _____ people in my family.

LESSON SEVEN

Focus: Listening, Speaking, Reading, Writing

Preparation: flash cards with school vocabulary words written on them: Amharic, mathematics, English, environmental science, break, aesthetics, school, classroom; pictures that represent the school vocabulary words:

- school - a building with the word School across the front
- classroom – a room with desks, chairs, and a chalkboard
- break - students playing outside
- mathematics – a sum
- environmental science - animals/flowers
- mother tongue – words in mother tongue
- English - English letters
- aesthetics - paintbrush and musical instrument, a student doing athletics/sport.

Write the following sentences on the chalkboard. Read them to the class as you write them. Tell students to repeat the sentences with you together out loud.

This is my family. This is my father _____. This is my mother _____. This is my sister _____. This is my brother _____. I have _____ people in my family. Their names are _____ and _____ and _____.

Tell students to share the picture of their family, from the previous lesson with a partner who has not seen it. Ask students to use sentences like the ones above as they show their new partner the pictures from their exercise book.

Place the school picture cards on the shash board. Point to each picture and ask in the mother tongue what each picture is. Hold up the word flash card. Slowly say the English name. Example: Hold up the school card, point to the picture, and say:

This is a school. I go to school to learn.

Tell students to repeat the sentences together out loud.

Ask in the mother tongue what they do in school. Say:

I learn in school.

Tell students to repeat the sentence together out loud.

Put the word card school with the picture card of the school on the shash board. Continue showing students the picture cards and word cards. Explain each word to students in mother tongue, if necessary, and then tell them the English name and a sentence in English describing the subject:

Mathematics: I learn numbers, count, and do sums in mathematics.

Amharic/mother tongue: I learn letters, sounds, and words in mother tongue.

English: I learn letters, sounds, and words in English.

Environmental Science: I learn about plants and animals in environmental science.

Aesthetics: I play music and draw pictures in aesthetics. I do athletics and sport in aesthetics.

Break: I play football, run, and skip in break.

When students have learned the new subject words, call on individual students to point to the correct pictures as you say the sentences, e.g. say:

I learn about plants.

Students will point to the picture for environmental science.

Do the same activity using just the word cards. Play a matching game at the shash board. Mix up the picture cards. Pass out the word cards. Point to a picture and ask:

Who has the word card that matches the picture?

Tell the student to place the word card with the picture card on the shash board. As a student does this, he/she will say:

This is _____.

Lesson Summary: Ask students what they learned. Tell students that they have learned how to say the names of school subjects in English.

Vocabulary: learn, count, sums, draw pictures, run, skip, plants

Language Patterns: naming: English, Amharic, mathematics, environmental science, aesthetics, school, classroom, break

LESSON EIGHT

Focus: Listening, Speaking, Reading, Writing

Preparation: subject cards from last lesson

Hold up a picture card. Ask individual students to choose the matching on the shash board. Students will say:

That is _____. (*name of the subject or break*)

Place the matching cards together on the shash board.

Repeat this activity until all picture cards are matched with the subject cards.

Ask students to think of a subject they like. Ask individual students to stand and say their favorite subjects. Ask:

What subject do you like?

They will say:

I like _____.

Ask students to repeat this activity with a partner.

Write the sentence, I like _____ on the chalkboard. Ask an individual student to come to the chalkboard and draw a picture or write the word of their favourite subject in the gap. Tell the student that he/she can look for the subject words on the word cards for the correct spelling.

Write the names of each subject on the chalkboard. Take a survey of favorite subjects. Tell students that you will say a subject name. Tell students that if the subject you say is their favourite subject they should stand up. Tell students that they need to choose only one subject as their favourite. Tell students that you will count how many students choose each subject as their favourite. Write the number of students who stand up when you point to and say the name of the subject on the chalkboard. Then you will know what the favourite and least favourite subjects are. Discuss the results of the survey with the class.

Explain to students the meaning of morning shift, afternoon shift, and all day in relation to attending school. Tell students to pretend that it is early morning, and they are getting ready to go to school. Read the sentences below out loud.

This is Meron. She goes to school in Bahir Dar. She is in the morning shift.

Tell students to repeat each sentence together out loud.

This is Zerihun. He goes to school in Dire Dawa. He is in the afternoon shift.

Tell students to repeat the sentence together out loud.

This is Almaz. She goes to school in Mekelle. She goes to school all day.

Tell students to repeat the sentence together out loud.

Ask individual students:

Where do you go to school? When do you go to school?

Students should answer:

I go to school in _____. I go to school all day. or I am in the morning shift. or I am in the afternoon shift.

Tell students to ask a partner:

Where do you go to school? When do you go to school?

The partner should answer:

I go to school in _____. I go to school all day. or I am in the morning shift. or I am in the afternoon shift.

Tell students to look at the shash board. Tell them that they are going to put the flash cards in the order of when they happen today.

Ask students to think about what subject they learn first. Ask individual students to place that word and picture card first on the shash board. The student will say:

I learn _____.

Tell students to repeat together out loud:

I learn _____ first.

Ask:

What subject do you learn next?

Ask individual students to come to the shash board and put the word and picture flash card for the subject that came next on the shash board. The student will say:

I learn _____.

Tell students to repeat together out loud:

I learn _____ next.

Continue with the activity in this way until all subjects are ordered correctly.

When a student has placed the last card he/she will say:

I learn _____.

Tell students to repeat together out loud:

I learn _____ last.

Lesson Summary: Ask students what they learned today. They learned to describe what kind of school day they have, either morning or afternoon shift or all day. Tell students that they learned about describing a school day by the order of the subjects they have and their favourite subject.

Vocabulary: morning, afternoon, shift, all, day, school

Language Patterns: What do you like? I like _____.
I go to school _____. I am in the _____.
I learn _____ first. I learn _____ next. I learn _____ last.

LESSON NINE

Focus: Listening, Speaking, Reading, Writing

*Review the words and symbols for school subjects used in Lessons Seven and Eight.
Tell students to listen as you read a story about school.*

Almaz at School

Almaz goes to school. She is in the morning shift. When she gets to school, she goes into her classroom and sits on her bench. First she learns mathematics. Next she learns Amharic. Then she learns English. Next she has break and plays outside with her friends. She goes inside and learns aesthetics. Last she learns environmental science. Then Almaz goes home.

Ask students the following questions:

When does Almaz go to school? *(Almaz goes to school in the morning.)*

What is her first subject of the day? *(Her first subject of the day is mathematics.)*

What does she learn next? *(She learns Amharic.)*

Then what does she learn? *(She learns English.)*

What does she learn after break? *(She learns aesthetics after break.)*

What does she learn last? *(She learns environmental science.)*

How is Almaz like you? How is she different from you? *(Answers will vary.)*

Ask students to share their answers with the class. Ask them to share their answer to the last question with a partner.

Tell students they will be reviewing the sounds and letters of the alphabet. Say:

You now know all the letters of the alphabet. Today we will play bingo to practise matching sounds to the letters.

Remind students how to make a bingo card. Tell students to:

Make two lines down the page and two lines across.

Students should have a drawing of nine squares arranged in three rows of three. Show students how to fill the card. Point to the middle square. Write the sound of your name in the middle square. Tell students to:

Put the capital letter that shows the first sound of their name in the middle square.

Tell students to:

Put any other small or capital letters of the alphabet in the other squares.

Tell students to think of the letter sounds as they write the letters in each square.

Model how to do this:

I am going to put the letter sound of b in this square: *be be be.*

Play bingo with the students. Say:

I will say a word. You must listen to the first sound of the word. If the first sound is the same as a letter that you have in a square, then you can put an x on that square.

Say:

Be, Be, Be Ball. If you have a square that has the letter that makes the be sound write an x on top of it.

Tell students when a row of letters has been crossed off, they can call “bingo.” Show students on the chalkboard the different ways that they can get bingo, with a line of three letters across, down, or diagonally on the page. After a student has yelled “bingo,” tell him/her to call out the letters and the sounds of the letters that they crossed off. Continue this activity until several students have called “bingo.” (Remember to write down the matching letters to the sounds that you call out, so that you know the sounds already given and so that you can check students when they call “bingo.”)

Lesson Summary: Ask students what they learned. They reviewed writing and reading names and other words, listened to a story and answered questions, and reviewed letters and their sounds.

Vocabulary: square, middle, line

LESSON TEN

Focus: Listening, Speaking, Reading, Writing

Review the words and symbols for school subjects.

Tell students to listen as you read a story about Bizuneh’s school day:

Bizuneh at School

Bizuneh goes to school in Abi Adi. He is in the morning shift. When he gets to school, he goes into his classroom and sits on his bench. First, he writes some numbers and does sums. Next he plays a drum. Then he listens to a story in his mother tongue. Next he has break and plays outside with his friends. Bizuneh goes inside and speaks English words. He reads about the food that different animals eat. Then Bizuneh goes home.

Call a student to the front of the classroom to demonstrate what Bizuneh does first. As you read, the student should sit on his or her bench. Then read out each sentence in turn and have different students demonstrate what Bizuneh does. (He writes numbers; he plays a drum; he listens; he plays; he speaks; he reads.)

Practise miming the different activities with the whole class: writing numbers in the air, banging an imaginary drum, holding hand to ear to demonstrate listening, etc. Have all students do these actions as you read the story. Then say each activity in a different order, and ask students to say what lesson you are talking about after each sentence.

Ask individual students to come to the front and mime an activity that they do in school. The other students must guess the name of the subject they are miming.

Say:

I am thinking of a school subject that begins with the letter _____.

Students must guess the subject you are thinking of. When a student guesses correctly he/she takes the next turn.

Lesson Summary: Ask students what they learned. They listened to a story and mimed school activities, and reviewed the letters at the beginning of the names of school subjects.

Vocabulary: plays, drum

LESSON ELEVEN

Focus: Listening, Speaking, Reading, Writing

As this is the last lesson of the school year, in addition to reviewing the new concepts taught in this unit, it is appropriate to review the whole year's work.

Here are some suggested activities:

- *Put students in teams. Hold a vocabulary quiz in which groups compete to name picture cards. They also could place pictures in categories and name them. Students could call out in turn words in different categories (e.g. animals, classroom objects, school subjects) Another team activity would be to call out a letter of the alphabet and have students write the letter on the chalkboard. Whoever is correct first wins a point for his or her team.*
- *Put students in small groups and see which group is the first/quickest to match lower case and capital letters, familiar words to pictures, etc.*
- *Play number bingo or alphabet letter bingo.*
- *Have students think of words and mime them for others to guess, or play I spy, saying the sound at the beginning of the name of an object in the classroom or on picture cards displayed in the shash board.*
- *Ask students what songs they would like to sing and what games they would like to play.*
- *Ask students to write letters.*
- *Ask students to say the letter sounds.*

Lesson Summary: Ask students what they learned. They reviewed all the English words, letters, and numbers they know.

VOCABULARY BY UNIT

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Lesson One good morning, good afternoon, name, stand up, come here	Lesson One eye, ear, face, head, hair, mouth, tooth, nose	Lesson One who, that, this	Lesson One I spy, something, red, blue, yellow
Lesson Two father's, grade, pencil, book, bag, desk, bench, chalkboard, sit down, stand up	Lesson Two arm, hand, finger, foot, leg, toe	Lesson Two what, who, that, this	Lesson Two half
Lesson Three repeat, show, give, pocket	Lesson Three eyes, ears, teeth, hands, feet, legs, toes, arms, riddle, think, walk, touch, see, hear, eat	Lesson Three what's, who's, that's	Lesson Three dress, trousers, skirt, sweater
Lesson Four letter, alphabet, down, across	Lesson Four shoulders, knees	Lesson Four he, she, girl, boy, girls, boys, teacher	Lesson Four same, different
Lesson Five window, door, duster, paper, pen, floor	Lesson Five left, right	Lesson Eight who, what, this, that	Lesson Five green, orange, purple, mixed together, make
Lesson Seven teacher, boy, girl, table		Lesson Nine small, big, top, circle	Lesson Six shoes, shorts, shirt, all, under, find, put
Lesson Nine matching, row		Lesson Ten pattern, kind	Lesson Seven brown, black, jacket, we, they, I, am, wearing
Lesson Eleven tall, short, long			Lesson Nine short, tall
UNIT 5	UNIT 6	UNIT 7	UNIT 8
Lesson One one, two three, four, five, number, 1, 2, 3, 4, 5	Lesson One yes, have, I, you	Lesson One family, mother, father, sister, brother, older people	Lesson One shaped, round, square, oval, oblong
Lesson Two one, two, three, four, five, six, seven, eight, nine, ten, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, sticks, football	Lesson Three round, bounces, play, ball, rope, stones, car	Lesson Two your, her, his	Lesson Two tall, short
	Lesson Four goat, stick, rope, bucket, grass	Lesson Four years old	Lesson Three young
	Lesson Ten 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, fingers	Lesson Five countryside, repair, shoes	

UNIT 9	UNIT 10	UNIT 11	UNIT 12
Lesson One elephant, rat, hippopotamus, fox, crocodile, short, long, tail, sad, happy	Lesson One size, big, small, short, long	Lesson One students, sitting, standing, walking, they	Lesson One command
Lesson Two happy, sad, hungry	Lesson Two round, straight, sharp, square	Lesson Three box, on, in, put	Lesson Two jacket
Lesson Three walk	Lesson Three colours, sizes, shapes	Lesson Four in, on, under, near	Lesson Three happy, stamp, snap, shout, jump, turn around
Lesson Four dog, snake, zebra, rabbit, lion, white, fur, paws, mane	Lesson Five hat, head, hand, house	Lesson Five lost, behind, looked	Lesson Five goat, gate, grandmother, game
Lesson Six cat, carrot, car, cow	Lesson Six ruler, rat, rope, rabbit	Lesson Six umbrella, udder, under, up	Lesson Six queen, quilt, question, quiet
Lesson Seven dog, donkey, door, dance	Lesson Seven nose, nest, nut, net	Lesson Seven yoyo, young, yarn, yellow, sweater	Lesson Seven orange, octopus, ox, obelisk
Lesson Eight ant, apple, axe	Lesson Eight mat, mouth, map, milk	Lesson Eight jar, jug, jump, job	Lesson Eight Egg, elephant, elk, exit
Lesson Nine leg, light, line, log		Lesson Nine table, tiger, tall, toy	Lesson Nine delicious, batter, ingredients, mixture, teff, water, salt, pan, spoon, injera, stir, warm, hot, thank you
Lesson Eleven injera, incense, insects, instruments			
UNIT 13	UNIT 14	UNIT 15	
Lesson One snap	Lesson One van, vegetable, vine, vulture	Lesson Two capital letter, small letter, matching, Which letter comes next?	
Lesson One snap	Lesson Three window, wing, water, watermelon	Lesson Four turn over, turn back over, match, matching pairs, the most	
Lesson Eight ball, banana, bread, bed	Lesson Four box, fox, ox, six	Lesson Six family, mother, father, sister, brother	

UNIT 13	UNIT 14	UNIT 15	
Lesson Nine pen, pig, pot, pencil	Lesson Five zipper, zero, zoo	Lesson Seven learn, count, do sums, draw pictures, run, skip, plants	
Lesson Ten key, kangaroo, kit, kitten	Lesson Six Injera, wat, milk, bananas, eggs, potatoes, tomatoes, beans, maize, oranges	Lesson Eight morning, afternoon, shift, all, day, school	
Lesson Eleven sun, six, smile, seven	Lesson Seven football, volleyball, skipping;/rope games	Lesson Nine square, middle, line	
Lesson Twelve fish, five, foot, football		Lesson Ten plays, drum	

VOCABULARY BY CATEGORY

Classroom	Clothes	People	Parts of the Body
bag bench chalkboard classroom book chair desk door duster floor pen pencil rubber ruler table window	dress hat jacket shirt shoes shorts skirt sweater trousers zipper	boy brother family father girl grandmother man mother older people sister student teacher woman	arms ears eyes feet fingers foot hair hand hands head knees legs mouth nose shoulders teeth toes
School Words	Numbers	Social Expressions	Colours
aesthetics alphabet capital letters English environmental question school science math	zero one two three four five six seven eight nine ten	fine good morning/ good afternoon good-bye hello How are you? please thank you	black blue brown green orange purple red yellow white
Toys	Time	Pronouns	Prepositions
ball drum football games skipping rope toy volleyball yoyo	afternoon day morning shift	he her his I it me my she they we you your	across behind down in near on to under up

Instructional Words	Adjectives	Food	Question Words
again along Come here. command down everybody exercise good grade group hear here I spy listen look at page picture right round Sit down. Stand up. team Turn back. Turn over. wrong something	all big different half happy hungry kind left long lost middle most oblong right round sad same shaped sharp short small straight strong tall together top young	apple bananas beans carrot eggs injera maize milk oranges potatoes tomatoes vegetable water watermelon	what where who what's who's

Animal Words	Verbs	Everyday Objects	Other Words
ant	am	axe	A
cat	are	ball	and
cat	bring	bed	colours
crocodile	can	box	game
cow	dance	car	instrument
dog	draw	egg	kit
dog	go	exit	matching pairs
donkey	has	flower	mother tongue
elephant	have	gate	nest
elk	is	grass	pattern
fish	jump	house	queen
fox	like	incense	quiet
fur	open	insect	obelisk
goat	point	instrument	row
hippopotamus	read	jar	shapes
kangaroo	run	jug	size
kitten	see	key	smile
lion	show	letter	sun
mane	shut	light	snap
nest	sing	log	that
octopus	sit	map	that's
ox	stand	mat	the
paws	touch	net	there
pig	walk	plants	this
rabbit	come	pocket	years old
rat	eat	pot	yes
snake	give	quilt	zoo
tail	put	rope	
tiger	say	stick	
udder	tell	stone	
vulture	turn	sweater	
wasp	write	table	
white	mixed	umbrella	
wing		van	
zebra		vine	
		yarn	

LANGUAGE PATTERNS

UNIT 1

Lesson One

Naming: noun + verb: My name is _____.
question: What is your name?

Lesson Two

commands: Show me _____. Point to _____. Sit down. Stand up.
naming: My father's name is _____.

Lesson Three

commands: Repeat after me. Show me a _____. Give me a _____.
naming: This is a _____.
question: What is in my bag/pocket?

Lesson Four

naming: This is the letter _____.
command: Come here. Sit down. Point to the letter _____.

Lesson Five

command: Show me a _____. This is a _____.

Lesson Six

naming: This is the letter _____.
command: Point to the letter _____.

Lesson Seven

commands: Show me _____. Point to _____. Look at _____.

Lesson Eight

naming: This is the letter _____.
command: Point to the letter _____.

Lesson Nine

naming: two sentences joined by and: This is..., and this is....

UNIT 2

Lesson Three

naming: This is my _____.
These are my _____.
My _____.

Lesson Five

question: Is it a _____.
naming: Yes, it is a _____.
No, it is not a _____.

Lesson Six

question: What is this letter?
naming: This is the letter _____.
command: Simon says touch your _____.

Lesson Eight

naming: This is the letter _____.
command: Point to the letter _____.

Lesson Nine

naming: This is the letter _____.
command: Point to the letter _____.

Lesson Ten

naming: This is the letter _____.
command: Point to the letter _____.

Lesson Twelve

naming: It is his/her _____.
This is a _____.
These are _____.

UNIT 3

Lesson One

question: Who is this? Who is that?
naming: This is _____. That is _____.

Lesson Two

question: What is this? What is that?

Lesson Three

question: What's this? What's that? Who's this? Who's that?
naming: This is a _____. That is _____. That's _____.

Lesson Four

naming: He is a boy. She is a girl.

UNIT 3 continued

Lesson Five

naming: This is the letter _____.
command: Show me the letter _____.

Lesson Eight

question: Who is this? Who is that? What is this? What is that?

UNIT 4

Lesson Three

naming: colour word + noun: (red trousers)
naming: That is a _____. These are _____.

Lesson Four

naming: This letter _____ and this letter _____ are the same.
These are the same.
This _____ and _____ are not the same. No, these are not the same.

Lesson Five

naming: These _____ are different. Who has _____? We have _____.

Lesson Six

naming: These are all _____. This is a _____. These are _____.

Lesson Seven

naming: I am wearing (a) _____.

Lesson Nine

naming: There are more _____.

UNIT 5

Lesson One

question: How many? Let's count.
counting: one to five

Lesson Two

question: How many? Let's count.
counting: one to ten

Lesson Three

question: What is this number? Is this the number?
naming: Yes, it is. No it's not. It is the number _____.

UNIT 5 continued

Lesson Five

naming: On the desk there is a _____.
On the desk there is a _____ and a _____.
On the desk there is a _____, a _____, and a _____.

Lesson Six

naming: There is _____. There are _____.
counting: one, two, three, four, five, six, seven, eight, nine, ten

Lesson Seven

naming: On the desk there is _____. On the desk there are _____.

Lesson Eight

question: How old are you?
naming: I'm _____ years old. This is the number _____.

Lesson Nine

naming: How many _____ are there?
counting: There are _____ of the letter _____.

Lesson Eleven

naming: How many _____ are there? There are _____ _____.

UNIT 6

Lesson One

naming: I/You + *have* + an object name.
conjunction (connecting word): and

Lesson Two

naming: I have a _____. I have a _____ and a _____.
She has a _____. He has a _____ and a _____.
She has a _____ and a _____.

Lesson Three

naming: I play with _____. You play with _____. He/She plays with _____.
He/She has a _____.

Lesson Four

naming: I have _____. You have _____. He has _____. She has _____.

Lesson Nine

naming: plural: I/You have _____ (number word) _____ (objects).

UNIT 7

Lesson One

question: Who is the _____?

Lesson Two

naming: My name is _____. Your name is _____.
Her name is _____. His name is _____.

UNIT 8

Lesson One

naming: He/she is _____. He/She has _____. I have _____.

Lesson Two

question: Who is (tall/short)?

UNIT 9

Lesson One

naming: This is _____. It's a/an _____. The _____ has _____.

Lesson Two

naming: has/have + adjective + part of a body

Lesson Three

naming: has/have + adjective + part of a body. It has _____. It is _____.

Lesson Four

naming: has/have + a + word that describes (adjective) + part of a body
This is a(an) _____. It is _____. It has _____.

Lesson Five

naming: Point to _____. It is _____. Yes, it is. No, it's not.

UNIT 10

Lesson One

question: What size is this? It is _____.

Lesson Two

naming: It is round. It is straight. It is a square. It is sharp.

Lesson Three

naming: It is a _____.

UNIT 10 continued

Lesson Four

naming: letters of the alphabet

Lesson Ten

naming: This is a _____. It is _____.

UNIT 11

Lesson One

naming: The _____ is _____. The _____ are _____.
The student is _____.
The students are _____. They are _____.
The teacher is _____. He is _____. She is _____.

Lesson Two

question: Can you find them?
naming: Here is/are the _____.

Lesson Three

locating: The box is on the _____.
The box is in the _____.

Lesson Four

question: The object is (in, on, under, near) another object.
The _____ is _____ the _____.

UNIT 12

Lesson Two

command: Help me! Help us! Pull!

Lesson Four

Put +prepositions

UNIT 13

Lesson One

naming: I can + verb.
pronoun + can + action verb.

Lesson Two

naming: He/She/I/We can _____. I can grow _____.

Lesson Three

naming: He/She/I/We can _____.

UNIT 13 continued

Lesson Four

naming: He can _____. A farmer grows _____. I can grow _____.

Lesson Five

naming: I can _____.
You can _____.
We can _____.

Lesson Six

naming: It has _____. It can _____. It is _____.

UNIT 14

Lesson Six

naming: I like/dislike _____. _____ begins with the letter _____.
It makes the sound _____.

Lesson Seven

naming: I like/dislike _____. _____ begins with the letter _____.
It makes the sound _____.

UNIT 15

Lesson Two

question: Which letter comes next?

Lesson Three

naming: _____ begins with capital letter _____.
question: Which letter comes next?

Lesson Five

naming: My name is _____. Your name is _____.
My name is _____. It begins with the capital letter _____.
The sound of the letter _____ is _____.

Lesson Six

naming: My name is _____. Your name is _____.
This is my family. This is my brother _____ (*name*).
_____ begins with capital letter _____.
This is my mother _____ (*name*).
_____ begins with a capital letter _____.
I have _____ people in my family.

Lesson Seven

naming: English, Amharic, mathematics, environmental
science, aesthetics, school, classroom, break

UNIT 15 continued

Lesson Eight

question: What do you like?

naming: I like _____.

I go to school _____. I am in the _____. That is _____.

I learn _____ first. I learn _____ next. I learn _____ last.