

INTRODUCTION

The study of English – Language Arts is critical to the development of appreciation for spoken and written language with phonics as a key component. Learners develop an appreciation for various kinds of literary works and gain knowledge of all of the parts of speech.

The General objectives for Grades 1 – 6 English – Language-Arts are to provide for the development of skills which will enable learners to:

1. Communicate in English both orally and in written composition effectively.
2. Listen attentively and with understanding (Comprehension).
3. Read with speed, ease and comprehension through constant drills and exercise.
4. Identify the social, cultural, linguistic and ethnical environment and observe the role of language as conveyor of the cultural heritage.
5. Enhance digital skill through the use of digital technology.
6. Lay the foundation of creativity and innovation utilizing imagination to bring something new into being.

A learner-centered approach is emphasized in this curriculum. This is based on the firm belief that learning becomes more permanent, meaningful and exciting when learners themselves take ownership of the learning process. Instructors are therefore urged to contrive those classroom strategies that engage learners actively in the teaching and learning process.

SEMESTER ONE

GRADE: 1

PERIOD: I

TOPIC: READING AND COMPREHENSION

| LEARNING OUTCOMES | OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENTS |
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| <p><u>Learners are able to:</u></p> <p>Demonstrate skills of letter/sound correspondence to decode & read words fluently and analyze elements of a story for deeper understanding of a text</p> | <p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> - Identify & say name and sound for each letter in the alphabet - Orally blend onsets and rhymes to read VC (vowel consonant) & CVC (consonant vowel consonant) words. - Read short/simple sentences and stories containing VC & CVC words - Listen to and identify characters, setting and events in a story (read aloud) - Correctly respond | <p>Reading & listening:</p> <ul style="list-style-type: none"> - Alphabet Recognition - Letter-Sound Knowledge - Onsets And Rhymes - Listening/ Reading Comprehension | <p><u>Inclusive & Differentiated Learning</u></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> • Group identify and say the sound for each letter in the alphabet • Say names of classmates (boys/girls) that begin with letters of the alphabet • Name objects that have the same beginning sound as the letters of the alphabet • Use letter cards to form and read VC & CVC words using the letters • Group preview stories- (discuss title, pictures/ illustrations, characters) | <p>Primary Text</p> <p>Grammar and Composition Book 1</p> <p>Gateway to English for Primary School Book 1</p> <p>Approved grade one Supplementary Readers</p> <p>- <i>The Old Man and His Hat</i> Phonics for Liberian Schools Book 1</p> <ul style="list-style-type: none"> ▪ Alphabet strip/chart ▪ Word charts ▪ Letter cards ▪ Word cards ▪ Relevant objects (<i>cup, banana</i>) ▪ Secondary Text <p>USAID Early Grade1 Reading materials (Teacher's Instruction guide; Let's Read, SAB)</p> | <p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p><u>Assessment Strategies that will be used to measure competencies</u></p> <ul style="list-style-type: none"> • Participation • Group work • Peer work • Demonstration & returned demonstration |

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| | to questions from short narratives and texts | <ul style="list-style-type: none"> • Create & read new words by substituting onsets • Word hunt/search • Read aloud • Discuss (Q & A) | <ul style="list-style-type: none"> ▪ Decodable story books: (<i>I am With Someone at Home</i>; <i>'The Rat'</i>) ▪ read aloud stories ('Toe the Young Hunter'; 'Nyanquo from Gbarnga') ▪ Picture story books <p>Links:</p> <p>www.poetryoutloud.org</p> <p>www.grammarly.com</p> <p>www.dictionary.com</p> <p>www.myenglishpages.com</p> <p>www.khanacademy.org</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p> | <ul style="list-style-type: none"> • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER ONE

GRADE: 1

PERIOD: I

TOPICS:

- A. GREETINGS**
- B. FOLLOWING RULES**
- C. PARTS OF SPEECH**
- D. ALPHABET WRITING**
- E. VOCABULARY DEVELOPMENT**

| LEARNING OUTCOMES | OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/RESOURCES | COMPETENCY ASSESSMENTS |
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| <p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> • Participate in conversation and in small- and whole- group discussions • Respond to and give simple directions or instructions • Use gross and fine motor skills to control and use writing and other tools | <p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> - Exchange greetings - Give a brief synopsis of themselves using personal pronouns: I, my, your, you, our - Follow basic classroom rules & instructions - Identify personal pronouns I, my, | <p>Listening, Speaking, Writing & Spelling:</p> <ul style="list-style-type: none"> - Greetings Use phrases such as: 'Good morning. How are you?' - Class Rules - Personal Pronouns: I, my, your, you, our - Singular Nouns: person, place, thing (boy/girl, school, table, etc) | <p>Inclusive & Differentiated Learning</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> • Sing rules and greetings action songs boys & girls take turns to greet, tell their names, father's name, etc [E.g. <i>Good morning/afternoon; My name is ...;</i>] • Say, through repetitions, the names of classroom objects • Show pictures of the | <p>Primary Text</p> <p>Grammar and Composition Book 1</p> <p>Gateway to English for Primary School Book 1</p> <p>Approved grade one Supplementary Readers</p> <ul style="list-style-type: none"> - <i>The Old Man and His Hat</i> - Togar's first day at school <p>Phonics for Liberian Schools Book 1</p> <ul style="list-style-type: none"> ▪ Alphabet strip/chart ▪ Word charts ▪ Letter cards ▪ Word card | <p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p><u>Assessment Strategies that will be used to measure competencies</u></p> <ul style="list-style-type: none"> • Participation • Group work • Peer work • Demonstration & |

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| <ul style="list-style-type: none"> Demonstrate knowledge of sight words and other vocabularies for Improved spelling and writing skills | <ul style="list-style-type: none"> <i>your, you, our</i> Identify singular nouns Correctly form lower case manuscript letters Correctly spell VC and CVC pattern words Correctly spell high frequency/sight word Demonstrate knowledge of the words <i>circle, line, underline, etc</i> | <p>Handwriting</p> <p>Spelling: High Frequency Words: <i>I, The, Is, This, A, They, Have, Do, Of, On, Yes, No, See</i></p> <p>Word Study: New words: <i>circle, line, underline, beginning, middle, end, same, match, first, second, last, down</i></p> <ul style="list-style-type: none"> Subject related words (eg: math- <i>sum</i>, add; science-<i>soil, sun, SES-home, road, hut</i> etc | <p>objects, learners name them</p> <ul style="list-style-type: none"> Role play: learners follow instructions & some simple rules: (eg: <i>stand up, sit down</i>) Learners visit other classrooms and greet other learners Draw pictures Work in pairs to form as many words as possible from the range of letters Participate in spelling drills Play word games (<i>manual/ electronic</i>) Use whole word spelling method Use letter formation drills Practice writing letters on work paper with three-lines | <p>Secondary Text</p> <p>Teacher made:</p> <ul style="list-style-type: none"> Name board/list (<i>names of learners written on it</i>) Get to know each other cards (eg: <i>Name a book you like to read; What do you like to do best? etc</i>) Picture cards (<i>to stimulate discussions</i>) Relevant classroom objects List of class rules Computer games boards (that displays related objects) <p>3-line space writing paper/copybook</p> <p>• learners workbook</p> <p>: <i>USAID EGR materials</i></p> <p><i>English Grade1 comp1 CV2</i></p> <p>Links:</p> <p>www.fredisalearns.com</p> | <p>returned demonstration</p> <ul style="list-style-type: none"> Assignments Quiz Tests Attendance Oral presentation Peer assessment Role play & responsibility |
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www.proteacher.org/c/168

www.teachingenglish.org.uk

www.poetryoutloud.org

www.grammarly.com

www.dictionary.com

www.myenglishpages.com

www.khanacademy.org

www.eslbuzz.com

www.englishhints.com

SEMESTER ONE

GRADE: 1

PERIOD: II

TOPIC: READING AND COMPREHENSION

| LEARNING OUTCOMES | OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY ASSESSMENT |
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| <p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> • Use letter-sound associations, word parts, and context to read new words and analysis texts | <p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> • Blend sounds to make & read words • Generate sounds from letter and sound patterns to read words • Form & read words with 2-letter consonant L-blends • Read simple, short narratives • Identify story elements • Make predictions about a story | <p>Reading & listening:</p> <ul style="list-style-type: none"> - Letter-Sound Knowledge - <u>Consonant-- L-</u> family blends: <i>bl, cl, fl,</i> • <u>Story elements: events, problem, and solution</u> in a story <i>title, author</i> (Review <i>characters, setting</i>) • <u>Making Predictions:</u> story events - <u>Story reading</u> comprehension (<i>read aloud stories & short stories</i>) | <p><u>Inclusive & Differentiated Learning</u></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> • Use letter/flash cards to form and read words • Play word reading fluency games with flash cards • Story reading and discussions • Peer & group reading support • Draw pictures of objects • Read and retell | <p>Primary Text</p> <p>Grammar and Composition Book 1</p> <p>Gateway to English for Primary School Book 1</p> <p>Approved grade one Supplementary Readers</p> <p>Phonics for Liberian Schools Book 1</p> <ul style="list-style-type: none"> • Our work • Alphabet strip/chart • Word charts • Letter cards • Word cards • Decodable story books: • Computer word games, puzzles, audio recordings of narratives <p>Secondary Text</p> <p>USAID EGR materials-TIG,</p> | <p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p><u>Assessment Strategies that will be used to measure competencies</u></p> <ul style="list-style-type: none"> • Participation • Group work • Peer work • Demonstration & returned demonstration |

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| | | | <p><i>SAB, Let's Read</i></p> <p>Stories:</p> <p>*<i>The Chocolate Giant</i></p> <p>*<i>The Leopard and the Rat</i></p> <p>*<i>Candy Man</i></p> <p>*<i>My Home Town) (Read Aloud)</i></p> <p>*<i>Lots of Legs</i></p> <p>*<i>Sad Sam</i></p> <p>*<i>The Big Pot</i></p> <p>*<i>The Big Box</i></p> <p>*<i>Spot Got Hit</i></p> <p>Links:</p> <p>www.fredisalearns.com</p> <p>www.proteacher.org/c/168</p> <p>www.teachingenglish.org.uk</p> <p>www.poetryoutloud.org</p> <p>www.grammarly.com</p> <p>www.dictionary.com</p> <p>www.myenglishpages.com</p> <p>www.khanacademy.org</p> <p>www.eslbuzz.com</p> | <ul style="list-style-type: none"> • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER ONE

GRADE: 1

PERIOD: II

TOPICS:

- A. PARTS OF SPEECH**
- B. TYPES OF SENTENCES**
- C. ALPHABET WRITING**
- D. VOCABULARY DEVELOPMENT**

| LEARNING OUTCOMES | OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY ASSESSMENT |
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| <p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> - Use basic grammatical features to appropriately compose and respond to texts - Improved spelling and writing skills for effective communication | <p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Distinguish between common & proper nouns 2. Conjugate the verb 'to be' with pronouns 3. Identify prepositions (in, on) 4. Recognize sentence elements (capital letter and end marks) 5. Distinguish asking, telling & command sentences 6. Punctuate sentences appropriately | <p>Listening, Speaking, Writing & Spelling:</p> <p>Nouns- (<i>common – (eg: bag, table, etc & proper- Peter, Bong County, etc)</i>)</p> <p>Verbs- conjugate the verb 'to be' (examples: I am; you are; he, she, it is; we are; they are; etc)</p> <p>Prepositions (in, on)</p> <p>Sentences types- telling, order, asking</p> <p>Punctuations (period (.); question mark (?))</p> <p>Capitalization &</p> | <p><u>Inclusive & Differentiated Learning</u></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> - Individual seat work or work in small mixed groups according to gender and learning styles • Use air letter formation drills • Work in pairs to form as | <p>Primary Text</p> <p>Grammar and Composition Book 1</p> <p>Gateway to English for Primary School Book 1</p> <p>Phonics for Liberian Schools Book 1</p> <ul style="list-style-type: none"> ▪ Alphabet chart ▪ Teacher/learners letters & sight word cards ▪ Learners work-book ▪ Manual & electronic scrabble board games for juniors ▪ USAID EGR materials <p>Reference links:</p> | <p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Participation • Group work |

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| | <p>7. Correctly form lower case manuscript letters</p> <p>8. Correctly spell words using letters and blends</p> <p>9. Spell , write, construct, & demonstrate high-frequency sight words such as: <i>you, she</i></p> | <p>punctuation:</p> <ul style="list-style-type: none"> - <u>Handwriting</u> - <u>Spelling:</u> Decodable words with the letters e, g, h, j, k, l, q, u, v, w, x, y, z - Write telling, command, asking sentences using verb forms 'to be' and sight words | <ul style="list-style-type: none"> many words as possible from the range of letters • Practice writing letters on work paper with three-line spaces Play a game: (print out your list of words on cards.) | <p>www.sandbox-learning.com</p> <p>www.readingrockets.org</p> <p>www.fredisalearns.com</p> <p>www.proteacher.org/c/168</p> <p>www.teachingenglish.org.uk</p> <p>www.poetryoutloud.org</p> <p>www.grammarly.com</p> <p>www.dictionary.com</p> <p>www.myenglishpages.com</p> <p>www.khanacademy.org</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p> <p>*http://www.preschooleducation.com/shello.shtml</p> <p>www.theinspiredtreehouse.com</p> <p>www.helpingeverychildtoread.com/index.php/causes-of.../whole-word-method</p> | <ul style="list-style-type: none"> • Peer work • Demonstration & returned demonstration • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER ONE

GRADE: 1

PERIOD: III

TOPIC: READING AND COMPREHENSION

| LEARNING OUTCOMES | OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY ASSESSMENT |
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| <p><u>Learners are able to:</u></p> <p>analysis text content and share ideas, information and messages with others</p> <p>predict outcomes and make judgment after careful evaluation of facts and issues</p> <p>carry out comparative analysis of issues to identify contrasts and similarities;</p> | <p>Upon completion of this topic, learners will:</p> <p>Decode and read words</p> <ol style="list-style-type: none"> 1. Review identifying main topic and descriptive details of a non-fictional text 2. Compare & contrast characters 3. Retell/summarize stories and other narratives 4. Make inferences 5. Identify text | <p>Reading & listening:</p> <p>Story reading comprehension LETTER-SOUND KNOWLEDGE</p> <ul style="list-style-type: none"> beginning & end blends: gr, st, -mp, -sk, -nd, -mk, tr, -ft, -st, sm, -mt, -sk, ; beginning & end digraphs -sh, ch, -ck, th vowel team: ai, ay, ea, ee (read aloud, oral/silent) -non-fictional texts Main topic of a story/text Recall details of non-fictional texts Inferences Summarization Text features-map | <p><u>Inclusive & Differentiated Learning</u></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> Decode & blend letters and sounds to read words. Apply decoding skills to read words with digraphs, vowel teams, etc. Sound out/say names of classmates & objects that have the same beginning blends & digraphs; same ending blends & digraphs; vowel teams middle Story reading and discussions | <p>Primary Text</p> <p>Grammar and Composition Book 1</p> <p>Gateway to English for Primary School Book 1</p> <p>Approved grade one Supplementary Readers</p> <ul style="list-style-type: none"> - My Five Senses work best for me <p>Phonics for Liberian Schools Book 1</p> <ul style="list-style-type: none"> - Word charts, flash cards - Relevant objects, pictures - Short stories - Picture - Story books - Computer word games, puzzles, - audio recordings of non-fiction stories | <p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p><u>Assessment Strategies that will be used to measure competencies</u></p> <ul style="list-style-type: none"> • Participation • Group work • Peer work • Demonstration & |

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| | features (map) | <ul style="list-style-type: none"> • Peer & group reading support | <p>Secondary Text</p> <ul style="list-style-type: none"> ▪ USAID Read Liberia grade one materials (TIG, SAB, Reader) - Tumu the Dancer - Joy at the Market - A Good Year • ORF stories: - Gramps and the Skunk - People on the Moon - The Ship Crash <p>Links:</p> <p>www.fredisalearns.com</p> <p>www.proteacher.org/c/168</p> <p>www.teachingenglish.org.uk</p> <p>www.poetryoutloud.org</p> <p>www.grammarly.com</p> <p>www.dictionary.com</p> <p>www.myenglishpages.com</p> <p>www.khanacademy.org</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p> <p>*http://www.preschooleducation.com/shello.shtml</p> | <p>returned demonstration</p> <ul style="list-style-type: none"> • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER ONE

GRADE: 1

PERIOD: III

TOPICS:

PARTS OF SPEECH

USAGE AND MECHANICS OF GRAMMAR

LETTER REPRESENTATION

WORD SKILL & VOCABULARY DEVELOPMENT

| LEARNING OUTCOMES | OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY ASSESSMENT |
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| <p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> • Use appropriate grammar and diction demonstrate appropriate practices in writing • Demonstrate sustained engagement in other forms of representation • Improved writing and comprehension skills | <p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Use verbs ending in –s 2. Use past tense verbs with –ed 3. Follow the rules of capitalization 4. Demonstrate appropriate sentence structure 5. Write descriptive sentences (Adjective) <p>Use the articles 'a' & 'an' correctly</p> <ul style="list-style-type: none"> - Form cursive letters - Spell/write high- | <p>Listening, Speaking, Writing & Spelling:</p> <ul style="list-style-type: none"> • Verbs with: <ul style="list-style-type: none"> -s ending: (eg: digs, runs, etc) -ed ending: (splashed, cracked, wanted, etc) • Rules of Capitalization: <ul style="list-style-type: none"> - the pronoun —I - all proper nouns (John, Marie) • Sentence structure <ul style="list-style-type: none"> - Simple subject and predicate • Adjectives: <ul style="list-style-type: none"> Describing words (eg: messy, | <p><u>Inclusive & Differentiated Learning</u></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> - Individual seat work or work in small mixed groups according to gender and learning styles • Use air letter formation drills | <p>Primary Text</p> <p>Grammar and Composition Book 1</p> <p>Gateway to English for Primary School Book 1</p> <p>Alphabet chart</p> <p>Teacher/learners letters & sight word cards</p> <p>Phonics for Liberian Schools Book 1</p> <p>Learners work-book</p> <p>Manual & electronic scrabble board games for juniors</p> <p>USAID EGR materials</p> <p>USAID Early Grade Reading Materials</p> | <p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p><u>Assessment Strategies that will be used to measure competencies</u></p> <ul style="list-style-type: none"> • Participation • Group work • Peer work • Demonstration & returned |

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| | <p>frequency/sight and subject related words</p> <ul style="list-style-type: none"> - Reinforce understanding of subject related and HF words - Expand knowledge of word(s) meanings | <ul style="list-style-type: none"> - Use 'a' before a noun that begins with a consonant sound (a chair) - 'an' before a noun that begins with a vowel sound (eg: an egg) - Cursive letters - Decodable words <p>HF/sight words: <i>a, as there, was, were, for, on</i></p> | <ul style="list-style-type: none"> • Work in pairs to form as many words as possible from the range of letters • Practice writing cursive letters on work paper. • Play a game: (print out your list of words on cards. | <p>References: eprints.umk.ac.id/7007/6/The-2nd-TEYLIN-ilovepdf-compressed-44-49.pdf</p> <p>Links:</p> <p>https://www.google.com.br</p> <p>https://www.youtube.com</p> <p>www.fredislearns.com</p> <p>www.proteacher.org/c/168</p> <p>www.teachingenglish.org.uk</p> <p>www.poetryoutloud.org</p> <p>www.grammarly.com</p> <p>www.dictionary.com</p> <p>www.myenglishpages.com</p> <p>www.khanacademy.org</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p> | <p>demonstration</p> <ul style="list-style-type: none"> • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER TWO

GRADE: 1

PERIOD: IV

TOPIC: READING AND COMPREHENSION

| LEARNING OUTCOMES | OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY ASSESSMENT |
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| <p><u>Learners are able to:</u></p> <p>Demonstrate the awareness that speech is made of a sequence of symbols and sounds that can be manipulated to recognize and read words, accurately and fluently</p> <p>Demonstrate a literal comprehension of readings, through identification and analysis of main ideas & supporting details</p> | <p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> Identify the sounds represented by various word patterns Make judgements Distinguish fantasy & reality Compare & contrast characters Retell/summarize stories and other narratives Make inferences | <p>Reading & listening:</p> <p>Letter-Sound Relationship</p> <p>read vowel-consonant + e syllable type/silent 'e</p> <p>'Consonant digraphs -ch, tch, wh, ck words</p> <p><u>Vowel teams</u></p> <p>ai, ay, ee, ea</p> <p>Words with the -ed (/t/, /ed/, /d/ sounds</p> <p><u>Story reading comprehension</u> (<i>read aloud, oral/silent</i>)</p> <p><u>Story features</u></p> <p>non-fictional texts</p> | <p><u>Inclusive & Differentiated Learning</u></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> Apply decoding & blending skills: 2-letter blends words, C+e syllable type, consonant digraphs & -ed sound words Naming & identify objects, pictures, classmates that have these sounds Use picture to identify main idea | <p>Primary Text</p> <p>Grammar and Composition Book 1</p> <p>Gateway to English for Primary School Book 1</p> <p>Approved grade one Supplementary Readers</p> <p>Phonics for Liberian Schools Book 1</p> <ul style="list-style-type: none"> Sackie becomes a friend Fun in working together Notty Goat Ayo and his Pencil Word charts, flash cards Relevant objects, pictures, Short stories, Picture Story books, Computer word games, puzzles, audio recordings of non-fiction stories | <p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> Effective Communication Creativity & Innovation Skills Research and Problem Solving skills Organizational Ability Digital Skills <p><u>Assessment Strategies that will be used to measure competencies</u></p> <ul style="list-style-type: none"> Participation Group work Peer work Demonstration & returned demonstration Assignments Quiz |

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| <p>7. Identify text features (map) (Review)</p> | <p><i>(real events, and real people)</i></p> <p><u>Main topic</u> of a story/text (what the text is about)</p> | | <p>Other references:</p> <p>Links:</p> <p>answers.library.cofc.edu/faq/98648</p> <p>Links:</p> <p>www.teachingmadepactical.com</p> <p>www.fredisalearns.com</p> <p>www.proteacher.org/c/168</p> <p>www.teachingenglish.org.uk</p> <p>www.poetryoutloud.org</p> <p>www.grammarly.com</p> <p>www.dictionary.com</p> <p>www.myenglishpages.com</p> <p>www.khanacademy.org</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p> | <ul style="list-style-type: none"> • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER TWO

GRADE: 1

PERIOD: IV

TOPICS:

- A. PARTS OF SPEECH**
- B. PUNCTUATION**
- C. SENTENCE WRITING**
- D. VOCABULARY DEVELOPMENT**

| LEARNING OUTCOMES | OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/RESOURCES | COMPETENCY ASSESSMENT |
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| <p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> - Use and write appropriate grammar and diction for varied situation/occasion; - Express oneself appropriately <p>Improved writing and speaking skill for effective communication</p> | <p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Identify possessive nouns 2. Use possessive nouns 3. Identify apostrophe to show possession 4. Identify compound words 5. Form compound words 6. Use commas for words and phrases in series 7. Form lower-case, cursive letters | <p>Listening, Speaking, Writing & Spelling:</p> <p><u>Possessive Nouns</u> (eg: Jack's)</p> <p><u>Apostrophes</u> to show possession (eg: dog's tail)</p> <p>Compound words (eg: cupboard)</p> <p>Commas in series (eg: sticks, pens, and pencils; dug a hole, put in some seeds and covered the hole)</p> <p>Cursive writing</p> <p>-HF/sight words: <i>these, some,</i></p> <p>Vocabulary --</p> | <p><u>Inclusive & Differentiated Learning</u></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> - Individual seat work or work in small mixed groups according to gender and learning styles • Demonstration: Air and board formation practice of cursive letters | <p>Primary Text</p> <p>Grammar and Composition Book 1</p> <p>Gateway to English for Primary School Book 1</p> <p>Phonics for Liberian Schools Book 1</p> <ul style="list-style-type: none"> • Alphabet chart • Teacher/learners letters & sight word cards • Learners work-book • Manual & electronic scrabble board games for juniors • USAID EGR materials | <p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p><u>Assessment Strategies that will be used to measure competencies</u></p> <ul style="list-style-type: none"> • Participation • Group work |

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| | <p>8. Spell high frequency and subject related words</p> <p>9. Demonstrate understanding of the words <i>crop</i> and related subject words in context</p> <p>10. Use prepositions that tells where, in under, after, at, on, down, near, up</p> | <p>Development- sight words: '<i>crop</i>' and multiple meanings words</p> | | <p>References: eprints.umk.ac.id/7007/6/The-2nd-TEYLIN-ilovepdf-compressed-44-49.pdf</p> <p>Links:</p> <p>www.fredisalearns.com</p> <p>www.proteacher.org/c/168</p> <p>www.teachingenglish.org.uk</p> <p>www.poetryoutloud.org</p> <p>www.grammarly.com</p> <p>www.dictionary.com</p> <p>www.myenglishpages.com</p> <p>www.khanacademy.org</p> | <ul style="list-style-type: none"> • Peer work • Demonstration & returned demonstration • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER TWO

Grade: 1

Period: V

Topic: READING AND COMPREHENSION

| LEARNING OUTCOMES | OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/RESOURCES | COMPETENCY ASSESSMENT |
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| <p><u>Learners are able to:</u></p> <p>Apply word pattern rules and sound-symbol relationship to pronounce unknown words correctly</p> <p>Demonstrate comparative analysis of issues as it relates to self-identity</p> <p>Read and demonstrate understanding of spoken and written grade level texts</p> | <p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> Identify sounds represented by varied consonant and vowels patterns Identify words that contain the sounds represented by varied consonant and vowels patterns Read words with varied consonant and vowels patterns Blend syllables into words Make connections between a text | <p>Reading & listening:</p> <ul style="list-style-type: none"> <u>Letter blends</u> Scr, spr, str, spl, squ <u>Consonant digraphs</u> Wh, ph, -ng, th, ch <u>Long vowel i sound</u> I Vce pattern <u>Long vowel u sound</u> U Vce pattern <u>Vowel team</u> oa in goat; ow in low ie in field (long e) ea in bread (short e) <u>Rhyming words</u> Y say ī words (sky, fly, etc) <u>Making inferences</u> Character traits <p><u>Story reading comprehension</u> (read</p> | <p>Inclusive & Differentiated Learning</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> Read and reread a text to find words that fit varied word patterns silently/aloud Identify and record new words in journals and on wall chart Sort word per pattern structure and share with class Identify word | <p>Primary Text</p> <p>Grammar and Composition Book 1</p> <p>Gateway to English for Primary School Book 1</p> <p>Approved grade one Supplementary Readers</p> <p>Phonics for Liberian Schools Book 1</p> <ul style="list-style-type: none"> Eleven Yellow Jerseys Little Turtle and Big Turtle Go Away Dog Word charts, flash cards Relevant objects, pictures, short stories, picture story books, Computer word games, puzzles, audio recordings of non-fiction stories | <p>Expected Competencies</p> <ul style="list-style-type: none"> Effective Communication Creativity & Innovation Skills Research and Problem Solving skills Organizational Ability Digital Skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> Participation Group work Peer work Demonstration & returned |

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| | and their own lives | <i>aloud, oral/silent</i> | <p>families featured in other rhymes</p> <ul style="list-style-type: none"> • Read and discuss • Peer & group reading support | <ul style="list-style-type: none"> - USAID Read Liberia grade one materials (TIG, SAB, Reader) <p>Links:</p> <p>www.education.com</p> <p>www.readwritethink.org</p> <p>www.fredisalearns.com</p> <p>www.proteacher.org/c/168</p> <p>www.teachingenglish.org.uk</p> <p>www.poetryoutloud.org</p> <p>www.grammarly.com</p> <p>www.dictionary.com</p> <p>www.myenglishpages.com</p> <p>www.khanacademy.org</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p> | <p>demonstration</p> <ul style="list-style-type: none"> • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER TWO

GRADE: 1

PERIOD: V

TOPICS:

LANGUAGE DEVELOPMENT

LETTER REPRESENTATION

A. WORD SKILL & VOCABULARY DEVELOPMENT

| LEARNING OUTCOMES | OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY ASSESSMENT |
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| <p><u>Learners are able to:</u></p> <p>Communicate information about people and objects</p> <p>Become a better problem solver, using their imagination and creativity</p> <p>Use fine motor skills to enable functions such as grasping and memory coordination</p> <p>become a better problem solver, using their imagination and</p> | <p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Respond to questions of who & what 2. Use the demonstrative pronouns this or that in sentence writing 3. Orally construct sentences 4. Identify and tell different colors 5. Form upper-case letters | <p>Listening, Speaking, Writing & Spelling:</p> <p>manuscript letters: A-Z</p> <p>HF/sight words: <i>night, hear, into,</i></p> <p>Vocabulary Development- sight words, <i>until, about,</i></p> <ul style="list-style-type: none"> - Writing Composition: simple sentences about learners likes and unlike - context word-: <i>would, river,</i> | <p><u>Inclusive & Differentiated Learning</u></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> • Demonstration: Air and board formation practice upper-case letters A-Z • Continued letter formation drills • Word identification | <p>Primary Text</p> <p>Grammar and Composition Book 1</p> <p>Gateway to English for Primary School Book 1</p> <p>Phonics for Liberian Schools Book 1</p> <ul style="list-style-type: none"> • Alphabet chart • Teacher/learners letters & sight word cards • Learners work-book • Manual & electronic scrabble board games for juniors ▪ USAID Read Liberia grade one materials (TIG, SAB, Reader) | <p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p><u>Assessment Strategies that will be used to measure competencies</u></p> <ul style="list-style-type: none"> • Participation • Group work • Peer work • Demonstration & |

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| <p>creativity demonstrate good writing skills</p> | <p>6. Spell high frequency and subject related words 7. Demonstrate understanding of vocabulary and related subject words in context 8. Write sentences telling about self (likes and dislikes)</p> | <p>game (card, computer)</p> <ul style="list-style-type: none"> • Spelling drills • Whole word spelling method • Practice writing letters on work paper with three-line spaces • Discuss pronouns <i>this, that</i> • Teach a song about colors. • Play 'Same or different' | <p>References: eprints.umk.ac.id/7007/6/Th e-2nd-TEYLIN-ilovepdf-compressed-44-49.pdf Classroom Resources Links: www.education.com www.readwritethink.org www.education.com www.readwritethink.org www.fredisalearns.com www.proteacher.org/c/168 www.teachingenglish.org.uk www.poetryoutloud.org www.grammarly.com www.dictionary.com www.myenglishpages.com www.khanacademy.org www.eslbuzz.com www.englishhints.com </p> | <p>returned demonstration</p> <ul style="list-style-type: none"> • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER TWO

GRADE: 1

PERIOD: VI

TOPIC: READING AND COMPREHENSION

| LEARNING OUTCOMES | OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY ASSESSMENT |
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| <p><u>Learners are able to:</u></p> <p>Demonstrate pronunciation of words that contain relatively complex patterns correctly and clearly</p> <p>Analyze issues, reports etc. with emphasis on details and make sound judgment after careful evaluation of facts and issues</p> | <p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> • Pronounce/read words containing varied word patterns • Pronounce/read words containing vowel patterns • Identify supporting details • Read decodable stories • Listen to & discuss texts | <p>Reading & listening:</p> <p><u>Diphthongs</u> (-all, alk, -awl, -ong, -ought, -oth, -oss, (eg: strong,</p> <p><u>Words with hard 'c'</u> sound (cat, cup, cake) and soft 'c' sound (city, place, cent rice)</p> <p><u>Soft 'g' words:</u> page, stage large</p> <p><u>Descriptive details:</u> (words that the author uses in a text that paints a picture in the mind of the reader)</p> <p><u>Story reading</u> comprehension (<i>read aloud, oral/silent</i>)</p> | <p><u>Inclusive & Differentiated Learning</u></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> • Read and reread a text to find words that fit varied word patterns silently/aloud • Word card games to find words with similar word patterns • Read and reread texts to find words that fit a pattern and sort them • Story read aloud and silent reading • Discuss story elements | <p>Primary Text</p> <p>Grammar and Composition Book 1</p> <p>Gateway to English for Primary School Book 1</p> <p>Approved grade one Supplementary Readers</p> <p>Phonics for Liberian Schools Book 1</p> <p>Togar's first day at school</p> <ul style="list-style-type: none"> - <i>Our Work</i> - <i>Marpu go to the Market</i> - <i>My School</i> - Word charts, flash cards - Relevant objects, pictures, - short stories, - picture - story books, - Computer word games, | <p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p><u>Assessment Strategies that will be used to measure competencies</u></p> <ul style="list-style-type: none"> • Participation • Group work • Peer work • Demonstration & returned demonstration • Assignments |

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| | | <ul style="list-style-type: none"> • Play word matching board games (electronic) • Identify text details that support main idea of a text • Look at a picture or scene, identify the main idea and provide supporting statements • Peer support reading | <p>puzzles,</p> <p>- USAID Read Liberia grade one materials (TIG, SAB, Reader)</p> <p><u>Read aloud stories:</u></p> <p><i>Missing Broom; Ata's Friends; The Football Match; New Friends; How Coyote Stole; The Kitten and the Butterfly</i></p> <p><u>Decodable stories</u></p> <p><i>Birds; Frog Scares Goose; Puff Likes to Eat; Jackal Tricks Lion; Massa and Her Drum</i></p> <p>Other references:</p> <p>Links:</p> <p>www.education.com</p> <p>www.tesol.org</p> <p>www.education.com</p> <p>www.readwritethink.org</p> <p>www.fredisalearns.com</p> | <ul style="list-style-type: none"> • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER TWO

GRADE: 1

PERIOD: VI

TOPICS:

A. LANGUAGE DEVELOPMENT

B. LETTER REPRESENTATION

C. WORD SKILL & VOCABULARY DEVELOPMENT

| LEARNING OUTCOMES | OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY ASSESSMENT |
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| <p><u>Learners are able to:</u></p> <p>Clearly communicate information about people, and objects</p> <p>Demonstrate good listening, reading and writing skills; Be able to express oneself using different media.</p> | <p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Use subject pronouns to identify and tell what they and others can do 2. Give information about people's likes and dislikes 3. Match information from reading with pictures 4. Write information from pictures <p>Carry out a class survey</p> <ol style="list-style-type: none"> 1. Spell high frequency and subject related words | <p>Listening, Speaking, Writing & Spelling:</p> <ul style="list-style-type: none"> • HF/sight words: <i>night, hear, into, walks, every, want, because, answer</i> • <u>Review:</u> <i>these, some, as, live(s)</i> • <u>Review:</u> Vocabulary- sight words, <i>until, about, great, under, over, most, all,</i> | <p><u>Inclusive & Differentiated Learning</u></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> - Individual seat work or work in small mixed groups according to gender and learning styles • Word identification game (card, computer) • Word meaning matching game • Spelling drills | <p>Primary Text</p> <p>Grammar and Composition Book 1</p> <p>Gateway to English for Primary School Book 1</p> <p>Phonics for Liberian Schools Book 1</p> <ul style="list-style-type: none"> • Alphabet chart • Teacher/learners letters & sight word cards • Learners work-book • Manual & electronic scrabble board games for juniors ▪ USAID Read Liberia grade one materials (TIG, SAB, Reader) | <p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p><u>Assessment Strategies that will be used to measure competencies</u></p> <ul style="list-style-type: none"> • Participation • Group work • Peer work |

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| | <p>2. Demonstrate understanding of vocabulary</p> | <ul style="list-style-type: none"> • spelling words: context words: <i>would, river,</i> • Writing Composition: simple sentences about a topic | <ul style="list-style-type: none"> • Play junior scrabble games (<i>manual/electronic</i>) • Whole word spelling method • Read sample sentences about a boy/girl that have taken care of the sick or encountered a stranger • Read about how to care for the sick on the internet | <p>Links:</p> <p>www.education.com</p> <p>www.readwritethink.org</p> <p>www.education.com</p> <p>www.readwritethink.org</p> <p>www.fredisalearns.com</p> <p>www.proteacher.org/c/168</p> <p>www.teachingenglish.org.uk</p> <p>www.poetryoutloud.org</p> <p>www.grammarly.com</p> <p>www.dictionary.com</p> <p>www.myenglishpages.com</p> <p>www.khanacademy.org</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p> <p>*http://www.preschooleducation.com/shello.shtml</p> <p>www.theinspiredtreehouse.com</p> | <ul style="list-style-type: none"> • Demonstration & returned demonstration • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER ONE

GRADE: 2

PERIOD: I

TOPIC: READING AND COMPREHENSION

| LEARNING OUTCOMES | OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCE | COMPETENCY ASSESSMENT |
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| <p><u>Learners are able to:</u></p> <p>Read and process information</p> <ol style="list-style-type: none"> Identify vowels and recognize consonants Read words with varied word patterns Identify three ways to ask questions Identify beginning, middle and end of a story Retell a story Make a story chart | <p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> Identify vowels and recognize consonants Read words with varied word patterns Identify three ways to ask questions Identify beginning, middle and end of a story Retell a story Make a story chart | <p>Reading & listening:</p> <p><u>Alphabet skill:</u></p> <ul style="list-style-type: none"> vowels Consonants <p><u>Word patterns:</u></p> <ul style="list-style-type: none"> Short vowel sound (e.g.: /ă//ĕ//ĭ//ǒ//ū/) long vowel sounds: /ă/ = ai, ay; /ē/ = ee, ea; eer, ear; /ō/ = oa, ow digraphs: sh, th, wh, -tch, -ck, -ng vowel-consonant-<i>e</i> (e.g.: o_e=hole) <i>ol, oll, old</i> letter | <p>Inclusive & Differentiated Learning</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> Group identify and read words with varied patterns in texts, on boards, charts, etc Group preview stories- (discuss title, pictures/ illustrations) Discover main idea through visuals/pictures with scenes Read stories; replace new word/s with | <p>Primary Text</p> <p>Grammar and Composition Book 2</p> <p>Gateway to English for Primary School Book 2</p> <p>Phonics for Liberian Schools Book 2</p> <p>Approved grade two Supplementary Readers</p> <ul style="list-style-type: none"> <i>Notty Goa</i> <i>Word charts</i> <i>Letter cards</i> Word cards <p>Secondary Text</p> <p>USAID Early Grade2 Reading materials (Teacher's Instruction guide; Let's Read, SAB)</p> | <p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> Effective Communication Creativity & Innovation Skills Research and Problem Solving skills Organizational Ability Digital Skills <p><u>Assessment Strategies that will be used to measure competencies</u></p> <ul style="list-style-type: none"> Participation Group work Peer work Demonstration & returned demonstration Assignments Quiz |

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| <p>7. Identify characters, setting, events & plot in a story</p> <p>8. Identify the problem in a story</p> <p>9. Use context clues to determine word meaning</p> | <p>pattern</p> <p><u>COMPREHENSION</u></p> <p>Questioning:</p> <ul style="list-style-type: none"> ○ Right there? ○ Think & search? ○ Author & me? ○ Story chart ○ Story elements ○ Main idea ○ Context clues ○ Story reading and retelling | <p>familiar words or synonyms (eg: mad/angry)</p> <ul style="list-style-type: none"> ● Pairs take turns retelling stories ● Pairs talk about one inference they made based on clues in the story | <p><u>Story titles:</u></p> <p><i>'The Mother Hen and the Hawk'</i></p> <p><i>'Spot Got Hit'</i></p> <p><i>'Beth and the Math Test'</i></p> <p><i>'My First Day at School'</i></p> <p><i>'A Good Friend'</i></p> <p><i>'The Fresh Fish'</i></p> <p><i>'Kwenah Goes to Monrovia'</i></p> <p><i>'A Good Laugh for Papee'</i></p> <p><i>'Muhammad Goes to the Market'</i></p> <p><i>'A Trip to the Supermarket'</i></p> <p><u>Links:</u></p> <p>www.education.com</p> <p>www.readwritethink.org</p> <p>www.fredisalearns.com</p> <p>www.proteacher.org/c/168</p> | <ul style="list-style-type: none"> ● Tests ● Attendance ● Oral presentation ● Peer assessment ● Role play & responsibility |
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SEMESTER ONE

GRADE: 2

PERIOD: I

TOPICS:

NOUNS

PARTS OF A SENTENCE

SENTENCE WRITING

VOCABULARY DEVELOPMENT

| LEARNING OUTCOMES | OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY ASSESSMENT |
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| <p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> Interact with sensitivity and respect, considering the situation, audience, and purpose Use appropriate grammar and diction for every situation/ occasion Demonstrate knowledge of sight words and other vocabularies for Improved spelling and | <p>Upon completion of this topic, learners will:</p> <p>Greet and introduce him/herself</p> <ol style="list-style-type: none"> Recognize common & proper nouns Identify subject and verb/s in sentences Form/write contractions Speak using contractions Identify & use demonstrative pronouns <ol style="list-style-type: none"> Construct sentences correctly | <p>Listening, Speaking, Writing & Spelling:</p> <p><u>Oral communication</u> (e.g.: <i>Hello, my name is, etc</i>)</p> <p><u>Common & proper nouns</u> (e.g.: <i>CN= boy, girl; PN=Pushu, Moshu</i>)</p> <p><u>Verbs/describing actions</u> (e.g.: <i>look, knock, etc</i>)</p> <p><u>Contractions</u> (e.g.: <i>it is-it's; etc</i>)</p> <p><u>Demonstrative pronouns: this that these and those</u></p> <p>Spell- <i>plant, grin, play, shape, meat, cheese,</i></p> | <p><u>Inclusive & Differentiated Learning</u></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> Sing greeting songs Role play- meet and greet each other demonstrating kindness and respect <p>Task-based- form contractions; match subject with correct verb form; identify and use demonstrative pronouns</p> | <p>Primary Text</p> <p>Grammar and Composition Book 2</p> <p>Gateway to English for Primary School Book 2</p> <ul style="list-style-type: none"> Word charts Letter cards Word card <p>Secondary Text</p> <p>Phonics for Liberian Schools Book 2</p> <p>Teacher made:</p> <ul style="list-style-type: none"> Name board/list (<i>names of learners written on it</i>) Get to know each other cards (eg: <i>Name a book you like to read; What do</i> | <ul style="list-style-type: none"> <u>Expected</u> Effective Communication Creativity & Innovation Skills Research and Problem Solving skills Organizational Ability Digital Skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> Participation Group work Peer work Demonstration & returned |

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| writing skills | <p>2. Write a story summary</p> <p>3. Write sentences using spelling and sight words</p> <p>4. Identify and read sight, story and subject words</p> | <p><i>boat, broke, shone, smoke</i></p> <p>Review vocabulary & Subject-words: <i>polite, help, correct, easy, hard, some,</i></p> <p><u>Writing composition</u></p> <p>Write a story summary; Check writing for capital letters at the beginning of sentences and periods at the end</p> | <ul style="list-style-type: none"> • In pairs, write sentences telling three things about your family. | <p><i>you like to do best? etc)</i></p> <ul style="list-style-type: none"> ▪ Picture cards (<i>to stimulate discussions</i>) ▪ relevant classroom objects ▪ List of class rules ▪ Computer games boards (that displays related objects) <p><i>USAID EGR grade 2 materials</i></p> <p>Grammar & Comprehension for schools-STAR/Bk 1/2</p> <p>Links:</p> <p>www.proteacher.org</p> <p>www.teachingenglish.org.uk</p> <p>www.fastweb.com</p> <p>www.education.com</p> <p>www.readwritethink.org</p> <p>www.fredisalearns.com</p> <p>www.proteacher.org/c/168</p> | <p>demonstration</p> <ul style="list-style-type: none"> • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER ONE

GRADE: 2

PERIOD: II

TOPIC: READING AND COMPREHENSION

| LEARNING OUTCOMES | OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY ASSESSMENT |
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| <p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> • Use letter-sound associations, word parts, and context to read new words and analysis texts | <p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Read words with varied word patterns 2. Use the three ways to ask questions 3. Read diverse types of writings 4. Identify features of a folktale 5. Identify facts from a text 6. Identify main idea and facts in a nonfiction text 7. Identify theme in a text 8. Recognize the elements of diverse types of writings | <p>Reading & listening:</p> <p><u>Word skill:</u> patterns:</p> <ul style="list-style-type: none"> ○ long vowel sound I = -igh; ie ○ VCC words ending in -ed, -ing, -er, -est ○ Two syllable VCCV words (eg: cannot, center, etc) ○ y with long vowel i sound <p><u>COMPREHENSION</u></p> <p><u>Diverse writings:</u></p> <ul style="list-style-type: none"> ○ folktales ○ fable ○ journal ○ theme ○ Story elements | <p><u>Inclusive & Differentiated Learning</u></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> • Do word search and sort words with related patterns in a given text, etc. • Practice pronouncing words with varied word patterns • Read patterned words in stories, etc. • Use the media to find out about, with examples, | <p>Primary Text</p> <p>Grammar and Composition Book 2</p> <p>Gateway to English for Primary School Book 2</p> <p>Approved grade two Supplementary Readers</p> <p>Phonics for Liberian Schools Book 2</p> <ul style="list-style-type: none"> • Blapoh's Dream • Word charts • Letter cards • Word cards • Computer word games, puzzles, audio recordings of narratives <p>Secondary Text</p> <p><u>References:</u> USAID EGR, grade 2 materials-TIG, SAB,</p> | <p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p><u>Assessment Strategies that will be used to measure competencies</u></p> <ul style="list-style-type: none"> • Participation • Group work • Peer work • Demonstration & returned demonstration |

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| | <ul style="list-style-type: none"> ○ Main idea Story reading and retelling | | <p><i>Let's Read</i></p> <p><u>Stories: from USAID EGR grade 2 materials:</u></p> <p><i>'The Rainy Season'</i></p> <p><i>'In the City'</i></p> <p><i>'The Lone Star Kite'</i></p> <p><i>'Jackal Tricks Lion'</i></p> <p><i>'Spider is Tricked'</i></p> <p><i>'Living Near the Beach'</i></p> <p><i>'At Home in the Stars'</i></p> <p><i>'The Game of Football'</i></p> <p> <i>Links:</i></p> <p>www.education.com</p> <p>www.readwritethink.org</p> <p>www.fredisalearns.com</p> <p>www.proteacher.org/c/168</p> <p>www.teachingenglish.org.uk</p> <p>www.poetryoutloud.org</p> <p>www.grammarly.com</p> | <ul style="list-style-type: none"> ● Assignments ● Quiz ● Tests ● Attendance ● Oral presentation ● Peer assessment ● Role play & responsibility |
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SEMESTER ONE

GRADE: 2

PERIOD: II

TOPICS:

PARTS OF SPEECH

TYPES OF SENTENCES

WRITING COMPOSITION

VOCABULARY DEVELOPMENT

| LEARNING OUTCOMES | OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY ASSESSMENT |
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| <p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> - Use basic grammatical features to appropriately compose and respond to texts - Improved spelling and writing skills for effective communication | <p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Name and identify some types of Adjectives 2. Identify and use adverbs correctly in sentences 3. Identify indefinite pronouns and use them correctly in sentences 4. Form new words using some prefixes and suffixes 5. Form contractions 6. Write descriptive sentences & paragraph 7. Complete a main idea organizer | <p>Listening, Speaking, Writing & Spelling:</p> <p>Descriptive writing</p> <p>Main idea & supporting details</p> <p>Compare/contrast</p> <p><u>Word development</u></p> <p>Identify and use grade level vocabulary words and subject words</p> | <p><u>Inclusive & Differentiated Learning</u></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> - In groups of threes, write descriptive sentences and paragraphs - Discovery learning: take turns to identify pronouns, adjectives, adverbs, prefixes & suffixes in texts | <p>Primary Text</p> <p>Grammar and Composition Book 2</p> <p>Gateway to English for Primary School Book 2</p> <ul style="list-style-type: none"> ▪ Teacher/learners letters & sight word cards ▪ Learners work-book <p>References: USAID Early Grade Reading Grade 2 Materials</p> <p>Phonics for Liberian Schools Book 2</p> <p>Grammar & Comprehension for schools-STAR/Bk 1/2</p> <p>Links:</p> | <p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p><u>Assessment Strategies that will be used to measure competencies</u></p> <ul style="list-style-type: none"> • Participation • Group work • Peer work • Demonstration & returned demonstration |

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| <p>8. Write a paragraph to compare 2 things</p> <p>9. Demonstrate knowledge of new words</p> | <p>- Use graphic organizers to identify main idea</p> | <p>www.readingrockets.org</p> <p>www.education.com</p> <p>www.readwritethink.org</p> <p>www.fredisalearns.com</p> <p>www.proteacher.org/c/168</p> <p>www.teachingenglish.org.uk</p> <p>www.poetryoutloud.org</p> <p>www.grammarly.com</p> <p>www.dictionary.com</p> <p>www.myenglishpages.com</p> <p>www.khanacademy.org</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p> <p>www.preschooleducation.com/s_hello.shtml</p> <p>www.theinspiredtreehouse.com</p> <p>www.helpingeverychildtoread.com/index.php/causes-of.../whole-word-method</p> <p>www.ot-mom-learning-activities.com</p> | <ul style="list-style-type: none"> • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER ONE

GRADE: 2

PERIOD: III

TOPIC: READING AND COMPREHENSION

| LEARNING OUTCOMES | OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY ASSESSMENT |
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| <p><u>Learners are able to:</u></p> <p>Analysis text content and share ideas, information and messages with others</p> <p>Predict outcomes and make judgment after careful evaluation of facts and issues</p> | <p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Identify elements of journals 2. Identify some features of articles 3. Read and analyze journals, articles and other informational texts 4. Read nonfiction articles 5. Listen to and read poem | <p>Reading & listening:</p> <p>Comprehension Journals Articles Informational texts Poetry: poems</p> | <p><u>Inclusive & Differentiated Learning</u></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> • Peer & group reading support • Read aloud • Discussions and discoveries of text features • Read and retell <p>Assignments;</p> <p>Find and bring to class articles and journals of other</p> | <p>Primary Text</p> <p>Grammar and Composition Book 2</p> <p>Gateway to English for Primary School Book 2</p> <p>Phonics for Liberian Schools Book 2</p> <p>Approved grade two Supplementary Readers</p> <ul style="list-style-type: none"> • Parcel for Garmondeh • All about books • Sata has friends • Lorpu becomes a super reader <ul style="list-style-type: none"> - Word charts, flash cards - Relevant objects, pictures, | <p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p><u>Assessment Strategies that will be used to measure competencies</u></p> <ul style="list-style-type: none"> • Participation • Group work |

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| 6. Review features of poetry | | writers | <ul style="list-style-type: none"> - short stories, - picture - story books, - audio recordings of non-fiction stories <p>Secondary Text</p> <ul style="list-style-type: none"> ▪ USAID Read Liberia grade 2 reading materials (TIG, SAB, Reader) <p>7Suggested EGR Read aloud stories:</p> <ul style="list-style-type: none"> - African Gray Parrot - The Game of Football - Fun and Games - At Home in the Hive <p>Links:</p> <p><u>www.education.com</u></p> <p><u>www.readwritethink.org</u></p> <p><u>www.fredisalearns.com</u></p> | <ul style="list-style-type: none"> • Peer work • Demonstration & returned demonstration • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER ONE

GRADE: 2

PERIOD: III

TOPICS

PARTS OF SPEECH

USAGE AND MECHANICS OF GRAMMAR

LETTER REPRESENTATION

A. WORD SKILL & VOCABULARY DEVELOPMENT

| LEARNING OUTCOMES | OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY ASSESSMENT |
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| <p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> • Use appropriate grammar and diction demonstrate appropriate practices in writing • Demonstrate sustained engagement in other forms of representation • Improved writing and comprehension skills | <p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Identify direct and indirect objects in sentences 2. Use present, past and past participle in sentences correctly 3. Participate in oral communication 4. Identify synonyms Identify antonym 5. Write a friendly letter 6. Use vocabulary words in sentences/paragraphs 7. Begin writing a journal | <p>Listening, Speaking, Writing & Spelling:</p> <p><u>Direct and indirect objects</u> Eg. He gave the students some books. Juah bought a gift.</p> <p><u>Verbs: participles</u></p> <p><u>Synonyms</u> Eg: large/big</p> <p><u>Antonyms</u></p> <p>Eg: High/low</p> <p><u>communication:</u></p> <p>Dramatization (oral)</p> <p>Friendly Letter (written)</p> <ul style="list-style-type: none"> • Parts of a friendly letter (heading, | <p><u>Inclusive & Differentiated Learning</u></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> - Write sentences using direct & indirect objects Eg: David gave the <u>child</u> (IO) a <u>book</u> (DO) - Complete sentences with the correct forms of the verb Eg: Paul (go, goes) to school. - Work in pairs to identify and sort | <p>Primary Text</p> <p>Grammar and Composition Book 2</p> <p>Gateway to English for Primary School Book 2</p> <ul style="list-style-type: none"> • Learners work-book Phonics for Liberian Schools Book 2 <p>Grammar & Comprehension for schools-STAR/Bk ½</p> <p>Phonics for Liberian Schools Book 2</p> <p>Supplementary Readers:</p> <ul style="list-style-type: none"> • The Palm Tree • Danger in the Lake • Go Away Boys | <p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p><u>Assessment Strategies that will be used to measure competencies</u></p> <ul style="list-style-type: none"> • Participation • Group work |

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| | | <p>greeting, body, closing, signature)</p> <p><u>VOCABULARY DEVELOPMENT-</u></p> <p>Journals:</p> <p>Expand word development</p> | <ul style="list-style-type: none"> - synonyms and antonyms - Use synonyms to interpret other words - Watch an instructional demo for writing a friendly letter (video) - Display letters sample | <ul style="list-style-type: none"> • The Palm Cabbage Party <p>Links:</p> <p>www.write.com/writing</p> <p>www.youtube.com/watch</p> <p>www.journaltherapy.com</p> <p>www.tes.com</p> <p>www.google.com</p> <p>www.youtube.com</p> <p>www.peoplelikehotdogs.blogspot.com</p> <p>dictionary.com</p> | <ul style="list-style-type: none"> • Peer work • Demonstration & returned demonstration • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER TWO

GRADE: 2

PERIOD: IV

TOPIC: READING AND COMPREHENSION

| LEARNING OUTCOMES | OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY ASSESSMENT |
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| <p><u>Learners are able to:</u></p> <p>Demonstrate the awareness that speech is made of a sequence of symbols and sounds that can be manipulated to recognize and read words, accurately and fluently</p> <p>Demonstrate a literal comprehension of readings, through identification and analysis of main ideas & supporting details</p> | <p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Read journals articles 2. Identify main idea of an article 3. Read a fable 4. Identify the features of a fable 5. Read nonfiction articles 6. Listen to and read poem | <p>Reading & listening:</p> <ol style="list-style-type: none"> 1. Read journals articles 2. Identify main idea of an article 3. Read a fable 4. Identify the features of a fable 5. Read nonfiction articles 6. Listen to and read poem | <p>Inclusive & Differentiated Learning</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> • Peer & group reading support • Read aloud • Discussions and discoveries of text features • Read and retell Assignments; <p>Find and bring to class articles and journals of other writers</p> | <p>Primary Text</p> <p>Grammar and Composition Book 2</p> <p>Gateway to English for Primary School Book 2</p> <p>Approved grade two Supplementary Readers</p> <p>Phonics for Liberian Schools Book 2</p> <ul style="list-style-type: none"> • Duyounghee and the Red Bicycle • My Work • Danger in the Lake • Simon's Story • Word charts, flash cards • Relevant objects, pictures, • Short stories, • Picture • Story books, • Computer word games, puzzles, • Audio recordings of non-fiction stories <p>Secondary Text</p> | <p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Participation • Group work • Peer work • Demonstration & returned |

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| | | | <ul style="list-style-type: none"> ▪ USAID Reading materials- grade 2 reading materials (TIG, SAB, Reader) <p>Suggested EGR Read aloud stories:</p> <ul style="list-style-type: none"> - Gorilla Park - The Game of Football - Fun & Games - The Picnic - Mosquito & Ear - Why Spider Has Eight Legs - Why Cheetah Has Tear-stained Cheeks <p>Links:</p> <p>www.education.com</p> <p>www.readwritethink.org</p> <p>www.fredisalearns.com</p> <p>www.proteacher.org/c/168</p> <p>www.teachingenglish.org.uk</p> <p>www.poetryoutloud.org</p> <p>www.grammarly.com</p> <p>www.dictionary.com</p> <p>www.myenglishpages.com</p> <p>www.khanacademy.org</p> | <p>demonstration</p> <ul style="list-style-type: none"> • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER TWO

GRADE: 2

PERIOD: IV

TOPICS:

- A. THE WRITING PROCESS**
- B. ALPHABETICAL ORDER**
- C. VOCABULARY DEVELOPMENT**

| LEARNING OUTCOMES | OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY ASSESSMENT |
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| <p><u>Learners are able to:</u></p> <p>Communicate clearly in speech and writing</p> <p>Demonstrate the ability to set and achieve objectives</p> <p>Improved writing and speaking skill for effective communication</p> <p>Demonstrate the ability to set and achieve objectives</p> | <p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Choose a relevant topic for writing 2. Organize ideas for writing 3. Use strategies to develop a purpose for writing 4. Explain what alphabetical order mean 5. Arrange the letters of the alphabet in order 6. Arrange words in alphabetical order by first letter | <p>Listening, Speaking, Writing & Spelling:</p> <ul style="list-style-type: none"> • Choosing a topic • Organizing your writing ideas • Developing your purpose for writing • Following the writing process: • Prewriting • Making a draft <p>Revision</p> <p>Editing your writing</p> <p>Alphabet principal:</p> | <p><u>Inclusive & Differentiated Learning</u></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> • Individual seat work or work in small mixed groups according to gender and learning styles • Work in groups and list some things you would like to write about • practice (take turns) work with a partner to think of sentences that could tell some things about what | <p>Primary Text</p> <p>Grammar and Composition Book 2</p> <p>Gateway to English for Primary School Book 2</p> <p>Supplementary Readers:</p> <p>Phonics for Liberian Schools Book 2</p> <ul style="list-style-type: none"> • Surprise from the Boys Room • The Bridge Light • Lerato's Story • Alphabet chart • Teacher/learners letters & sight word cards • Learners work-book • Manual & electronic | <p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p><u>Assessment Strategies that will be used to measure competencies</u></p> <ul style="list-style-type: none"> • Participation • Group work |

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| | 7. Expand word knowledge | <p>ABC order</p> <p><u>HF/sight words: <i>these, some, as, live(s), school, go, her, put, door, after, come</i></u></p> <p>Vocabulary Development- sight words: '<i>crop</i>' and multiple meanings - fine</p> <p><u>Writing Composition:</u> simple sentences with prepositions (<i>where, in under, after, at, on, down, near, up</i>)</p> | <p>you would like to write about</p> <ul style="list-style-type: none"> Ask several learners to share their ideas with the class Write about what you know about HIV & AIDS Whole class hold cards with alphabet printed on it, then arrange themselves in ABC order Arrange words in ABC order by the first letter Practice writing sentences using vocabulary | <p>scrabble board games for junior</p> <p>References:</p> <p>USAID Early Grade Reading grade 2 materials</p> <p>Link:</p> <p>www.study.com</p> <p>www.education.com</p> <p>www.cmsw.mit.edu</p> <p>www.liferichpublishing.com</p> <p>www.dictionary.com</p> | <ul style="list-style-type: none"> Peer work Demonstration & returned demonstration Assignments Quiz Tests Attendance Oral presentation Peer assessment Role play & responsibility |
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SEMESTER TWO

GRADE: 2

PERIOD: V

TOPIC: READING AND COMPREHENSION

| LEARNING OUTCOMES | OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY ASSESSMENT |
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| <p>Learners are able to:</p> <p>Analyze text content and share ideas, information and messages with others</p> <p>Fluently read grade-leveled texts</p> | <p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Read words with variant word patterns 2. Identify the sequence of a text 3. Listen to a biographical text 4. Read a biographical text 5. Say the meanings of stanza, rhyme, poem 6. Read fluently | <p>Reading & listening: r-controlled vowels- say the sounds represented by <i>ar, er, ir, ur, or, are, air, etc</i></p> <ul style="list-style-type: none"> • Biography/profile (Life story) • Sequencing Poems and elements of a poem (stanza, etc) | <p>Inclusive & Differentiated Learning</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> • Peer & group reading support • Read aloud • Discussions and discoveries of text features • Partners read and retell and answer comprehension questions • Oral reading fluency drills | <p>Primary Text Grammar and Composition Book 2 Gateway to English for Primary School Book 2 Supplementary Readers Phonics for Liberian Schools Book 2 • Danger in the Lake • A Gift for Yole • Nelson and Ali</p> <p>A Word charts, flash cards</p> <ul style="list-style-type: none"> - Relevant objects, pictures, - short stories, - picture - story books, - Computer word games, | <p>Expected Competencies</p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Participation • Group work • Peer work • Demonstration & |

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| | | <p>Assignments; Find and bring to class samples of biography, poems, etc from other authors (search the internet for samples)</p> | <p>puzzles, - audio recordings of non-fiction stories</p> <p>Secondary Text</p> <p>Relevant books and visuals USAID Read Liberia grade 2 reading materials (TIG, SAB, Reader) Suggested EGR Read aloud stories:</p> <p>Wanibo Toe</p> <p>Liberian Mongoose</p> <p>Soccer Star and President George Weah</p> <p>Hairy Frogs: Not a Cute Frog!</p> <p>Who is Best</p> <p>The Lost and Found Button</p> <p><i>Parks to Protect the Planet New Shoes for Korpo Spot's Surprise Zainab and the Pencil Sando Finds a New Pet The Dancing Tree</i></p> | <p>returned demonstration</p> <ul style="list-style-type: none"> • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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Links:

www.education.com

www.readwritethink.org

www.fredisalearns.com

www.proteacher.org/c/168

www.teachingenglish.org.uk

SEMESTER TWO

GRADE: 2

PERIOD: V

Topics:

- A. INTRODUCTION TO SIMILES**
- B. PARTS OF SPEECH**
- C. LETTER REPRESENTATION**
- D. WORD SKILL & VOCABULARY DEVELOPMENT**

| LEARNING OUTCOMES | OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY ASSESSMENT |
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| <p>Learners are able to:</p> <p>Interpret figurative information in communications</p> <p>Demonstrate the ability to share ideas, information and messages concisely and precisely with others</p> | <p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Use the concept of figurative language (simile) 2. Identify and use present progressive tenses 3. Tell/read time 4. Identify perfect tenses 5. Spell high frequency and subject related words 6. Demonstrate understanding of vocabulary and related subject words | <p>Listening, Speaking, Writing & Spelling:</p> <p><u>Figurative language: Simile</u> in poems, etc</p> <p><u>Present progressive tenses</u> (<i>continuing action; formed with the helping "to be" verb, in the present tense, plus the present participle of the verb (with an -ing ending): "I am buying all my family's Christmas gifts early this year.</i>)</p> <p><u>Telling time</u></p> <p><u>Perfect tenses</u></p> | <p>Inclusive & Differentiated Learning</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> • Write an example of simile • Explain that simile compares two things using the words “like” or “as” • Partners read poems and identify similes and create their own similes | <p>Primary Text</p> <p>Grammar and Composition Book 2</p> <p>Gateway to English for Primary School Book</p> <p>Supplementary Readers: Phonics for Liberian Schools Book 2</p> <ul style="list-style-type: none"> • T-Girl Story • Off to School we go • Another kind of Ship • Teacher/learners letters & sight word cards • Learners work-book • Manual & electronic scrabble board games for juniors | <p>Expected Competencies</p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Participation • Group work • Peer work |

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| | <p>in context</p> <p>7. Use charts and graphic organizers to add details to writings</p> <p>8. Write independently</p> | <p><i>uses the verb's base form (write, work), or, for third-person singular subjects, the base form plus an -s ending (he writes, she works).</i></p> | | <p>Links:</p> <p>www.education.com</p> <p>www.k12reader.com</p> <p>www.readwritethink.org</p> <p>www.grammar.ccc.commnet.edu</p> <p>www.ixl.com</p> <p>www.dictionary.com</p> | <ul style="list-style-type: none"> • Demonstration & returned demonstration • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER TWO

GRADE: 2

PERIOD: VI

TOPIC: READING AND COMPREHENSION

| LEARNING OUTCOMES | OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS | COMPETENCY ASSESSMENT |
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| <p><u>Learners are able to:</u></p> <p>Read grade leveled text with speed and accuracy</p> <p>Correctly respond to questions from texts read</p> | <p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Read words with endings 2. Read and retell a how-to text. 3. Follow the instructions of a how-to text to make or do something 4. Read diverse texts fluently 5. Listen to & discuss texts 6. Identify words and phrases that indicates persuasive text | <p>Reading & listening:</p> <ul style="list-style-type: none"> • words with endings (prefixes/suffixes: dis-, in-, un-, re-, -y, -ly) • assorted texts: (how-to/informational, persuasive) • Listen to & discuss texts • Informational • Descriptive details: (words that the author uses in a text that paints a picture in the mind of the reader) • Story reading comprehension (<i>read aloud, oral/silent</i>) | <p><u>Inclusive & Differentiated Learning</u></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> • Partners read and reread texts • Story read aloud and silent reading • Discuss story elements • Take turns identify text details that provides sequence in how-to texts • In pairs provide the order of sequence in making your bed/doing the dishes, etc | <p>Primary Text</p> <p>Grammar and Composition Book 2</p> <p>Gateway to English for Primary School Book 2</p> <p>Supplementary Readers</p> <p>Phonics for Liberian Schools Book 2</p> <ul style="list-style-type: none"> • Friends for life • The Adventures of a Brother and a Sister • My Food • My Little Snail • Word charts, flash cards • Relevant objects, pictures, • short stories, • picture | <p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p><u>Assessment Strategies that will be used to measure competencies</u></p> <ul style="list-style-type: none"> • Participation • Group work • Peer work • Demonstration & returned demonstration |

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| | | <ul style="list-style-type: none"> • Role play: making a paper boat by reading | <ul style="list-style-type: none"> • Story books, • Computer word games, puzzles, • USAID Read Liberia grade 2 materials (TIG, SAB, Reader) • <u>Story titles:</u> • <i>Let's Make Palava Sauce</i> • <i>Flag Day</i> • <i>The Hopping Boy</i> • <i>Stone Stew</i> • <i>Fishing Up</i> • <i>Smart Fun</i> • <i>Staying Clean</i> • <i>Staying Healthy</i> • <i>Staying in School</i> • <i>Exercise is Important</i> • <i>Eva Loved Her Skirt</i> • <i>Rogue in the House</i> | <ul style="list-style-type: none"> • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility • |
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| | | | | <p>Links:</p> <p><u>www.education.com</u></p> <p><u>www.education.com</u></p> <p><u>www.readwritethink.org</u></p> <p><u>www.fredisalearns.com</u></p> <p><u>www.proteacher.org/c/168</u></p> <p><u>www.teachingenglish.org.uk</u></p> <p><u>www.poetryoutloud.org</u></p> <p><u>www.grammarly.com</u></p> | |
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SEMESTER TWO

GRADE: 2

PERIOD: VI

TOPICS:

A. LANGUAGE DEVELOPMENT

B. LETTER REPRESENTATION

C. WORD SKILL & VOCABULARY DEVELOPMENT

| LEARNING OUTCOMES | OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY ASSESSMENT |
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| <p><u>Learners are able to:</u></p> <p>Clearly communicate information about people, and objects</p> <p>Demonstrate good listening, reading and writing skills;</p> <p>Be able to express oneself using different medium</p> | <p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Read information in tables and pictures 2. Interpret date and calendar information 3. Match information from reading with pictures 4. Write information from pictures 5. Carry out a class survey 6. Spell high frequency and subject related | <p>Listening, Speaking, Writing & Spelling:</p> <ul style="list-style-type: none"> • Tables • Calendar • Pictures • Read aloud & oral reading of Informational text and pictures • HF/sight & Vocabulary and subject words • <u>Dictionary skill</u> (alphabetize, guide words, etc) | <p><u>Inclusive & Differentiated Learning</u></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> • Individual seat work or work in small mixed groups according to gender and learning styles • practice in pairs • Have students do class surveys and draw simple charts to show the likes of students • Group study tables, pictures, calendars and discuss what they communicate | <p>Primary Text</p> <p>Grammar and Composition Book 2</p> <p>Gateway to English for Primary School Book 2</p> <p>Supplementary Readers:</p> <p>Phonics for Liberian Schools Book 2</p> <ul style="list-style-type: none"> • Now Philip is Happy • Today my Doctor Told me ▪ Teacher/learners letters & sight word cards ▪ Learners work-book ▪ Manual & electronic scrabble board games for juniors | <p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p><u>Assessment Strategies that will be used to measure competencies</u></p> <ul style="list-style-type: none"> • Participation • Group work |

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| | <p>words</p> <p>7. Demonstrate understanding of vocabulary and related subject words in context</p> <p>8. Use the concept of alphabetical to arrange words with same first letter</p> <p>9. Demonstrate the concept of how to use a dictionary</p> | | <ul style="list-style-type: none"> • In groups work with word cards arranging them in alphabetical order • Whole word spelling method • Discuss what happened in the story • Partners survey a junior dictionary and discuss and ask questions about what they observe (e.g.: words arrangement, guide words, etc) | <ul style="list-style-type: none"> ▪ USAID Read Liberia grade two materials (TIG, SAB, Reader) <p>Links:</p> <p>www.education.com</p> <p>www.readwritethink.org</p> <p>www.bbc.co.uk/skillswise</p> <p>https://www.architonic.com</p> <p>https://www.teachingenglish.org</p> <p>www.easyteacherworksheets.com</p> | <ul style="list-style-type: none"> • Peer work • Demonstration & returned demonstration • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER ONE

GRADE: 3

PERIOD: I

TOPIC: READING AND COMPREHENSION

| OUTCOMES | LEARNING OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENT |
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| Learners are able to read and process information | <p>Upon completion of the topics, learners will:</p> <ol style="list-style-type: none"> 1. Read a variety of stories and identify the elements 2. Read words with varied word patterns 3. Ask and answer different types of questions 4. Identify beginning, middle and end of a story using story chart 5. Identify characters, setting, and plot in a story 6. Summarize a story 7. Compare and contrast characters in a story 8. Use context clues to determine word meaning | <ol style="list-style-type: none"> 1. Reading & listening 2. COMPREHENSION <ul style="list-style-type: none"> • Story chart • Story elements • Main idea • Context clues • Story reading and summarization • Comparison and contrast • Read and discuss poems | <p><u>Inclusive and Differentiated Learning</u></p> <p><u>Individual seat work or work in small mixed groups according to gender and learning styles</u></p> <ul style="list-style-type: none"> • Group identify and read words with varied patterns in texts/stories, on boards, charts, etc. • Group preview stories- (discuss title, pictures/ illustrations) • Discover main idea through reading and visuals • Learners | <p>Primary Text</p> <p>Grammar and Composition Book 3</p> <p>Gateway to English for Primary School Book 3</p> <p>Supplementary Readers</p> <ul style="list-style-type: none"> - Ayo and his pencil - Dancing Queen - Lorpu becomes a Super Reader - Disability - Gbagba - Elementary Language Arts for Liberia Book 3 - Gateway to English for Primary School Book 3 <p>Secondary Text</p> <p>USAID Grade 3 Early Grade Reading materials (Teacher's Instruction)</p> | <p><u>EXPECTED COMPENTENCIES</u></p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p><u>ASSESSMENT STRATEGIES</u></p> <p><u>That can be used to check competencies.</u></p> <p><u>Select relevant options:</u></p> <ul style="list-style-type: none"> • Participation • Group work • Peer work |

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| | | <p>identify story elements</p> <ul style="list-style-type: none"> • Pairs take turns summarizing stories • Pairs describe the meaning of words based on context clues in the story • Work with partner to make picture chart to depict story comprehension • Work with partners who need more support to read | <p>guide; Let's Read, SAB) Story titles:</p> <p>‘This Plant Eats Meat’</p> <p>‘Dogs at Home and in the Wild’</p> <p>‘Mama Famah’</p> <p>‘The Rainy Season’</p> <p>‘Stripes’</p> <p>‘A Land of Contrast’</p> <p>‘Jabu and the Lion’</p> <p>‘The Story thunder and Lighting’</p> <p>‘The Wind and the Sun’</p> <p>‘Whose Shoes’</p> <p>‘Where Does Ram Come From’</p> <p>‘The promise of Solar-Powered Lamp’</p> <p>Links:</p> <p>www.education.com</p> <p>www.readwritethink.org</p> | <ul style="list-style-type: none"> • Demonstration & returned demonstration • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER ONE

GRADE: 3

PERIOD: I

TOPIC: TOPIC SENTENCE AND SUPPORTING DETAIL

| OUTCOMES | LEARNING OBJECTIVES | CONTENT | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENT |
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| <p>Learners are able to:</p> <p>Interact with peers and others using appropriate sentences</p> <p>Use appropriate grammar and diction for every situation/occasion</p> <p>Use graphic organizers to write about given topics</p> | <p>Upon completion of the topic, learners will:</p> <ol style="list-style-type: none"> 1. Define Sentence 2. Identify topic sentences 3. Identify supporting details 4. Develop topic sentences and supporting details about given topics | <ul style="list-style-type: none"> • Definition of Sentence • Topic sentences • Supporting sentences • Listening, writing & Speaking: • Oral communication using correct sentences to communicate clearly | <p><u>Inclusive and Differentiated Learning</u></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> • Task-based- write topic sentences and list supporting details • Connect topic sentences to supporting details to make complete sentences • Role play- meet and greet each other • Learners develop topic sentences as well as supporting details and present to class | <p>Primary Text</p> <p>Grammar and Composition Book 3</p> <p>Gateway to English for Primary School Book 3</p> <p>Phonics for Liberian Schools Book 3</p> <p>Approved grade three Supplementary Readers</p> <ul style="list-style-type: none"> - Ayo and his pencil - Lorpu becomes a super reader - Fun in the interior - Ujae Works Hard - The Empty Water Tank - Waste Litter and Pollution | <p><u>EXPECTED COMPETENCIES</u></p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p><u>ASSESSMENT STRATEGIES</u></p> <p><u>That can be used to check competencies.</u></p> <p><u>Select relevant options:</u></p> <ul style="list-style-type: none"> • Participation • Group work • Peer work |

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| | | | <ul style="list-style-type: none"> - Elementary Language Arts for Liberia Book 3 - Gateway to English for Primary School Book 3 <p>Secondary Text</p> <p><i>USAID EGR grade 3 materials</i></p> <p>Elementary Language Arts for Liberia-Book 3</p> <p>Links:</p> <p>www.proteacher.org</p> <p>www.teachingenglish.org.uk</p> | <ul style="list-style-type: none"> • Demonstration & returned demonstration • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER ONE

GRADE: 3

PERIOD: I

TOPICS:

A. SENTENCE WRITING

B. VOCABULARY DEVELOPMENT

| OUTCOMES | LEARNING OBJECTIVES | CONTENT | ACTIVITIES | MATERIALS | COMPETENCY/ ASSESSMENT |
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| <p>Learners are able to:</p> <p>Demonstrate knowledge of sight words and other vocabularies</p> <p>Construct simple sentences</p> | <p>Upon completion of the topics, learners will:</p> <ol style="list-style-type: none"> 1. Construct sentences using appropriate supporting details 2. Summarize a story 3. Create vocabulary webs for unknown words in a story | <p><u>Spelling & Vocabulary</u></p> <ul style="list-style-type: none"> • Spell- basic, locate, debate, indeed, record, bonus, cocoon, copybook, gigantic, margin, appear, falsehood • <u>Writing composition</u> Write a story summary; Check writing for capital letters at the beginning of sentences and periods at the end. | <p><u>Inclusive and Differentiated Learning</u></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> • In pairs, learners write sentences telling three things about their families. Use correct capitalization & punctuation and write as many supporting details • In a group of fours, learners write sentences that summarize a story they have read • Learners participate in spelling drills | <p>Primary Text</p> <p>Elementary Language Arts for Liberia Book 3</p> <p>Gateway to English for Primary School Book 3</p> <p>Approved grade three Supplementary Readers books</p> <ul style="list-style-type: none"> - Ayo and his pencil - Lorpu becomes a super reader - Fun in the interior - Ujae works hard - The empty water tank - Waste litter and pollution | <p><u>EXPECTED COMPETENCIES</u></p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills • <u>ASSESSMENT STRATEGIES</u> <p><u>That can be used to check competencies. Select relevant options:</u></p> <ul style="list-style-type: none"> • Participation • Group work • Peer work • Demonstration & |

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| | | <ul style="list-style-type: none"> • Learners construct vocabulary webs for unknown words in a story • Review sight words with flash cards <p>Note: Teacher to obtain <i>periodic subject word</i> list at the school level</p> | <ul style="list-style-type: none"> - Elementary Language Arts for Liberia Book 3 - Gateway to English for Primary School Book 3 <p><u>Secondary Text:</u></p> <p><i>USAID EGR materials for grade 3</i></p> <p>Links:</p> <p>www.fastweb.com</p> <p>www.education.com</p> <p>www.readwritethink.org</p> <p>www.fredisalearns.com</p> <p>www.proteacher.org/c/168</p> <p>www.teachingenglish.org.uk</p> <p>www.poetryoutloud.org</p> <p>www.grammarly.com</p> <p>www.dictionary.com</p> | <p>returned demonstration</p> <ul style="list-style-type: none"> • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER ONE

GRADE: 3

PERIOD: II

TOPIC: READING & COMPREHENSION

| OUTCOMES | LEARNING OBJECTIVES: | CONTENT | ACTIVITIES | MATERIALS/RESOURCES | COMPETENCY/ ASSESSMENT |
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| <p>Learners are able to:</p> <p>Use letter-sound associations, word parts, and context to read new words and interpret texts</p> <p>Use basic grammatical features to appropriately compose and respond to texts</p> | <p>Upon completion of the topic, learners will:</p> <ol style="list-style-type: none"> 1. Read words with varied word patterns 2. Read and comprehend sequential texts 3. Read diverse types of writings 4. Identify features of a folktale 5. Identify main idea and facts in fiction and nonfiction 6. Identify themes in a text 7. Identify prefixes, suffixes and base | <p>Reading & listening:</p> <p><u>Word skill:</u></p> <p>patterns:</p> <p>Attaching prefixes (e.g. re-, un-, dis-, mis-, multi-, de-, dys-, pro-, and imm-) to form new words</p> <p>Attaching suffixes (eg. -ness, -ful, -y, -s -es, -ed, -ing, -er, -or, -ment, -less, -ion, -ery, -ory, -ary, -able, and -ible) to form new words</p> <p>Sequential words usage (first, next, then, etc.)</p> <p><u>COMPREHENSION</u></p> <p><u>Diverse writings:</u></p> <ul style="list-style-type: none"> • folktales • fable | <p>Inclusive and Differentiated Learning</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> • Do word search and sort words with related patterns in a given text, etc. • Practice using sequential words (first, next, then, etc.) to write sentences. • Read patterned words in stories, etc. • Use prefixes and suffixes to form new words | <p>Primary Text</p> <p>Grammar and Composition Book 3</p> <p>Gateway to English for Primary School Book 3</p> <p>Phonics for Liberian Schools Book 3</p> <p>Supplementary Readers</p> <ul style="list-style-type: none"> - Ayo and his pencil - Lorpu Becomes a Super Reader - Fun in the Interior - Ujae Works Hard - The Empty Water Tank - Waste Litter and Pollution - Elementary Language Arts for Liberia Book 3 | <p>EXPECTED COMPENTENCIES</p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p>ASSESSMENT STRATEGIES</p> <p><u>That can be used to check competencies.</u></p> <p><u>Select relevant options:</u></p> <ul style="list-style-type: none"> • Participation • Group work • Peer work |

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| | words | <ul style="list-style-type: none"> • theme • Story elements • Main idea • Story reading and retelling • Making comparison and contrast • Organizing information from a text | <ul style="list-style-type: none"> • Read a story, compare and contrast the characters • Readers' Theatre | <ul style="list-style-type: none"> - Gateway to English for Primary School Book 3 <p><u>Secondary Text:</u> <i>USAID EGR, grade 3 materials-TIG, SAB, Let's Read</i></p> <p><u>Stories:</u> <i>from USAID EGR grade 3 materials:</i></p> <p>‘The promise of Solar Powered Lamp’</p> <p>‘How to do Basic First Aid’</p> <p>‘With Some String and a Button’</p> <p>‘The Chameleon King’</p> <p>‘Saving the Ram’</p> <p>‘A Star’s Life’</p> <p>‘A Comeback for Liberia’s Cocoa’</p> <p>‘The Orange Tree’</p> <p>‘An Adventure with a Crow’</p> <p>‘The Monkey and the Crocodile’</p> <p>‘Ellen Johnson Sirleaf, Leader of Liberia’</p> | <ul style="list-style-type: none"> • Demonstration & returned demonstration • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
| 8. | Recognize the elements of diverse types of writings | | | | |

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| | | | | <p>‘Kanchil and the Crocodiles’</p> <p>Links:</p> <p><u>www.education.com</u></p> <p><u>www.readwritethink.org</u></p> <p><u>www.fredisalearns.com</u></p> | |
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SEMESTER ONE

GRADE: 3

PERIOD: II

TOPICS:

UNDERSTANDING PREFIXES AND SUFFIXES

IDENTIFYING BASE WORDS

| OUTCOMES | LEARNING OBJECTIVES | CONTENT | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENT |
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| <p>Learners are able to:</p> <p>Use prefixes and suffixes with the right words</p> | <p>Upon completion of the topics, learners will:</p> <ol style="list-style-type: none"> 1. Define prefix, suffix and base word 2. Identify prefixes and suffixes 3. Form new words using some prefixes and suffixes 4. Use prefixes and suffixes correctly in sentences <p>Detach prefixes and suffixes from base words</p> | <p>Prefixes</p> <p>List prefixes and correctly attach them to base words to form new words</p> <p>Suffixes</p> <p>List suffixes and correctly attach them to base words to form new words</p> <p>Base word</p> <p>Detach base words from suffixes/prefixes</p> | <p>Inclusive and Differentiated Learning</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> • Learners list five prefixes • Learners list five suffixes • Learners name/ sort words that can add prefixes & suffixes and discuss the new word reference the base word • Learners (boys & girls) practice (take turns) forming new words using prefixes | <p>Primary Text</p> <p>Grammar and Composition Book 3</p> <ul style="list-style-type: none"> - Gateway to English for Primary School Book 3 <p>Secondary Text</p> <p>USAID Early Grade Reading Grade 3 Materials</p> <p>Phonics for Liberian Schools Book 3</p> <p>Elementary Language Arts for Liberia-Book 3</p> <p>Supplementary Readers:</p> <ul style="list-style-type: none"> • The Magic Pool • Extreme Weather in Africa • Waste, Litter and | <p>EXPECTED COMPETENCIES</p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p>ASSESSMENT STRATEGIES</p> <p><u>That can be used to check competencies.</u></p> <p><u>Select relevant options:</u></p> <ul style="list-style-type: none"> • Participation • Group work |

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| | | <p>and suffixes</p> <ul style="list-style-type: none"> • Learners work in pairs to form new words | <p>Pollution</p> <ul style="list-style-type: none"> • Empty Water Tank • Under The Bridge <p>Links:</p> <p>www.education.com</p> <p>www.readwritethink.org</p> <p>www.fredisalearns.com</p> <p>www.proteacher.org/c/168</p> <p>www.teachingenglish.org.uk</p> <p>www.poetryoutloud.org</p> <p>www.grammarly.com</p> <p>www.dictionary.com</p> <p>www.myenglishpages.com</p> <p>www.khanacademy.org</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p> | <ul style="list-style-type: none"> • Peer work • Demonstration & returned demonstration • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER ONE

GRADE: 3

PERIOD: II

TOPICS: WRITING COMPOSITION AND VOCABULARY DEVELOPMENT

| OUTCOMES | LEARNING OBJECTIVES: | CONTENT | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENT |
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| <p>Learners are able to:</p> <p>Improve on spelling and writing skills for effective communication</p> | <p>Upon completion of the topics, learners will:</p> <ol style="list-style-type: none"> 1. Write sentences using prefixes and suffixes 2. Complete a main idea and supporting details graphic organizer from text 3. Write a paragraph that uses detail to support a main idea 4. Write comparison paragraphs <p>Demonstrate knowledge of new words formed using vocabulary webs</p> | <p>Spelling & Writing:</p> <p>Descriptive writing</p> <p>Main idea & supporting details</p> <p>Compare/contrast</p> <p><u>Word development</u></p> <p>Identify and use grade level vocabulary words and subject words (eg. watches misses, shredded, dozed, brushing, smiling, painless, addition, explanation, suggestion, bravery, and imaginary)</p> | <p>Inclusive and Differentiated Learning</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <p>Learners:</p> <ul style="list-style-type: none"> • In groups of threes, write descriptive sentences and paragraphs • Discovery learning: take turns to identify prefixes & suffixes in texts • In groups, derive the meaning that suffixes and prefixes give various words • Use graphic organizers to identify main idea and supporting details | <p>Primary Text</p> <ul style="list-style-type: none"> - Elementary Language Arts for Liberia Book 3 - Gateway to English for Primary School Book 3 <p>Secondary Text</p> <p>USAID Early Grade Reading Grade 3</p> <p>Phonics for Liberian Schools Book 3</p> <p>Materials</p> <p>Supplementary Readers:</p> <ul style="list-style-type: none"> • The Empty Water Task • Enter the Bridge • Tuberculosis | <p>EXPECTED COMPETENCIES</p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p>ASSESSMENT STRATEGIES</p> <p>That can be used to check competencies.</p> <p>Select relevant options:</p> <ul style="list-style-type: none"> • Participation • Group work • Peer work • Demonstration & |

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| | | <ul style="list-style-type: none"> • Use new vocabulary correctly | <p>Links:</p> <p>www.readingrockets.org</p> <p>www.education.com</p> <p>www.readwritethink.org</p> <p>www.fredisalearns.com</p> <p>www.proteacher.org/c/168</p> <p>www.teachingenglish.org.uk</p> <p>www.poetryoutloud.org</p> <p>www.grammarly.com</p> <p>www.dictionary.com</p> <p>www.myenglishpages.com</p> <p>www.khanacademy.org</p> | <p>returned demonstration</p> <ul style="list-style-type: none"> • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER ONE

SUBJECT: ENGLISH/READING

GRADE: 3

PERIOD: III

TOPIC: READING & COMPREHENSION

| OUTCOMES | LEARNING OBJECTIVES | CONTENT | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENT |
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| <p>Learners are able to:</p> <p>Analyze text content and share ideas, information and messages with others</p> <p>Discover and discuss narrator's point of view</p> | <p>Upon completion of the topic, learners will:</p> <ol style="list-style-type: none"> 1. Read and analyze journals, articles and other informational texts 2. Demonstrate vocabulary and structural analysis activity 3. Discuss nonfiction text and articles in a small group 4. Describe a narrator's point of view | <p><u>Reading & listening:</u></p> <p>Journals Articles Informational texts Read fictional and nonfictional stories Interpret narrator's point of view(1st, 2nd, and 3rd persons)</p> | <p><u>Inclusive and Differentiated Learning</u></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> • Peer & group reading support • Read aloud nonfiction text for fluency • Discussions and discoveries of text features • Read and retell • Read an activity page using problem and solution • Identify text structure using signal words | <p>Primary Text Grammar and Composition Book 3 Gateway to English for Primary School Book 3 Phonics for Liberian Schools Book 3 Supplementary Readers: • The Magic Pool • Your Flag, My Flag, Our Flag • King Spider • Graphic organizers • Relevant books and visuals • USAID Read Liberia grade 3 reading materials (TIG, SAB, Reader)</p> | <p><u>EXPECTED COMPETENCIES</u></p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p><u>ASSESSMENT STRATEGIES</u></p> <p><u>That can be used to check competencies.</u></p> <p><u>Select relevant options:</u></p> <ul style="list-style-type: none"> • Participation • Group work • Peer work • Demonstration & |

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| | | <ul style="list-style-type: none"> • In a group of four, discuss genre and story elements • Define types of <i>point of view</i> • Discover the author's point of view in a given text • Determine and use adjectives in speech and writings <p>Assignments;</p> <ul style="list-style-type: none"> • Find and bring to class articles and journals of other writers | <p>Suggested EGR Read aloud stories:</p> <ul style="list-style-type: none"> ▪ A Quilt for a Queen ▪ The Hippo Water Roller ▪ Water for Everyone ▪ It Starts With me ▪ A Trip to Grandma's <p>Links:</p> <p>www.independent.org</p> <p>www.monstercrawler.com</p> <p>https://www.quora.com</p> <p>www.education.com</p> <p>www.readwritethink.org</p> <p>www.fredisalearns.com</p> <p>www.proteacher.org/c/168</p> <p>www.teachingenglish.org.uk</p> <p>www.poetryoutloud.org</p> <p>www.grammarly.com</p> <p>www.dictionary.com</p> <p>www.myenglishpages.com</p> <p>www.khanacademy.org</p> <p>www.eslbuzz.com</p> | <p>returned demonstration</p> <ul style="list-style-type: none"> • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER ONE

SUBJECT: ENGLISH/GRAMMAR

GRADE: 3

PERIOD: III

TOPIC: RECOGNIZING ADJECTIVES

| OUTCOMES | LEARNING OBJECTIVES: | CONTENT | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENT |
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| <p>Learners are able to:</p> <p>Use appropriate grammar and diction for clearer speaking and writing</p> <p>Utilize descriptors to improve writing</p> | <p>Upon completion of the topic, learners will:</p> <ol style="list-style-type: none"> 1. Define adjectives 2. Identify and use adjectives 3. Develop descriptive narratives on various topics 4. Participate in oral communication | <p>Writing and Speaking</p> <p>Define Adjectives (colors, numbers, size, shape, taste, odor, sound etc.)</p> <p><u>Adjective suffixes</u> Eg. -ive, -ic, -ial <u>Roots</u></p> <p><u>Eg:</u> graph and photo, auto and tele, ology and bio</p> | <p><u>Inclusive and Differentiated Learning</u></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> ○ Write sentences using adjectives and apply suffixes ○ Develop given topics using descriptive paragraphs ○ Oral presentations of writings | <p>References:</p> <p>Primary Text</p> <p>Grammar and Composition Book 3</p> <p>Gateway to English for Primary School Book 3</p> <p>Phonics for Liberian Schools Book 3</p> <p>Supplementary books:</p> <ul style="list-style-type: none"> • The Empty Water Tank • Extreme Weather in Africa • What Happens when Someone Dies <p>Links:</p> <p>www.tes.com</p> <p>www.google.com</p> | <p>EXPECTED COMPETENCIES</p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p>ASSESSMENT STRATEGIES</p> <p><u>That can be used to check competencies.</u></p> <p><u>Select relevant options:</u></p> <ul style="list-style-type: none"> • Participation • Group work • Peer work • Demonstration & returned demonstration • Assignments |

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| | | | | <p><u>www.youtube.com</u> <u>peoplelikehotdogs.blogspot.com</u> <u>www.dictionary.com</u></p> <ul style="list-style-type: none">• Quiz• Tests• Attendance• Oral presentation• Peer assessment• Role play & responsibility• |
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SEMESTER ONE

GRADE: 3

PERIOD: III

TOPIC: WORD SKILL & VOCABULARY DEVELOPMENT

| OUTCOMES | LEARNING OBJECTIVES | CONTENT | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENT |
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| Learners are able to: Demonstrate improved writing and comprehension skills. | Upon completion of the topics, learners will: Use vocabulary words in sentences/ paragraphs | <u>SPELLING & WRITING</u> <u>Word development</u> Identify and use grade level vocabulary words) Journals: Expand word development | <u>Inclusive and Differentiated Learning</u> Individual seat work or work in small mixed groups according to gender and learning styles <ul style="list-style-type: none"> ▪ Create vocabulary webs for grade level ▪ Write sentences using grade level vocabulary ▪ Pull out unfamiliar words from text, define and use them in sentences ▪ Word meaning matching game ▪ Use words in sentences that depict meaning ▪ Write about a show you watched on television using some root words you learned | <u>Primary Text</u> Grammar and Composition Book 3 Gateway to English for Primary School Book 3 Elementary Language Arts for Liberia-Book 3 Phonics for Liberian Schools Book 3 Supplementary books: <ul style="list-style-type: none"> • The Magic Pool • Under the Bridge • Shapes' • Kind Spider <u>Links:</u> www.write.com/writing www.youtube.com/watch journaltherapy.com | <u>EXPECTED COMPENTENCIES</u> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <u>ASSESSMENT STRATEGIES</u> <u>That can be used to check competencies.</u> <u>Select relevant options</u> <ul style="list-style-type: none"> • Participation • Group work • Peer work • Demonstration & returned demonstration • Assignments |

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| | | | | | <ul style="list-style-type: none">• Quiz• Tests• Attendance• Oral presentation• Peer assessment• Role play & responsibility |
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SEMESTER TWO

GRADE: 3

Period: IV

TOPIC: READING & COMPREHENSION

| OUTCOMES | LEARNING OBJECTIVES: | CONTENT | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENT |
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| Learners are able to: Analyze text content and share ideas, information and messages with others, and make inferences and predictions | Upon completion of the topic, learners will: 1. Read journal articles 2. Identify main idea and supporting details of an article 3. Read nonfiction articles 4. Identify the features of nonfiction 5. Make inferences and predictions from texts | Reading & listening: • Journals • Articles • Main idea in articles and other Informational texts • Nonfiction • Read and analyze persuasive text | <u>Inclusive and Differentiated Learning</u> Individual seat work or work in small mixed groups according to gender and learning styles • Peer & group reading support • Read aloud • Discussions and discoveries of text features • Read a story and identify facts and opinions Assignments; • Find and bring to class articles and journals of other writers (newspapers, | Primary Text Grammar and Composition Book 3 Gateway to English for Primary School Book 3 Phonics for Liberian Schools Book 3 Supplementary Readers: • Waste, Litter, and Pollution • Tuberculosis • Greeting is Easy • Relevant books and visuals • USAID Reading materials- grade 3 reading materials (TIG, SAB, Reader) Suggested EGR Read aloud | <u>EXPECTED COMPETENCIES</u> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <u>ASSESSMENT STRATEGIES</u> <u>That can be used to check competencies.</u> <u>Select relevant options:</u> • Participation • Group work • Peer work • Demonstration & returned demonstration |

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| | | | <p>editorials, articles downloaded from the web,etc).</p> <ul style="list-style-type: none"> • Read diverse texts with understanding • Examine text structure • Identify story elements | <p>stories:</p> <ul style="list-style-type: none"> - A Trip to Grandma's - A Wise Idea - Amelia's Own Briar Patch - Why They Blow Their Tops - Haboob - Tamba's Doughnut - The Nest <p>Links:</p> <p><u>www.education.com</u></p> <p><u>www.readwritethink.org</u></p> <p><u>www.fredisalearns.com</u></p> <p><u>www.proteacher.org/c/168</u></p> <p><u>www.teachingenglish.org.uk</u></p> <p><u>www.poetryoutloud.org</u></p> <p><u>www.grammarly.com</u></p> <p><u>www.dictionary.com</u></p> <p><u>www.myenglishpages.com</u></p> <p><u>www.khanacademy.org</u></p> <p><u>www.eslbuzz.com</u></p> <p><u>www.englishhints.com</u></p> | <ul style="list-style-type: none"> • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER TWO

GRADE: 3

PERIOD: IV

TOPIC: SUBJECT-VERB AGREEMENT

TYPES OF PRONOUNS PHRASES

| OUTCOMES | LEARNING OBJECTIVES | CONTENT | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENT |
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| <p>Learners are able to:</p> <p>Communicate clearly through speech and writing</p> <p>Demonstrate the ability to identify phrases, different types of pronouns, and effectively apply subject-verb agreement.</p> | <p>Upon completion of the topics, learners will:</p> <ol style="list-style-type: none"> Identify Subject-verb agreement Categorize Pronouns Identify prepositional phrases Utilize pronouns, propositional phrases and subject-verb agreement in speech and writing | <p>Listening, Speaking and Writing:</p> <p>Writing sentences using various types of pronouns</p> <p>Identifying phrases in a texts</p> | <p><u>Inclusive and Differentiated Learning</u></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> Work in groups to categorize pronouns Work with partners to write sentences which include phrases Ask learners to share their sentences with the class Develop stories to showcase the use of subject-verb agreement, | <p>Primary Text</p> <p>Grammar and Composition Book 3</p> <p>Gateway to English for Primary School Book 3</p> <p>Supplementary Readers:</p> <p>Phonics for Liberian Schools Book 3</p> <ul style="list-style-type: none"> The Empty Water Tank Under the Bridge Shapes' Your Flag, My Flag, Our Flag <p>Links</p> <p>www.cmsw.mit.edu</p> <p>www.liferichpublishing.com</p> <p>www.education.com</p> | <p><u>EXPECTED COMPENTENCIES:</u></p> <ul style="list-style-type: none"> Effective Communication Creativity & Innovation Skills Research and Problem Solving skills Organizational Ability Digital Skills <p><u>ASSESSMENT STRATEGIES</u></p> <p><u>That can be used to check competencies.</u></p> <p><u>Select relevant options:</u></p> <ul style="list-style-type: none"> Participation Group work Peer work Demonstration & returned demonstration |

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| | | <p>different types of pronouns, as well as phrases</p> <ul style="list-style-type: none"> ○ Independently identify phrases and personal pronouns ○ Write sentences using phrases and personal pronouns | <p>www.readwritethink.org</p> <p>www.fredisalearns.com</p> <p>www.proteacher.org/c/168</p> <p>www.teachingenglish.org.uk</p> <p>www.poetryoutloud.org</p> <p>www.grammarly.com</p> <p>www.dictionary.com</p> <p>www.myenglishpages.com</p> <p>www.khanacademy.org</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p> <p>*http://www.preschooleducation.com/shello.shtml</p> <p>www.theinspiredtreehouse.com</p> <p>www.helpingeverychildtoread.com/index.php/causes-of.../whole-word-method</p> <p>www.ot-mom-learningactivities.com</p> | <ul style="list-style-type: none"> ● Assignments ● Quiz ● Tests ● Attendance ● Oral presentation ● Peer assessment ● Role play & responsibility |
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SEMESTER TWO

GRADE: 3

PERIOD: IV

TOPICS:

- A. USING SYNONYMS AND ANTONYMS**
- B. UNDERSTANDING COMPOUND WORDS**

| OUTCOMES | LEARNING OBJECTIVES | CONTENT | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENT |
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| <p>Learners are able to:</p> <p>Improve writing and speaking skill for effective communication</p> <p>Demonstrate the ability to differentiate synonyms, antonyms, compound words and compound nouns</p> | <p>Upon completion of the topics, learners will</p> <p>1. Identify synonyms 2. Identify antonyms 3. Recognize compound nouns Formulate compound nouns</p> | <p><u>Spelling & Writing</u> <u>Similarity and Differences</u></p> <p>Learners will differentiate synonyms from antonyms</p> <p>Recognize and formulate compound nouns</p> | <p>Inclusive and Differentiated Learning</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> • Define Synonyms and Antonyms • Work in small groups and write synonyms and antonyms for given words (sweet, big, tall, dangerous) • Work in pairs to discover objects whose names are compound nouns(blackboard, book bag, palaver hut bedroom, classroom) | <p><u>Primary Text</u></p> <p>Grammar and Composition Book 3</p> <p>Gateway to English for Primary School Book 3</p> <p>Phonics for Liberian Schools Book 3</p> <p>Supplementary Readers:</p> <ul style="list-style-type: none"> • King Spider • Greeting is Easy • What Happens When Someone Dies <p>Links:</p> <p>www.write.com/writing</p> <p>www.youtube.com/watch</p> <p>www.journaltherapy.com</p> | <p>EXPECTED COMPENTENCIES</p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p>ASSESSMENT STRATEGIES</p> <p>That can be used to check competencies. Select relevant options:</p> <ul style="list-style-type: none"> • Participation • Group work • Peer work • Demonstration & returned demonstration |

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| | | <ul style="list-style-type: none"> • Practice writing sentences using vocabulary depicting correct word meaning • Solve spelling puzzles • Participate in class contests and level spelling | www.education.com www.readwritethink.org www.fredisalearns.com www.proteacher.org/c/168 www.teachingenglish.org.uk www.poetryoutloud.org www.grammarly.com www.dictionary.com www.myenglishpages.com www.khanacademy.org www.eslbuzz.com www.englishhints.com www.languagelearningbase.com www.preschooleducation.com/shello.shtml www.theinspiredtreehouse.com www.helpingeverychildtoread.com/index.php/causes-of.../whole-word-method www.ot-mom-learning-activities.com | <ul style="list-style-type: none"> • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER TWO

GRADE: 3

PERIOD: V

TOPIC: READING AND COMPREHENSION

| OUTCOMES | LEARNING OBJECTIVES | CONTENT | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENT |
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| <p>Learners are able to:</p> <p>Analyze text, share ideas, information and messages with others</p> <p>Fluently read grade-level texts for comprehension</p> <p>Read for pleasure and build vocabulary skills</p> | <p>Upon completion of the topic, learners will</p> <ol style="list-style-type: none"> 1. Read words associated with various subjects (Mathematics, Geography, Science, Civics, Economics, and Social Studies) 2. Discover and define new words 3. Identify story elements 4. Read fluently for comprehension 5. Read poems for enjoyment | <p>Reading, listening and writing:</p> <p>stories/books in different subject areas</p> <ul style="list-style-type: none"> • Stories/poems for enjoyment • Short stories and elements(characters, conflict, events and climax) • Poems | <p><u>Inclusive and Differentiated Learning</u></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> • Peer & group reading support • Read aloud • Discussions and discoveries of story elements • Partners read, retell and answer comprehension questions(story interview) • Individual oral reading fluency drills | <p><u>Primary Text</u></p> <p>Grammar and Composition Book 3</p> <p>Gateway to English for Primary School Book 3</p> <p>Phonics for Liberian Schools Book 3</p> <p>Supplementary Readers:</p> <ul style="list-style-type: none"> • Waste, Litter, and Pollution • The Empty Water Tank • The Magic Pool <p>Relevant books and visuals</p> <p>Suggested stories:</p> <ul style="list-style-type: none"> - Smallest of the Small - The Quiet Kingdom - The Talking Goat - Journey to Musadu - 22-years old Invents | <p><u>EXPECTED COMPETENCIES</u></p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p><u>ASSESSMENT STRATEGIES</u></p> <p><u>That can be used to check competencies.</u></p> <p><u>Select relevant options</u></p> <ul style="list-style-type: none"> • Participation • Group work • Peer work • Demonstration & |

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| | | <ul style="list-style-type: none"> • Vocabulary development: create word webs for new words(definition, synonyms, antonyms and usage) <p>Assignments;</p> <ul style="list-style-type: none"> • Find and bring to class your favorite poems, short stories etc (search the internet for samples) • Read diverse texts fluently, formulate questions and derive answers from the text • Read and map stories (title, author, setting, characters, conflict, major events, resolution and theme) | <p>Special Fridge</p> <ul style="list-style-type: none"> - The Cassava Party - Insects and Spiders - The Big Old Yellow Bus <p>Links:</p> <p>www.write.com/writing</p> <p>www.youtube.com/watch</p> <p>www.journaltherapy.com</p> <p>www.education.com</p> <p>www.readwritethink.org</p> <p>www.fredisalearns.com</p> <p>www.proteacher.org/c/168</p> <p>www.teachingenglish.org.uk</p> <p>www.poetryoutloud.org</p> <p>www.grammarly.com</p> <p>www.dictionary.com</p> | <p>returned demonstration</p> <ul style="list-style-type: none"> • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER TWO

GRADE: 3

PERIOD: V

TOPIC: LETTER WRITING

| OUTCOMES | LEARNING OBJECTIVES | CONTENT | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENT |
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| <p>Learners are able to:</p> <p>Demonstrate improved writing skills by utilizing subject and verbs correctly</p> | <p>Upon completion of the topics, learners will:</p> <ol style="list-style-type: none"> Utilize different parts of speech Use subject/verb correctly Compare adjectives in the comparative ad superlative degrees | <p>Different parts of speech</p> <p>Subject/verb agreement</p> <p>Use of adjectives in comparative and superlative degrees</p> <p>Letter writing format (friendly)</p> | <p><u>Inclusive and Differentiated Learning</u></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> Learners write friendly letters using different parts of speech and applying appropriate subject/verb agreement Learners practice writing adjectives in degrees(short, shorter, shortest) Group learners to create a list of ten adjectives and form the degrees. | <p><u>Primary Text</u></p> <p>Grammar and Composition Book 3</p> <p>Gateway to English for Primary School Book 3</p> <p>Phonics for Liberian Schools Book 3</p> <p>Supplementary Readers:</p> <ul style="list-style-type: none"> Under the Bridge Tuberculosis Greeting is Easy Extreme Weather in Africa <p>USAID Read Liberia grade 3 materials (TIG, SAB, Reader)</p> <p><u>Links:</u></p> <p>www.write.com/writing</p> <p>https://www.youtube.com/watch</p> <p>https://journaltherapy.com</p> | <p><u>EXPECTED COMPENTENCIES</u></p> <ul style="list-style-type: none"> Effective Communication Creativity & Innovation Skills Research and Problem Solving skills Organizational Ability Digital Skills <p><u>ASSESSMENT STRATEGIES</u></p> <p><u>That can be used to check competencies.</u></p> <p><u>Select relevant options:</u></p> <ul style="list-style-type: none"> Participation Group work Peer work Demonstration & |

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| | | | <ul style="list-style-type: none"> ▪ Group presentations of work <p><u>www.education.com</u> Offline Games Activities › Word Recognition</p> <p><u>www.readwritethink.org</u> › Classroom Resources › Relevant objects, pictures, short stories, picture story books, puzzles, audio recordings of non-fiction stories</p> | <p>returned demonstration</p> <ul style="list-style-type: none"> • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER TWO

GRADE: 3

PERIOD: V

TOPICS: WORD SKILL & VOCABULARY DEVELOPMENT

| OUTCOMES | LEARNING OBJECTIVES | CONTENT | ACTIVITIES | MATERIALS/ RESOURCES | EVALUATIONS/ COMPETENCIES |
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| <p>Learners are able to: Demonstrate good writing skills</p> | <p>Upon completion of the topics, learners will:</p> <ol style="list-style-type: none"> 1. Spell high frequency and subject related words 2. Demonstrate understanding of vocabulary | <p><u>Spelling & Writing</u></p> <p>Words: action, broken, expel, disagree, manuscript, signal, excel, nonliving, rectangle, revise, triangle, measure, length, distance,</p> <p>Descriptive and Narrative writing(using created adjectival words)</p> <p>Word maps of high frequency words</p> | <p><u>Inclusive and Differentiated Learning</u></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> • Introduce spelling words • Learners work in pair to define and practice spelling words • Write a story about school(likes and dislikes) • Word identification game (card, computer) • Word meaning matching game (I have, who has) • Take a trial spelling test • Reteach | <p><u>Primary Text</u></p> <p>Grammar and Composition Book 3</p> <p>Gateway to English for Primary School Book 3</p> <p>Phonics for Liberian Schools Book 3</p> <ul style="list-style-type: none"> ▪ USAID EGR grade 3 materials ▪ Learners work-book ▪ Manual & electronic scrabble board games for juniors <p><u>Links:</u></p> <p>www.readingrockets.org</p> <p>www.education.com</p> <p>www.readwritethink.org</p> <p>www.fredisalearns.com</p> | <p>Expected Competencies:</p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p>Tools for evaluation:</p> <ul style="list-style-type: none"> • Participation • Group work • Peer work • Demonstration & returned demonstration • Assignments |

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| | | <ul style="list-style-type: none"> • Whole word spelling method • Practice writing sentences using words learned | www.proteacher.org/c/168 www.teachingenglish.org.uk www.poetryoutloud.org www.grammarly.com www.dictionary.com www.myenglishpages.com www.khanacademy.org www.eslbuzz.com www.englishhints.com www.languagelearningbase.com http://www.preschooleducation.com/shello.shtml www.theinspiredtreehouse.com www.helpingeverychildtoread.com/index.php/causes-of.../whole-word-method www.ot-mom-learning-activities.com | <ul style="list-style-type: none"> • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER TWO

GRADE: 3

PERIOD: VI

TOPIC: READING AND COMPREHENSION

| OUTCOMES | LEARNING OBJECTIVES | CONTENT | ACTIVITIES | MATERIALS/ RESOURCES | EVALUATIONS/ COMPETENCIES |
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| <p>Learners are able to:</p> <p>Demonstrate pronunciation of words that contain relatively complex patterns correctly and clearly.</p> <p>Discuss features of folktale.</p> <p>Analyze text with emphasis on cause and effect.</p> <p>Read narrative poems and identify the figurative language</p> | <p>Upon completion of the topics, learners will:</p> <ol style="list-style-type: none"> 1. Pronounce/read words containing varied word patterns 2. Identify cause and effect relationship 3. Compare and contrast nonfiction text 4. Read a text for fluency 5. Identify and understand figurative language in narrative poetry 6. Identify features of a folktale | <p>Reading & listening:</p> <p>Word pronunciation</p> <p>Cause and effect relationship in a text</p> <p>Poetry:</p> <p>Grade level poems and figurative language</p> <p>Varied subject texts for fluency</p> <p>Story reading</p> <p>comprehension</p> | <p>Inclusive and Differentiated Learning</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> • Word card games to find words with similar word patterns • read and reread texts to find words that fit a pattern and sort them • story read aloud and silent reading • read folktale (oral traditions)and discuss characteristics(characters, plot, setting, theme, events, style, tone and point of view) • identify and discuss figurative | <p>Primary Text</p> <p>Grammar and Composition Book 3</p> <p>Gateway to English for Primary School Book 3</p> <p>Phonics for Liberian Schools Book 3</p> <p>Supplementary Text</p> <ul style="list-style-type: none"> • The Empty Water Tank • Under the Bridge • King Spider <ul style="list-style-type: none"> ▪ USAID Read Liberia grade three materials (TIG, SAB, Reader) ▪ Word charts, flash cards (student made letter, word cards) ▪ Relevant objects, | <p>EXPECTED COMPETENCIES</p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p>ASSESSMENT STRATEGIES</p> <p>That can be used to check competencies.</p> <p>Select relevant options:</p> <ul style="list-style-type: none"> • Participation • Group work • Peer work • Demonstration & |

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| | | | <p>language(simile, metaphor, personification, hyperbole, onomatopoeia, symbolism)</p> <ul style="list-style-type: none"> identify text details that support main idea of a text read story and establish cause and effect relationship(cause-what makes something happen- and effect is the thing that happens) Clue words: (as a result, because, due to, so, therefore, the reason that/the reason for) peer support reading(think-paired-share) | <p>pictures, short stories, picture story books, Computer word games, puzzles, audio recordings of non-fiction stories</p> <p>Story titles:</p> <ul style="list-style-type: none"> <i>Parks to Protect the Planet</i> <i>New Shoes for Korpo</i> <i>Spot's Surprise</i> <i>Zainab and the Pencil</i> <i>Sando Finds a New Pet</i> <i>The Dancing Tree</i> <p>Links:</p> <p>www.education.com</p> <p>www.tesol.org</p> <p>www.learnzillion.com</p> <p>www.verywellfamily.com</p> <p>www.homeofbob.com</p> <p>www.dictionary .com</p> | <p>returned demonstration</p> <ul style="list-style-type: none"> Assignments Quiz Tests Attendance Oral presentation Peer assessment Role play & responsibility |
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SEMESTER TWO

GRADE: 3

PERIOD: VI

TOPIC: LANGUAGE DEVELOPMENT

| OUTCOMES | LEARNING OBJECTIVES | CONTENT | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENT |
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| <p>Learners are able to:</p> <p>Define, identify and form contractions</p> <p>Distinguish and use conjunctions</p> <p>Brainstorm and develop BCRs about various topics</p> | <p>Upon completion of the topics, learners will:</p> <ol style="list-style-type: none"> Identify and form contractions Use conjunctions Develop Brief Constructive Responses (BCR) | <p>A. <u>Listening, Writing and Speaking</u></p> <p>Definition and use of contractions and conjunctions</p> <p>Contractions: I + am=I'm do + not = don't</p> <p>Conjunctions: but, and, or, therefore, however, because, for</p> | <p>Inclusive and Differentiated Learning</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> Define and formulate list of contractions Partner game Combine simple sentences using conjunctions e.g. Kemah lives here. She works in Monrovia. (Kemah lives here, but works in Monrovia.) Learners generate simple | <p>Primary Text</p> <p>Grammar and Composition Book 3</p> <p>Gateway to English for Primary School Book 3</p> <p>Phonics for Liberian Schools Book 3</p> <p>Supplementary Text</p> <ul style="list-style-type: none"> Greeting is Easy Shapes Extreme Weather in Africa The Magic Pool USAID Read Liberia grade three materials (TIG, SAB, Reader) <p>Links:</p> <p>www.education.com</p> | <p>EXPECTED COMPETENCIES</p> <ul style="list-style-type: none"> Effective Communication Creativity & Innovation Skills Research and Problem Solving skills Organizational Ability Digital Skills <p>ASSESSMENT STRATEGIES</p> <p><u>That can be used to check competencies.</u></p> <p><u>Select relevant options:</u></p> <ul style="list-style-type: none"> Participation Group work Peer work |

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| | | <p>sentences to be combined</p> <ul style="list-style-type: none"> • Learners provide topics of interest to develop BCRs | <p>www.readwritethink.org</p> <p>www.grammaryourdictionary.com</p> <p>www.partsofspeech.org</p> <p>www.dictionary.com</p> | <ul style="list-style-type: none"> • Demonstration & returned demonstration • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER TWO

GRADE: 3

PERIOD: VI

TOPICS:

A. ORIGIN OF WORDS

B. WORD SKILL & VOCABULARY DEVELOPMENT

| OUTCOMES | LEARNING OBJECTIVES | CONTENT | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENT |
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| <p>Learners are able to:</p> <p>Identify word origin</p> <p>Define and spell words in different subject areas.</p> <p>Use context clues to aid vocabulary comprehension.</p> | <p>Upon completion of the topics, learners will:</p> <ol style="list-style-type: none"> Identify the origin of words. Define and spell subject related words. Demonstrate understanding of vocabulary and related subject words in context | <p>Origin of Words</p> <p>Definition of spelling words and subject related words</p> <p>Context clues to promote comprehension of word meaning</p> <p>Review vocabulary</p> <p>action, broken, expel, disagree, manuscript, signal, excel, nonliving, rectangle, revise, triangle, measure, length, distance</p> | <p>Inclusive and Differentiated Learning</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> Research word origin Word meaning matching game Spelling drills Play junior scrabble games (<i>manual/electronic</i>) Whole word spelling method Formulation of | <p>Primary Text</p> <p>Grammar and Composition Book 3</p> <p>Gateway to English for Primary School Book 3</p> <p>Phonics for Liberian Schools Book 3</p> <p>Secondary Text:</p> <ul style="list-style-type: none"> What Happens When Someone Dies Your Flag, My Flag, Our Flag Waste, Litter, and Pollution USAID Read Liberia grade three materials (TIG, SAB, Reader) | <p>EXPECTED COMPETENCIES</p> <ul style="list-style-type: none"> Effective Communication Creativity & Innovation Skills Research and Problem Solving skills Organizational Ability Digital Skills <p>ASSESSMENT STRATEGIES</p> <p>That can be used to check competencies.</p> <p>Select relevant options:</p> <ul style="list-style-type: none"> Participation Group work Peer work |

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| | | <p>new words (signal=sign, sin, in, lag, nail, ail)</p> <ul style="list-style-type: none"> • Read grade level books in other subject areas (Science, Social Studies, etc) | <p>Links:</p> <p>www.education.com</p> <p>www.learnzillion.com</p> <p>www.education.com</p> <p>www.readwritethink.org</p> <p>www.fredisalearns.com</p> <p>www.proteacher.org/c/168</p> <p>www.teachingenglish.org.uk</p> <p>www.poetryoutloud.org</p> <p>www.grammarly.com</p> <p>www.dictionary.com</p> <p>www.myenglishpages.com</p> <p>www.khanacademy.org</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p> | <ul style="list-style-type: none"> • Demonstration & returned demonstration • Assignments • Quiz • Tests • Attendance • Oral presentation • Peer assessment • Role play & responsibility |
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SEMESTER ONE

GRADE: 4

PERIOD: I

TOPICS:

- A. KINDS AND TYPES OF SENTENCES**
- B. KINDS OF ADJECTIVES**
- C. CONNECTING WORDS, PHRASES AND SENTENCES**
- D. SHORT AND LONG VOWEL SOUNDS**

| OUTCOMES | LEARNING OBJECTIVES: | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENT |
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| <p>Learners are able to: Develop skills in using sentences, Punctuations, kinds of adjectives, conjunctions, definite and indefinite articles and short and long vowel sounds</p> | <p>upon completion of the topic, learners will:</p> <ol style="list-style-type: none"> 1. Demonstrate command of formal English through speech and writing 2. Demonstrate the use of short and long vowel sounds | <p>Kinds and Types of sentences</p> <p>Punctuations</p> <p>Adjectives (indefinite (few, many, some), demonstrative (this, that, those and these), interrogative(which, what, whose) and quantitative(numbers, many, half, a lot))</p> <p>Possessive adjectives(my, mine, his, hers, theirs, ours, yours, its)</p> <p>Connecting words, phrases and sentences (conjunctions: and, but, or)</p> | <p>Inclusive and Differentiated Learning</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <p>Solicit different kinds and types of sentences from learners. Eg:</p> <p>Declarative (statement):</p> <ul style="list-style-type: none"> • Massa is pretty. <p>Interrogative(question):</p> <ul style="list-style-type: none"> • Is it raining? <p>Imperative(command):</p> <ul style="list-style-type: none"> • Close the door. <p>Exclamatory (strong feeling):</p> <p>What a scene!</p> <p>Types of Sentences:</p> | <p>Primary Text</p> <p>Grammar and Composition Book 4</p> <p>Gateway to English for Primary School Book 4</p> <p>Phonics for Liberian Schools Book 4</p> <p>Secondary Text:</p> <ul style="list-style-type: none"> ▪ USAID Read Liberia grade three materials (TIG, SAB, Reader) <p>Links:</p> <p>www.education.com</p> <p>www.learnzillion.com</p> <p>Textbook: Effective ENGLISH for Junior</p> | <p>EXPECTED COMPENTENCIES</p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills. <p>ASSESSMENT STRATEGIES</p> <p>That can be used to check competencies.</p> <p>Select relevant options:</p> <ul style="list-style-type: none"> • Participation, demonstration, |

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| | | <p>Short and long vowel sounds</p> <p>Definite and indefinite articles (the, a, an)</p> | <p>Simple sentence:</p> <ul style="list-style-type: none"> I love to go to school. <p>Compound sentence:</p> <ul style="list-style-type: none"> I love to go to school and learn different subjects. <p>Group learners to formulate simple and compound sentences with the appropriate punctuations.</p> <p>Use the following words as indefinite adjectives in sentences</p> <ul style="list-style-type: none"> few many some <p>Use the following adjectives to formulate various kinds and types of sentences:</p> <ul style="list-style-type: none"> Demonstrative Interrogative Quantitative Possessive <p>Short and Long vowel sounds</p> <p>Learners identify words that do not have a short vowel sound:</p> <ol style="list-style-type: none"> beat cap sin set ape apple | <p>Secondary Schools (Evans Brothers)</p> <p>Flash cards</p> <p>Poster sheets</p> | <p>assignments, quiz, tests</p> <ul style="list-style-type: none"> Individual work, home work Class work |
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| | | <p>Short vowel sounds:</p> <p>Write one word for each short vowel:</p> <ol style="list-style-type: none">1. a _____2. e _____3. i _____4. o _____5. u _____ <p>Long vowel sounds:</p> <p>Circle the word with long vowel:</p> <ol style="list-style-type: none">1. son ice bat2. gate ant up3. on pot no <p>Practice words with long vowel sounds.</p> <p>Matching game:</p> <p>Match correct articles to words or sentences:</p> <p>Eg: banana = a banana</p> <p>apple = an apple</p> <p>Ministry of Education = The Ministry of Education</p> | | |
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SEMESTER ONE

SUBJECT: ENGLISH AND SPELLING

GRADE: 4

PERIOD: II

TOPIC:

A. SIMPLE TENSES: PRESENT, PAST AND FUTURE

B. CONTRACTIONS

C. CONSONANT SOUNDS, CONSONANT BLENDS

| OUTCOMES | LEARNING OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENT |
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| <p>Learners are able to:</p> <p>Distinguish and uses tenses, form contractions and identify and pronounce consonant blends</p> | <p>upon completion of the topic learners will:</p> <ol style="list-style-type: none"> 1. Distinguish and use verb tenses for regular and irregular verbs correctly 2. Form contractions, spell and pronounce them correctly 3. Identify and pronounce consonant blends | <p>Verb tenses</p> <p>Present, past and future eg:</p> <p>Present tense- talk (action taking place)</p> <p>Past tense-talked (action already took place)</p> <p>Future tense-Will talk (action takes place in the future)</p> <p>Contractions</p> <p>Was +not = wasn't</p> <p>They + have = they've</p> | <p>Inclusive and Differentiated Learning:</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ol style="list-style-type: none"> 1. Formulate tenses for the given verbs (regular and irregular) and use them correctly in sentences: <ol style="list-style-type: none"> a. Jump b. Shout c. Write d. Choose 2. Create a chart of regular and irregular verbs and formulate the tenses 3. Develop a journal entry on " A Day at School" utilizing at least ten (10) different verb tenses | <p>Primary Text</p> <p>Grammar and Composition Book 4</p> <p>Gateway to English for Primary School Book 4</p> <p>Phonics for Liberian Schools Book 4</p> <p>Textbooks:</p> <p>NEW ELEMENTARY ENGLISH for Liberia Grade 4 (PEARSON)</p> <p>Word charts, flash cards (learners made letter, word cards)</p> <p>Links:</p> <p>www.education.com</p> | <p>EXPECTED COMPETENCIES</p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p>ASSESSMENT STRATEGIES</p> <p><u>That can be used to check competencies.</u></p> <p><u>Select relevant options:</u></p> <ul style="list-style-type: none"> • Oral questions • Assignments |

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| | | <p>Consonant Blends</p> <p>Eg:</p> <p>sl – slap</p> <p>tr- trap</p> <p>ch-church</p> | <p>4. Form contractions from the words given:</p> <ol style="list-style-type: none"> He + will = She + had = Would + not = She + would = They + will = <p>5. Group practice creating contractions from words generated by them</p> <p>6. Use flash cards with consonants and learners create words</p> <p>Eg.</p> <ol style="list-style-type: none"> gr – great, greed, grade, groom, grow, green bl – blend, blue, blow, black, blade, bloat, bleed, blur, blink | <p>www.learnzillion.com</p> | <ul style="list-style-type: none"> Quiz Group presentation |
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SEMESTER ONE

SUBJECT: ENGLISH AND SPELLING

GRADE: 4

PERIOD: III

TOPIC: READING COMPREHENSION & WRITING

| OUTCOMES | LEARNING OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENT |
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| <p>Learners are able to: Explicitly explain what a text states, draw inferences and identify story elements.</p> <p>Demonstrate clear and coherent writing in which the appropriate subject-verb and pronoun- antecedent agreement are utilized.</p> <p>Recognize the types of paragraphs in any composition</p> <p>Develop vocabulary</p> <p>Skills using homonyms</p> | <p>upon completion of the topic learners will</p> <ol style="list-style-type: none"> 1. Explain what a text explicitly states 2. Draw inferences from a text 3. Identify the story elements 4. Demonstrate the appropriate use of subject-verb and pronoun- antecedent agreement | <p>Types of Text:</p> <p>Descriptive</p> <p>Expository</p> <p>Persuasive</p> <p>Informative</p> <p>Story elements:</p> <p>Plot</p> <p>Characters</p> <p>Conflict</p> <p>Setting</p> <p>Climax</p> <p>Resolution</p> <p>Theme</p> | <p>Inclusive and Differentiated Learning:</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ol style="list-style-type: none"> 1. Learners recognize different types of texts <ul style="list-style-type: none"> • Purpose (purpose for which a text is written determines which type it is). Eg. <ol style="list-style-type: none"> a. School information sheet = informative text b. An advertisement to purchase something = persuasive text c. A text that describes an event (football match, short story, | <p>Primary Text</p> <p>Grammar and Composition Book 4</p> <p>Gateway to English for Primary School Book 4</p> <p>Phonics for Liberian Schools Book 4</p> <p>NEW ELEMENTARY ENGLISH for Liberia Grade 4 (PEARSON)</p> <p>Links:</p> <p>www.education.com</p> <p>www.learnzillion.com</p> <p>www.study.com</p> | <p>EXPECTED COMPETENCIES</p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p>ASSESSMENT STRATEGIES</p> <p><u>That can be used to check competencies.</u></p> <p><u>Select relevant options</u></p> <ul style="list-style-type: none"> • Participation, demonstration, assignments, quiz, |

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| | | <p>Subject-verb agreement</p> <p>Pronoun and antecedent</p> | <p>journal writing, report) = descriptive text</p> <p>d. True deliberate fact-based with the purpose of exposing the truth through reliable source = expository text</p> <p>2. Learners gather a number of articles from various sources Eg. Newspapers, magazines, story books, web downloads etc. to:</p> <p>a. Analyze what the text says explicitly</p> <p>b. Make inferences</p> <p>3. Read grade level short stories to determine story elements.</p> <p>4. Develop paragraphs utilizing appropriate subject-verb and pronoun-antecedent agreement.</p> | | <ul style="list-style-type: none"> • Tests, individual work, home work • Class work, discussion |
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SEMESTER TWO

SUBJECT: ENGLISH AND SPELLING

GRADE: 4

PERIOD: IV

TOPICS: VOCABULARY & SPELLING

| OUTCOMES | LEARNING OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENT |
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| <p>Learners are able to: Form and create passages with new words by combining prefixes and suffixes to root words, define and use vocabulary in speech writing and demonstrate knowledge of the meaning of prefixes and suffixes.</p> | <p>upon completion of the topic learners will:</p> <ol style="list-style-type: none"> 1. Form new words by combining prefixes and or suffixes to root words 2. Define and use vocabulary in speech and writing 3. Demonstrate knowledge of the meaning of prefixes and suffixes 4. Create passages with new words | <p>Prefixes, root words and suffixes Eg.</p> <p>Prefixes:</p> <ol style="list-style-type: none"> a. dis (means not , or the opposite of) b. non (means not) c. super (means above) <p>Root words:</p> <ol style="list-style-type: none"> a. agree b. toxic c. market <p>Suffixes:</p> <ol style="list-style-type: none"> a. ment b. ity c. able <p>Vocabulary:</p> <ol style="list-style-type: none"> a. disagree b. nontoxic | <p>Inclusive and Differentiated Learning:</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <p>Learners demonstrate the knowledge of the combination of prefixes and suffixes to root words</p> <p>Provide the meaning of the given word, add prefixes un-, en- or ex- to the word then provide the meaning of the new word:</p> <ol style="list-style-type: none"> a. do meaning: prefix + word = new word Meaning of new word. Eg. do = to accomplish Un + do = undo | <p>Primary Text</p> <p>Grammar and Composition Book 4</p> <p>Gateway to English for Primary School Book 4</p> <p>Phonics for Liberian Schools Book 4</p> <p>NEW ELEMENTARY ENGLISH for Liberia</p> <p>Grade 4 (PEARSON)</p> <p>Links:</p> <p>www.education.com</p> <p>www.learnzillion.com</p> <p>www.study.com</p> <p>www.teach-nology.com</p> | <p>EXPECTED COMPETENCIES</p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p>ASSESSMENT STRATEGIES</p> <p>That can be used to check competencies.</p> <p>Select relevant options:</p> <ul style="list-style-type: none"> • Participation, demonstration, assignments, quiz, tests, individual |

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| | | <p>c. supermarket d. agreement e. toxicity f. marketable</p> <p>Meaning:</p> <p>a. dis (means not , or the opposite of) b. non (means not) c. super (means above) d. ment (means state of being) e. ity (means condition or quality of being) f. able (means something that can be done)</p> <p>Incorporating new words</p> | <p>Undo = not to accomplish Write a single word bi-, tri- or quad-, to complete each sentence. Eg.</p> <p>1. The ____plets were called Massa, Tekay and Tetee. (three children born at the same time to the same mother) Answer: triplets</p> <p>• Utilize new vocabulary to write on a topic. Learners generate topics of interest</p> | <p>work, home work</p> <ul style="list-style-type: none"> • Class work, discussion |
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SEMESTER TWO

SUBJECT: ENGLISH GRAMMAR

GRADE: 4

PERIOD: V

TOPIC: READING, WRITING & SPEAKING

| OUTCOMES | LEARNING OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENT |
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| <p>Learners are able to: Read, write and speak correctly as well as develop autobiographies and biographies.</p> | <p>upon completion of the topic learners will:</p> <ol style="list-style-type: none"> 1. Read and comprehend a variety of texts. 2. Improve speaking skill 3. Develop autobiographies and biographies | <p>Reading, Writing and speaking:</p> <ol style="list-style-type: none"> a. Reading variety of texts b. Writing autobiographies and biographies c. Individual and group presentations | <p>Inclusive and Differentiated Learning:</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <p>Make it better:</p> <ol style="list-style-type: none"> 1. Read through what you have written 2. Make sure your introduction get the reader's attention 3. Let your paragraphs support the topic sentence and interesting information 4. Use different kinds and types of sentences and proper punctuations. 5. Edit before submitting work | <p>Textbook:</p> <p>Primary Text</p> <p>Grammar and Composition Book 4 Gateway to English for Primary School Book 4 Phonics for Liberian Schools Book 4 NEW elementary ENGLISH for Liberia Grade 4 (PEARSON)</p> <p>Links:</p> <p>www.education.com www.learnzillion.com www.study.com www.teachnology.com</p> | <p>EXPECTED COMPENTENCIES</p> <ul style="list-style-type: none"> • Effective communication skill • Digital skill • Research & problem solving skills • Analytical skill • Creativity & Innovation skills • Organizational ability <p>ASSESSMENT STRATEGIES That can be used to check competencies. Select relevant options:</p> <ul style="list-style-type: none"> • Participation, demonstration, assignments, quiz, tests, |

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| | | <p>Discuss with learners steps in improving speaking skills.</p> <ol style="list-style-type: none"> 1. Reading out aloud 2. Use different tones of voice as you read 3. Read at different speed 4. Observe where to stop or pause to make the presentation more exciting 5. Look up at your audience every now and then <p>Biographies:</p> <p>Learners generate a list of prominent Liberians past or present. Teacher assigns a person to each learner to research and write a biography.</p> <p>Autobiography:</p> <p>Learners write about themselves and present to class.</p> | | <p>individual work, home work</p> <ul style="list-style-type: none"> • Class work, discussion |
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SEMESTER TWO

SUBJECT: ENGLISH GRAMMAR

GRADE: 4

PERIOD: VI

TOPICS:

- A. CONSONANT DIGRAPH/VOWEL DIPHTHONGS, EG. OY, OI, EW, ETC.
- B. PREPOSITIONS AND CONJUNCTIONS
- C. SYNONYMS, ANTONYMS AND HOMONYMS

| OUTCOMES | LEARNING OBJECTIVES: | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | EVALUATION/ COMPETENCIES |
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| <p>Learners are able to: Develop knowledge in the use of consonant digraph, vowel diphthongs, propositions and conjunctions as well as distinguish synonyms from antonyms and homonyms.</p> | <p>upon completion of the topic learners will:</p> <ol style="list-style-type: none"> 1. Identify consonant digraph and formulate words with vowel diphthongs 2. Apply propositions and conjunctions to connect sentences 3. Distinguish synonyms from antonyms and homonyms | <p>CONSONANT DIGRAPH/VOWEL DIPHTHONGS:</p> <p>Consonant digraph: Eg. a. Sl = sleep b. Str = street</p> <p>Vowel diphthongs: Eg. a. Oy = toy b. Oi = oil</p> <p>Propositions & Conjunctions</p> <p>Prepositions: a. To</p> | <p>Inclusive and Differentiated Learning: Individual seat work or work in small mixed groups according to gender and learning styles</p> <p>Learners demonstrate the knowledge of the use of consonant digraph and vowel diphthongs</p> <p>Form a complete word by adding the missing letters</p> <p>consonant digraph:</p> <p>a. bl ----- b. gr -----</p> <p>Vowel diphthongs:</p> | <p>Primary Text Grammar and Composition Book 4 Gateway to English for Primary School Book 4 Phonics for Liberian Schools Book 4 NEW elementary ENGLISH for Liberia Grade 4 (PEARSON)</p> <p>Links: www.education.com www.learnzillion.com www.study.com www.teach-nology.com</p> | <p>Competencies:</p> <ul style="list-style-type: none"> • Effective communication skill • Digital skill • Research & problem solving skills • Analytical & Innovation skills <p>Tools for evaluation: participation, demonstration, assignments, quiz, tests</p> <ul style="list-style-type: none"> • individual work, home work • class work/group work |

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| | <p>b. For c. When d. Where</p> <p>Propositional phrases: Eg.</p> <p>a. To fight a man b. For the sake of his love c. When the time comes d. Where to begin the story</p> <p>Conjunctions:</p> <p>a. And b. But c. Meanwhile d. therefore</p> <p>Synonyms, antonyms and homonyms</p> <p>Synonyms:</p> <p>a. big --- large b. small --- little</p> <p>Antonyms:</p> <p>a. hate – love b. sick – well</p> <p>Homonyms:</p> | <p>a. ey ----- b. uy-----</p> <p>Learners define antonyms, homonyms and synonyms and provide examples.</p> <p>Provide a list of words and let generate the correct antonyms, homonyms and /or synonyms.</p> <p>Ask learners to state if the following words are antonyms, homonyms or synonyms.</p> <p>a. up – down b. smell – smear c. old --- young</p> <p>Preposition game:</p> <p>Learners look around the classroom and state where objects are located.</p> <p>Eg.</p> <p>Text books = <u>under</u> the chair <u>on</u> the desk.</p> | <p>www.gingersoftware.com</p> | |
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| | | <p>a. order – other b. meat – meet</p> | <p><u>beneath</u> the desk</p> <p>Learners in groups identify prepositional phrases from texts and discuss in class.</p> <p>Learners define conjunction and give examples.</p> <p>Play a conjunction video from Youtube (www.youtube.com) to foster learner's comprehension of conjunctions.</p> <p>Learners research various conjunctions and incorporate them in sentences.</p> | | |
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SEMESTER ONE

SUBJECT: ENGLISH GRAMMAR

GRADE: 5

PERIOD: L

TOPICS:

- A. STUDY OF PREPOSITIONAL WORDS**
- B. USAGE OF CONJUNCTIONS**
- C. VOWEL AND CONSONANT BLENDS**

| OUTCOMES | LEARNING OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/AS SESSMENT |
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| <p>Learners are able to:</p> <p>Distinguish and use prepositions correctly, combine two or more sentences using conjunctions, as well as identify vowel and consonant sounds</p> <p>Develop skills to pronounce initial blends correctly in advanced</p> | <p>: upon completion of the topics, learners will:</p> <ol style="list-style-type: none"> 1. Distinguish and use prepositions correctly 2. Utilize conjunctions to combine two or more sentences 3. Identify vowel and consonant sounds 4. Pronounce initial consonant blend | <p>Define preposition</p> <p>a. Prepositional phrases</p> <p>Prepositions</p> <p>Eg. By, to, under, behind, in etc.</p> <p>Define conjunctions:</p> <p>a. Coordinating conjunctions</p> <p>F = for A = and N = nor B = but O = or Y = yet S = so</p> <p>b. Subordinating conjunction</p> <ul style="list-style-type: none"> • as soon as • whenever • supposing | <p>Inclusive and Differentiated Learning:</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <p>Categories of Prepositions:</p> <ul style="list-style-type: none"> • Time (on, in , at, since, during, before • Place (at, on, off, beside, under, over, down) • Direction/Movement (across, through, towards, into, from) <p>Learners write sentences in which they circle the prepositions and underline the prepositional phrase</p> | <p>Primary Text</p> <p>Grammar and Composition Book 5</p> <p>Gateway to English for Primary School Book 5</p> <p>Phonics for Liberian Schools Book 5</p> <p>NEW elementary ENGLISH for Liberia Grade 5 (PEARSON)</p> | <p>EXPECTED COMPENTENCIES</p> <ul style="list-style-type: none"> • Effective communication skill • Digital skill • Analytical skill • Organizational ability <p>ASSESSMENT STRATEGIES</p> <p>That can be used to check competencies.</p> <p>Select relevant options:</p> <ul style="list-style-type: none"> • Participation/discussion, group work, peer work, , individual and class work, <p>Links:</p> <p>www.education.com</p> <p>www.learnzillion.com</p> |

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| words | <ul style="list-style-type: none"> • if • now that • although <p>c. Correlative conjunction</p> <ul style="list-style-type: none"> • either... or • neither... nor • not only... but also • whether ... or • so...as • both... and <p>Define Vowel and consonant</p> <p>Vowels: (a e i o u)</p> <p>Consonants: (b c d f g h j k l m n p q r s t v w x y z)</p> <ul style="list-style-type: none"> • apple • bike <p>Initial consonant blends:</p> <p>bl, br, cr, fl, gr, gl, kn, st, pl, pr, sp, cl, dr,</p> | <p>Writing with conjunctions:</p> <p>Learners write on the topic “Why Is Education Important?”</p> <p>The following conjunctions (coordinating, correlative and subordinating) must be incorporated.</p> <p>Class presentation:</p> <p>Learners present completed topics to class</p> <p>Vowel and consonant sounds:</p> <p>Learners demonstrate the ability to pronounce words with consonant and vowel sounds</p> <p>Initial consonant blends:</p> <p>Learners pronounce the following words correctly with the initial consonant blends.</p> <p>Eg. blunder, bridge, clapper, crape, draper, flask, glory, knelt, pledge, prick, stone</p> <p>Learners form additional words for all the consonant blends.</p> | <p>www.study.com</p> <p>www.teach-nology.com</p> <p>www.partofspeech.org</p> <p>Textbooks:</p> <ul style="list-style-type: none"> • The Path of Peace • Under the Bridge • The Palm Cabbage Party • The Elephant and the Lion • Flash cards • Poster sheets • Chalkboard • Webster’s New World Dictionary | <p>quizzes, tests</p> <ul style="list-style-type: none"> • Oral presentation |
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SEMESTER ONE

SUBJECT: READING & WRITING

GRADE: 5

PERIOD: II

TOPIC: COMPREHENSION

| OUTCOMES | LEARNING OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENT |
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| <p>Learners are able to:</p> <p>Read and respond to various types of literature, interpret figurative language, compare and contrast characters, as well as apply diphthongs to reading and writing</p> | <p>upon completion of the topic, learners will:</p> <ol style="list-style-type: none"> 1. Read and respond to various types of literatures 2. Interpret figurative language 3. Compare and contrast characters <p>Apply diphthongs to reading and writing</p> | <p>Reading Comprehension & Writing</p> <p>Read: Poems, short stories, newspapers and magazines</p> <p>Figurative language: Symbolism, onomatopoeia, hyperbole, imagery, simile, metaphor, personification, alliteration</p> <p>Literal Meaning</p> <p>Characterization:</p> <p>Diphthongs :</p> <ol style="list-style-type: none"> 1. Defining | <p>Inclusive and Differentiated Learning:</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <p>Learners read poems, short stories, newspapers and magazines</p> <p>Learners define figurative language and provide examples</p> <p>Eg. Alliteration: repetition of the same initial letter, sound or group of sounds</p> <p>Eg. She sells seashells by the sea shore.</p> <p>Onomatopoeia: The use of a word to describe or imitate a</p> | <p>Primary Text Grammar and Composition Book 5 Gateway to English for Primary School Book 5 Phonics for Liberian Schools Book 5 Flash cards Poster sheets</p> <p>Links: www.education.com www.learnzillion.com www.study.com www.literarydevices.net</p> | <p><u>EXPECTED COMPENTENCIES</u></p> <ul style="list-style-type: none"> • Effective communication skill • Digital skill • Creativity & Innovation skills • Organizational ability <p><u>ASSESSMENT STRATEGIES</u></p> <p><u>That can be used to check competencies.</u></p> <p><u>Select relevant options:</u></p> <ul style="list-style-type: none"> • Participation/discussion, group work, peer work, , individual and class work, quizzes, tests |

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| | | <p>diphthongs (review)</p> <p>2. Review diphthongs with the sounds they make</p> | <p>natural sound, sound made by an object or an action.</p> <p>Eg.</p> <p>Boom!!,</p> <p>Learners create poems and short stories, employing the use of figurative language</p> <p>Eg. A poem about shapes</p> <p>Learners compare and contrast two characters from a story</p> <p>Diphthongs –</p> <ol style="list-style-type: none"> Definition Give examples: ou, ow, oi, oy, ew <p>Words with diphthongs:</p> <p>Eg. ounce, clown, poise, troy, newspaper, shout, now, coil, joy</p> <p>Additional words: louse, mouse, bound, sprout, proud, ground, brown, crown, bow, toil, moist, broil, Roy, Joyce, mew, newspaper, few</p> | <ul style="list-style-type: none"> • Oral presentation |
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SEMESTER ONE

SUBJECT: SPEAKING & WRITING

GRADE: 5

PERIOD: III

TOPICS:

A. DRAMATIZATION

B. INTERJECTION

C. MONOLOGUE AND DIALOGUE

| OUTCOMES | LEARNING OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENT |
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| <p>Learners are able to:</p> <p>Dramatize details from readings, identify and use interjections, discuss articles, pictures, poems and stories as well as present facts and ideas through dialogue and monologues.</p> | <p>Upon completion of the topic learners will:</p> <ol style="list-style-type: none"> 1. Read and dramatize details from readings 2. Identify and use interjections 3. Discuss articles, pictures, poems and stories 4. Present facts and ideas through dialogue and monologues | <p>Speaking and Writing:</p> <p>Dramatization</p> <p>Interjections</p> <p>Articles, Pictures</p> <p>Poems and Stories</p> <ul style="list-style-type: none"> • Dialogue • Monologue | <p>Inclusive and Differentiated Learning:</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <p>Learners read grade 5 Supplementary Reader (I am HIV Positive) or any WHO/UNAIDS article on HIV/AIDS to dramatize associated risky behaviors.</p> <p>Learners infuse interjections in their writing or speech to express feelings</p> <p>Eg.</p> <p>Wow! We are finally done.</p> <p>Learners demonstrate the</p> | <p>Primary Text</p> <p>Grammar and Composition Book 5</p> <p>Gateway to English for Primary School Book 5</p> <p>Phonics for Liberian Schools Book 5</p> <p>Flash cards</p> <p>Poster sheets</p> <p>Links:</p> <p>www.education.com</p> <p>www.learnzillion.com</p> <p>www.study.com</p> <p>Textbook:</p> | <p>EXPECTED COMPENTENCIES</p> <ul style="list-style-type: none"> • Effective communication skill • Digital skill • Creativity & Innovation skills • Organizational ability • Research & Problem Solving Skills <p>ASSESSMENT STRATEGIES</p> <p>That can be used to check competencies. Select relevant options</p> <ul style="list-style-type: none"> • Participation/discussion , group work, peer |

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| | | <p>ability to express themselves in public through oral communication by presenting through dialogue (peer to peer exchange of views) and monologue (individual expression)</p> <p>Read the following chapters in the story –Path for Peace: Returning home – chapter 1</p> <p>A reunion – chapter 2</p> <p>Fire! - chapter 3</p> <p>The truth comes out – chapter 4</p> <ol style="list-style-type: none"> 1. Learners define unfamiliar words to prepare for reading 2. Learners read and explain what was read 3. Learners connect the issues to their lives 4. Learners generate questions based on the readings 5. Discuss all questions at the end of the story | <p>The Path of Peace (chapters 1 – 4)</p> <p>1. PEARSON</p> | <p>work, , individual and class work, quizzes, tests</p> <ul style="list-style-type: none"> • Oral presentation |
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SEMESTER TWO

SUBJECT: ENGLISH GRAMMAR

GRADE: 5

PERIOD: IV

TOPIC: READING AND COMPREHENSION

| OUTCOMES | LEARNING OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENT |
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| <p>Learners are able to</p> <p>Read with clarity and comprehension, interpret and discuss the text.</p> | <p>Upon completion of the topic learners will:</p> <ol style="list-style-type: none"> 1. Read silently/orally with understanding 2. Discuss and answer questions correctly from the text 3. Demonstrate good/active listening skills 4. Think critically to interpret the text | <p>Reading and comprehension</p> <p>Strategies:</p> <p>A. silent reading:</p> <ul style="list-style-type: none"> • Choose reading material • Allot a specified amount of time • Use inner voice • Read silently and independently <p>B. Oral reading</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Choose reading material • Allot a specified amount of time • Read aloud • Readers theatre <p>Analyze text to actively participate in discussions</p> | <p>Inclusive and Differentiated Learning:</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <p>Read the following stories: Under The Bridge and The Palm Cabbage Party</p> <ol style="list-style-type: none"> 1. Learners define unfamiliar words 2. Learners read silently and/or orally using the strategies 3. Learners connect readings to the Liberian Civil War(research online and through interviews) | <p>Primary Text</p> <p>Grammar and Composition Book 5</p> <p>Gateway to English for Primary School Book 5</p> <p>Phonics for Liberian Schools Book 5</p> <p>Flash cards</p> <p>Poster sheets</p> <p>Graphic Organizer</p> <p>Links:</p> <p>www.skillsyouneed.com</p> <p>www.learnzillion.com</p> <p>www.study.com</p> <p>Supplementary Readers:</p> <ol style="list-style-type: none"> 1. Under The Bridge 2. The Palm Cabbage | <p>EXPECTED COMPENTENCIES</p> <ul style="list-style-type: none"> • Effective communication skill • Digital skill • Creativity & Innovation skills • Organizational ability • Research & Problem Solving Skills <p>ASSESSMENT STRATEGIES</p> <p>That can be used to check competencies. Select relevant options:</p> <ul style="list-style-type: none"> • Participation/discussion ,group work, peer work, , individual and class work, quizzes, tests • Oral presentation |

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| | | <p>Good/Active listening skills (emphatic listening)</p> <ul style="list-style-type: none"> • Focus on the speaker • Listen for key words • Speak only by permission • Remain objective <p>Critical thinking</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Actively engage in what you are reading • Ask, what is the author trying to say or what is the main argument being presented • What the text says explicitly and describes • Interpretation of the text | <p>4. Learners discuss, answer questions and depict their thoughts using an open mind graphic organizer</p> <p>5. Learners develop a reflective narration about one of the stories read:</p> <ol style="list-style-type: none"> a. Under the Bridge b. The Palm Cabbage Party. <p>6. Ask/draw questions from the stories read for discussion</p> | <p>Party (Augustus Y. Voahn) (Brandy and Wolova)</p> | |
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SEMESTER TWO

SUBJECT: READING & WRITING

GRADE: 5

PERIOD: V

TOPIC: READING AND COMPREHENSION

| OUTCOMES | LEARNING OBJECTIVES: | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENT |
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| Learners are able to: Identify and use literary terms, rhyming words and compound words effectively and pronounce words with C and G sound. | upon completion of the topic learners will: 1. Identify and use literary terms and devices 2. Make use of rhyming words and compound words 3. Pronounce words with the same sound of C and G | Reading and comprehension Stories, narratives and poetry Literary terms and devices <ul style="list-style-type: none"> • Imagery • Foreshadowing • Allusion • Flashback • Irony Rhyming words <ul style="list-style-type: none"> • Fall – wall • Brown – town • Bake – cake Words with C and G sound Soft C eg. Cell | Inclusive and Differentiated Learning: Individual seat work or work in small mixed groups according to gender and learning styles Learners define the literary terms and devices Eg. Imagery—language which appeals to the five senses, descriptive in nature. <i>The street lights burned yellow night and day, no matter the weather</i> Learners provide examples of literary terms and devices. | Primary Text Grammar and Composition Book 5 Gateway to English for Primary School Book 5 Phonics for Liberian Schools Book 5 Flash cards Poster sheets Graphic Organizer Links: www.skillsyouneed.com www.learnzillion.com www.study.com www.literary-devices.com | EXPECTED COMPETENCIES <ul style="list-style-type: none"> • Effective communication skill • Digital skill • Creativity & Innovation skills • Organizational ability • Research & Problem Solving Skills ASSESSMENT STRATEGIES That can be used to check competencies. Select relevant options: <ul style="list-style-type: none"> • Participation/ discussion, group work, peer work, , |

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| | | <p>Hard C eg. Cry</p> <p>Soft G eg. Agent</p> <p>Hard G eg. Glass</p> | <p>Learners identify literary terms and devices from texts.</p> <p>Rhyming words</p> <p>Learners are able to distinguish rhymes in text.</p> <p>Learners will create poems applying rhymes</p> <p>Learners read created poems with a flare to the class</p> <p>Learners write vowel diphthongs with two sounds of C and G.</p> <p>Rules:</p> <p>When c or g meets a, o, or u, its sound is hard</p> <p>Eg. cap, comedy, gas, gum</p> <p>When c and g meets e, i, or y, its sound is soft</p> <p>Eg. Center, circle, giant, gyrate</p> | <p>individual and class work, quizzes, tests</p> <ul style="list-style-type: none"> • Oral presentation |
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SEMESTER TWO

SUBJECT: ENGLISH GRAMMAR & COMPREHENSION

GRADE: 5

PERIOD: VI

TOPIC:

A. READING COMPREHENSION

B. SPEAKING & WRITING

| OUTCOMES | LEARNING OBJECTIVES: | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENT |
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| <p>Learners are able to:</p> <p>Analyze and summarize text, apply text vocabulary in writing, as well as present and defend points of view.</p> | <p>upon completion of the topics learners will:</p> <ol style="list-style-type: none"> Analyze and summarize text Apply context vocabulary in writing <p>Present and defend points of view</p> | <p>Summary Writing</p> <p>SWBST Strategy</p> <p>S – Somebody (character, speaker or author)</p> <p>W – Wanted (what the character is trying to accomplish, achieve or acquire)</p> <p>B – But (the problem/conflict)</p> <p>S - so (how the problem is resolve)</p> <p>T – Then (resolution/ending or outcome)</p> <p>Main ideas and supporting details</p> | <p>Inclusive and Differentiated Learning:</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <p>Summarizing</p> <p>SWBST</p> <p>Learners apply the SWBST strategy to summarize text</p> <p>Learners write summaries applying the main idea and supporting details strategy.</p> <p>Learners utilize context vocabulary in sentences, stories and speech.</p> <p>Learners research various topics, present and defend</p> | <p>Primary Text</p> <p>Grammar and Composition Book 5</p> <p>Gateway to English for Primary School Book 5</p> <p>Phonics for Liberian Schools Book 5</p> <p>Flash cards</p> <p>Poster sheets</p> <p>Graphic Organizer</p> <p>Links:</p> <p>www.skillsyouneed.com</p> <p>www.study.com</p> <p>www.readingrockets.org</p> | <p>EXPECTED COMPETENCIES</p> <ul style="list-style-type: none"> Effective communication skill Digital skill Creativity & Innovation skills Organizational ability Research & Problem Solving Skills <p>ASSESSMENT STRATEGIES</p> <p>That can be used to check competencies.</p> <p>Select relevant options:</p> |

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| | | <p>Context Vocabulary</p> <p>Define, Apply and utilize in speech and writing</p> <p>Speaking</p> <p>Oral presentations</p> <p>Defending a position</p> | points of view of the author. | <p><u>www.summarizing.biz</u></p> | <ul style="list-style-type: none"> • Participation/ discussion, group work, peer work, , individual and class work, quizzes, tests • Oral presentation |
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SEMESTER ONE

ENGLISH GRAMMAR

GRADE: 6

PERIOD: 1

TOPIC:

A. KINDS AND TYPES OF SENTENCES WITH RELATED PUNCTUATIONS

B. KINDS OF PRONOUNS

C. PARAGRAPH WRITING

| OUTCOMES | LEARNING OBJECTIVES | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENT |
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| Learners are able to: Develop the ability to identify kinds and types of sentences and related punctuations, apply a variety of pronouns and develop paragraphs with proper mechanics. | upon completion of the topic learners will: 1. Identify kinds and types of sentences and apply related punctuations 2. Apply a variety of pronouns in speech and writing 3. Develop paragraphs employing proper mechanics | Kinds and Types of sentences <ul style="list-style-type: none"> • Declarative • Interrogative • Imperative • Exclamatory • Simple • Compound • Complex Punctuations: (. ? : ; ! ,) Pronouns: <ul style="list-style-type: none"> • Personal (I, you, he, she, they, we, it) • Possessive (my, mine, yours, hers, | Inclusive and Differentiated Learning: Individual seat work or work in small mixed groups according to gender and learning styles Solicit different kinds and types of sentences from learners. Eg: Declarative (statement): <ul style="list-style-type: none"> • My goal is to pass. • Interrogative(question): <ul style="list-style-type: none"> • Is it easy to pass the six grade? • Imperative(command): <ul style="list-style-type: none"> • Come here now! (strong) | Primary Text Grammar and Composition Book 6 Gateway to English for Primary School Book 6 Phonics for Liberian Schools Book 6 Flash cards Poster sheets Graphic Organizer Links: www.skillsyouneed.com www.study.com www.verywellmind.com | <u>EXPECTED COMPETENCIES</u> <ul style="list-style-type: none"> • Effective communication skill • Digital skill • Creativity & Innovation skills • Organizational ability • Research & Problem Solving Skills <u>ASSESSMENT STRATEGIES</u> <u>That can be used to check competencies.</u> <u>Select relevant options</u> <ul style="list-style-type: none"> • Participation, group work, peer work, demonstration, |

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| | | <p>ours, theirs, its)</p> <p>Paragraph Development</p> <ul style="list-style-type: none"> • Topic Sentence • Supporting Details <p>Connecting and Transitional words and phrases</p> <p>conjunctions: (and, but, or)</p> <p>Transitional words and phrases</p> <ul style="list-style-type: none"> • Not only ... but also • As a matter of fact • Similarly • Yet • For this reason • Consequentially • Next • subsequently • In | <ul style="list-style-type: none"> • Come here please. (soft) <p>Exclamatory(strong feeling):</p> <p>Great, I passed!</p> <p>Types of Sentences:</p> <p>Simple sentence:</p> <ul style="list-style-type: none"> • We are eleven in our class. <p>Compound sentence:</p> <ul style="list-style-type: none"> • We are eleven in our class and are all males. <p>Complex sentence:</p> <ul style="list-style-type: none"> • When the cake is brown, take it out of the oven. • I burned dinner, but not the cake <p>Group learners to formulate simple, compound and complex sentences with the appropriate punctuations.</p> <p>Pronouns:</p> <p>Personal and possessive</p> | assignments, tests |
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| | | <p>conclusion</p> <p>Definite and indefinite articles (the, a, an)</p> | <p>pronouns.</p> <p>Learners make and write statements, narratives and questions using the appropriate pronouns.</p> <p>Learners are able to identify pronouns in texts.</p> <p>Paragraph Development</p> <p>Learners choose topics, develop topic sentences and provide supporting details for a topic.</p> <p>Learners research “The Impact of Substance Abuse on Students.”</p> <p>They must develop a topic sentence and supporting details from the research.</p> <p>Oral presentation</p> <p>Learners will present their research findings.</p> | | |
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SEMESTER ONE

ENGLISH GRAMMAR

GRADE: 6

PERIOD: II

TOPICS:

- A. SUBJECT-VERB AGREEMENT
- B. USING VERBS IN SENTENCES
- C. CONSTRUCTING PARAGRAPHS OF DIFFERENT TYPES
- D. PHONICS—SHORT AND LONG VOWEL SOUNDS

| OUTCOMES | LEARNING OBJECTIVES: | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENT |
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| Learners are able to: Demonstrate the use of effective writing skills to develop sentences and paragraphs using appropriate subject-verb agreement, as well as the use of words with short and long vowel sounds. | upon completion of the topic learners will: 1. Demonstrate the use of verb-subject agreement in paragraph writing 2. Construct different types of paragraphs 3. Develop sentences using words with short and long vowel sounds | SUBJECT-VERB AGREEMENT Use of Verb tenses Types of paragraphs • Narrative Elements: Central idea (what the story/event is about) Characters (who the story is about) Plot (conflict, complication, climax, resolution of the story/event) Adequate description Setting (when and where) | Inclusive and Differentiated Learning: Individual seat work or work in small mixed groups according to gender and learning styles Demonstrate the use of subject-verb agreement throughout writing and speech. <i>Hint: singular subject = singular verb; plural subject = plural verb</i> | Primary Text Grammar and Composition Book 6 Individual seat work or work in small mixed groups according to gender and learning styles Gateway to English for Primary School Book 6 Phonics for Liberian Schools Book 6 Flash cards Poster sheets Graphic Organizer Links: www.skillsyouneed.com www.study.com www.verywellmind.com | EXPECTED COMPENTENCIES <ul style="list-style-type: none">• Effective communication skill• Digital skill• Creativity & Innovation skills• Organizational ability• Research & Problem Solving Skills ASSESSMENT STRATEGIES That can be used to check competencies. Select relevant options: |

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| | | <p>the story happens)</p> <ul style="list-style-type: none"> • Descriptive Elements: <p>Sensory details – sound, smell, taste, or feel like</p> <p>Figurative language- onomatopoeia, simile, metaphor, hyperbole</p> <p>Dominant impressions</p> <p>Precise language</p> <p>Careful organization</p> <ul style="list-style-type: none"> • Expository Organization <p>Topic sentence</p> <p>Transitions</p> <p>Evidence and examples</p> <p>Conclusion</p> <ul style="list-style-type: none"> • Argumentative Introduction <p>Thesis statement</p> <p>Body</p> | <p>the elements of descriptive, narrative, expository and argumentative.</p> <p>Learners are grouped and assigned a particular kind of paragraph for oral presentation</p> <p>Group learners to develop at least 5 sentences containing words with short and long vowel sounds.</p> | <ul style="list-style-type: none"> • Participation, group work, peer work, demonstration, assignments, tests and quizzes |
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| | | <p>conclusion</p> <p>Organization and focus</p> <p>Descriptions and analysis</p> <p>Evidence</p> <p>Answering a counter arguments</p> <p>Sentences with short and long vowel sounds</p> | | | |
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SEMESTER ONE

ENGLISH GRAMMAR

GRADE: 6

PERIOD: III

TOPIC: WRITING AND SPEAKING

| OUTCOMES | LEARNING OBJECTIVES: | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENT |
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| Learners are able to: Explain similarities in propositions and conjunctions as connectives | upon completion of the topic learners will: 1. Demonstrate the ability to compose different kinds of letters 2. Analyze and write poems using literary devices and figurative language 3. Demonstrate public speaking skills | <p>Different kinds of letters</p> <ul style="list-style-type: none"> • Friendly • Business <p>Parts of letters:</p> <ul style="list-style-type: none"> • Heading • Greeting • Body • Closing • signature <p>Poetry</p> <p>Literary devices</p> <ul style="list-style-type: none"> • Rhymes • Imagery • Theme • Figurative language(language that appeals to the senses) | <p>Inclusive and Differentiated Learning:</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <p>Learners write letters to friends and relatives about the school Gala day celebration.</p> <p>Learners compose business to various entities applying for vacation jobs.</p> <p>Learners share letters with peers.</p> <p>Learners read and analyze poems to identify rhyming words, imagery, theme, figurative</p> | <p>Primary Text</p> <p>Grammar and Composition Book 6</p> <p>Gateway to English for Primary School Book 6</p> <p>Phonics for Liberian Schools Book 6</p> <p>Flash cards</p> <p>Poster sheets</p> <p>Graphic Organizer</p> <p>Links:</p> <p>www.skillsyouneed.com</p> <p>www.study.com</p> <p>www.verywellmind.com</p> | <p><u>EXPECTED COMPETENCIES</u></p> <ul style="list-style-type: none"> • Effective communication skill • Digital skill • Creativity & Innovation skills • Organizational ability • Research & Problem Solving Skills <p><u>ASSESSMENT STRATEGIES</u></p> <p><u>That can be used to check competencies. Select relevant options:</u></p> <ul style="list-style-type: none"> • Participation, group work, peer work, demonstration, assignments, tests |

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| | | <p>Public speaking skills</p> <ul style="list-style-type: none"> • Eye contact • Body language • Diction • presentation | <p>language:</p> <ul style="list-style-type: none"> • The Crocodile • The Owl and the Kitty Cat • IF <p>Learners discuss the analysis of the poems.</p> <p>Learners demonstrate dramatic readings of the poems utilizing public speaking skills.</p> | |
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SEMESTER TWO

ENGLISH GRAMMAR

GRADE: 6

PERIOD: IV

TOPICS:

A. VERB TENSES

B. COMPARISON OF ADVERBS

C. READING COMPREHENSION AND WRITING

| OUTCOMES | LEARNING OBJECTIVES: | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENT |
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| <p>Learners are able to:</p> <p>Identify verb tenses, compare verbs using comparative and superlative degrees, as well as analyze texts, newspaper and magazines.</p> | <p>upon completion of the topic learners will:</p> <ol style="list-style-type: none"> 1. Identify verb tenses 2. Compare adverbs using the comparative and superlative degrees 3. Analyze texts, newspapers and magazines | <p>Verb Tenses</p> <p>Present, past and future</p> <p>Present perfect, past perfect and future perfect</p> <p>Adverbs in comparative and superlative degrees</p> <p>Analyzing texts, newspapers and magazines</p> | <p>Inclusive and Differentiated Learning:</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <p>Learners demonstrate the ability to use verb tenses.</p> <p>Learners work in groups to Create a chart of ten verbs and provide the different tenses (Present, past and future Present perfect, past perfect and future perfect)</p> <p>Learners identify words that are adverbs and provide the comparative and superlative degrees.</p> | <p>Primary Text</p> <p>Grammar and Composition Book 6</p> <p>Gateway to English for Primary School Book 6</p> <p>Phonics for Liberian Schools Book 6</p> <p>Flash cards</p> <p>Poster sheets</p> <p>Graphic Organizer</p> <p>Links:</p> <p>www.skillsyouneed.com</p> <p>www.study.com</p> <p>www.verywellmind.com</p> | <p>EXPECTED COMPENTENCIES</p> <ul style="list-style-type: none"> • Effective communication skill • Digital skill • Creativity & Innovation skills • Organizational ability • Research & Problem Solving Skills <p>ASSESSMENT STRATEGIES</p> <p>That can be used to check competencies. Select relevant options:</p> |

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| | | | <p>Eg. Soon – sooner – soonest;</p> <p>Beautiful – more beautiful, most beautiful.</p> <p>Learners write sentences demonstrating the use of adverbs in comparison.</p> <p>Learners listen to the daily news broadcast and analyze current events</p> <p>Learners read newspapers, articles, magazines etc. to summarize, write a narrative in agreement with the author's perspective.</p> <p>Learners work in pairs to discuss and write about an important event. Eg. A Nice Surprise.</p> | <ul style="list-style-type: none"> Participation, group work, peer work, demonstration, assignments, tests |
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SEMESTER TWO

ENGLISH GRAMMAR

GRADE: 6

PERIOD: V

TOPIC: ENGLISH AND READING

| OUTCOMES | LEARNING OBJECTIVES: | CONTENTS | ACTIVITIES | MATERIALS/RESOURCES | COMPETENCY/ASSESSMENT |
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| <p>Learners are able to: Analyze texts, conduct research as well as conduct interviews and field visits</p> | <p>Upon completion of the topic learners will:</p> <ol style="list-style-type: none"> Analyze texts on varying topics Research the status of HIV/AIDS in Liberia Conduct interviews and field visits | <p>Analysis of texts Author's perspective Theme Style Tone Research Facts Corroborating evidence Information gathering leading to a conclusion Interviews and field visits Vulnerable people(directly and indirectly affected) Hospitals and or</p> | <p>Inclusive and Differentiated Learning:</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <p>Learners read various texts to determine author's perspective, style, tone, theme, etc.</p> <p>Learners research the status of HIV/AIDS in Liberia to highlight</p> <ul style="list-style-type: none"> Cause and effect Risky behaviors Impact on young people Effect on society, school and family Rape Substance abuse | <p>Primary Text Grammar and Composition Book 6 Gateway to English for Primary School Book 6 Phonics for Liberian Schools Book 6 Flash cards Poster sheets Graphic Organizer Links: www.unaids.org www.who.org www.unesco.org</p> | <p>EXPECTED COMPENTENCIES</p> <ul style="list-style-type: none"> Effective communication skill Digital skill Creativity & Innovation skills Organizational ability Research & problem solving skills Research & Problem Solving Skills <p>ASSESSMENT STRATEGIES That can be used to check competencies. Select relevant options:</p> <ul style="list-style-type: none"> Participation, group work, peer work, demonstration, |

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| | | <p>hospice;</p> <p>Learners read and dramatize “Sara Let’s Speak Out.” (supplementary reader about a school girl and rape)</p> <p>Learners develop interview questionnaire, conduct interviews, write up and present findings.</p> <p>Learners discuss the findings from conducted interviews and make recommendations.</p> | | assignments, tests |
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SEMESTER TWO

ENGLISH GRAMMAR

GRADE: 6

PERIOD: VI

TOPIC: ENGLISH AND READING

| OUTCOMES | LEARNING OBJECTIVES: | CONTENTS | ACTIVITIES | MATERIALS/ RESOURCES | COMPETENCY/ ASSESSMENT |
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| <p>Learners are able to:</p> <p>Form words using root words, prefixes, write sentences with regular and irregular verbs, as well as read, write and recite poems and write traditional stories.</p> | <p>upon completion of the topic learners will:</p> <ol style="list-style-type: none"> 1. Learn to form words with root words, prefixes and suffixes 2. Write sentences with regular and irregular verbs 3. Read, write and recite poems <p>Write traditional stories</p> | <p>Root words, Prefixes and suffixes</p> <p>Regular and irregular verbs</p> <p>Poetry</p> <ul style="list-style-type: none"> • From A Railway Carriage • Dry River Bed • I Wandered Lonely As a Cloud • The Wind <p>Traditional stories from Liberia</p> | <p>Inclusive and Differentiated Learning:</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <p>Learners will:</p> <ol style="list-style-type: none"> 1. Identify root words, prefixes and suffixes 2. Differentiate root word, prefix and suffix from one another 3. Define and give example for each one 4. Review with learners regular and irregular verbs and solicit examples 5. Give additional examples and write a listing on the chalkboard | <p>Primary Text</p> <p>Grammar and Composition Book 6</p> <p>Gateway to English for Primary School Book 6</p> <p>Phonics for Liberian Schools Book 6</p> <p>Flash cards</p> <p>Poster sheets</p> <p>Graphic Organizer</p> | <p><u>EXPECTED COMPENTENCIES</u></p> <ul style="list-style-type: none"> • Effective communication skill • Digital skill • Creativity & Innovation skills • Organizational ability • Research & problem solving skills • Research & Problem Solving Skills <p><u>ASSESSMENT STRATEGIES</u></p> <p><u>That can be used to check competencies. Select relevant options:</u></p> <ul style="list-style-type: none"> • participation, group work, peer work, demonstration, |

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| | | | <ol style="list-style-type: none">6. Use regular and irregular verbs in compositions7. Learners read and dramatize poems.8. Identify literary devices, rhyming words, figurative language and parts of speech.9. Learners research and write traditional stories. | | assignments, presentation tests |
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