

RÉPUBLIQUE DE DJIBOUTI  
UNITÉ - ÉGALITÉ - PAIX

MINISTÈRE DE L'ÉDUCATION NATIONALE  
ET DE LA FORMATION PROFESSIONNELLE

# GUIDE



## GUIDE ANGLAIS

### 4<sup>ème</sup> ANNÉE

NOUVEAU PROGRAMME 2021

# TEACHER'S BOOK



CENTRE DE RECHERCHE  
D'INFORMATION ET DE PRODUCTION  
DE L'ÉDUCATION NATIONALE



REPUBLIC OF DJIBOUTI  
Unity - Equality - Peace

MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

# TEACHER'S BOOK

## Grade 4



Center for Research,  
Information and Production  
of the Ministry of Education

## LESSON PLAN Week 1 Session 1

**Objective :** By the end of this session, students should be able to name the common colors in English and talk about someone's favorite color.

### Presenting structure : Activity A

The teacher asks students to look at the pictures .The students listen and repeat.

### Practicing structure / Speaking : Activity B

- The teacher reads three paragraphs about Samia, Said and Aicha introducing themselves. The students listen and complete the gaps with the missing words.
- The teacher reads the paragraphs for the students and makes sure they are following.
- The teacher practices the paragraphs with a student repeats it with another one.
- The teacher checks if anyone "can complete the first gaps in Samia's paragraph" then checks the given answer with the rest of the students and confirm whether the answer is right or wrong.
- Then the teacher asks the whole class to complete the rest of the missing words from the three paragraphs.
- While students answering, check if all students are practicing, and help if necessary.

**Answers :**

My name is Samia.

I am seven years old.

I like blue.

My name is Said.

I am eight years old.

I like brown.

My name is Aicha.

I am ten years old.

I like pink.

### Writing : Activity C

The teacher asks the students to introduce themselves by completing the sentences.

**Note :** As this is the first time students are learning English, the teacher should explain the instruction carefully and tell them that they are expected to follow Houmed, Samia, Said and Aicha's model and introduce themselves similarly.

**Answers :** Answers will vary.

## LESSON PLAN Week 1 Session 2

**Objective :** By the end of the lesson, students should be able to recall the sounds and their actions.

### Presenting structure / repeating : Activity A

The teacher asks the students to listen and repeat the sounds.

### Practicing / Listening / Speaking : Activity B

- The teacher tells the students to listen to the sounds and watch the actions. S/he will check whether the children know the fun actions for the sounds.

### Writing : Activity C

The teacher asks the students to match the pictures with the sounds.

## LESSON PLAN

### Week 1 Session 3

**Objective :** The teacher should revise the sounds and actions for the students and they should be able to recall sounds completed in Grade 3 by practicing Activity B and C.

#### Presenting Structure / Repeating : Activity A

The teacher asks the students to listen and repeat the sounds actions.

#### Listening : Activity B

The teacher tells the children to listen carefully then circle the sounds they hear.

#### Writing : Activity C

The teacher tells the students to match the pictures with the sounds.

## LESSON PLAN

### Week 1 Session 4

**Objective :** By the end of this session, students should be able to introduce themselves briefly by telling their names, ages, favorite color and where they live.

#### Presenting Structure : Activity A

The teacher asks the students what do they see in the picture, and explains what a map is and links the characters in this picture to the characters in session1 act A & B.

The teacher reads and the students listen and repeat.

The teacher explains the structure “*I live in + place*”.

#### Practicing structure / Speaking : Activity B

- The teacher asks the students to look at the map in A and asks where the characters in the picture live. The students listen and complete the gaps.
- The teacher reads the first question, points at the character and the students answer where that character lives with the teacher and map’s help.
- The students practice the first sentence.
- The teacher checks if the students “can answer the rest of the questions”, Makes sure that the structure “*I live in + place*” is understood and do the second question if necessary.
- Then the teacher asks the whole class to do the rest and complete the gap.
- While students answering, check if all students are practicing, and help if necessary.

#### Answers :

1. Where does Aicha live ? She lives in **Obock**.
2. Where does Houmed live ? He lives in **Dikhil**.
3. Where does Samia live ? She lives in **Djibouti**.
4. Where does Said live ? He lives in **Yoboki**.

#### Writing : Activity C

The teacher asks the students to choose two classmates and introduce them to the class by telling their names, ages, favorite color and where they live.

The teacher should explain the instruction carefully and tell them that they are expected to follow Houmed, Samia, Said and Aicha’s model and introduce their people similarly and replace the I with HE/SHE.

**Answers :** Answers will vary.

## LESSON PLAN

### Week 2 Session 1

**Objective :** By the end of this session, students should be able to name family members in English by telling how they are related to someone like grandfather, grandmother, uncle, cousin etc...

#### Presenting structure : Activity A

The teacher asks the students what do they see in the picture, and explains what a family tree is and links the characters in this picture to the characters in session1 act A&B and tell them that the picture is Samia's family tree.

The teacher reads and the students listen and repeat.

The teacher explains the new family terms like : daughter, son, cousin and make sure that the students understood them.

#### Practicing structure / Speaking : Activity B

- The teacher asks the students to look at the family tree in A and asks the students to read the paragraph about Samia's family. The students look back at the family tree, read the paragraph and complete the gaps with the missing words.
- The teacher reads the first sentence, points at the character and the students mention the family member with the help of the teacher and the family tree.
- The students practice the first sentence.
- The teacher checks if the students "can do and ready to do the rest of the questions", Makes sure that the structure "**my + family member**" is understood and complete the second gap if necessary.
- Then the teacher asks the whole class to do the rest and complete the MISSING WORDS.
- While students answering, check if all students are practicing, and help if necessary.

#### Answers :

My name is Samia. I'm 7 years old. I live in Djibouti. My Father's name is Mohamed, and my mother's name is Leila. I have one brother. His name is Ahmed. He is 10 years old. I have one uncle and one aunt. My aunt has one son and one daughter. They are my cousins. I love my family.

#### Production : Activity C (pair work)

The teacher asks one student to choose two family members from the family tree and asks him who are they ? By using the structure "**he/she is + relationship**".

The teacher should explain the instruction carefully and tell them that they are expected to follow the example and introduce their people similarly.

**Answers :** Answers will vary.

## LESSON PLAN

### Week 2 Session 2

**Objectives :** By the end of the lesson, students should be able to remember the pronunciation of the digraphs seen previously in Grade 3.  
The students should also know the pronunciation of the new Tricky Words as well as their meaning.

### Practicing : Activity A

The teacher tells the students to listen and match each digraph to the correct picture.

### Writing : Activity B

The teacher asks the students to listen carefully then write the words s/he dictates.

### Presenting Structure / Repeating : Activity C

- The teacher asks the students to listen and repeat the Tricky Words.
- The teacher explains the Tricky Words and tells students why they are irregular.
- The teacher asks the students to read the tricky words.
- The teacher puts the words in context to help students understand better. S/he can use a context, gestures or a picture.

## LESSON PLAN Week 2 Session 3

**Objective :** *By the end of the lesson, students should be able to read words with the letter <y> making the /ee/ sound. They write the words under the correct pictures.*

### Presenting Structure / Repeating : Activity A

The teacher asks the students to listen and repeat (practice) the words containing <y> as the /ee/ sound.

### Writing : Activity B

The teacher tells the pupils to listen and draw a 'spotty cat' and 'a family'.

### Writing : Activity C

- The teacher tells the students to listen to her/him .
- The teacher dictates 3 words .
- The teacher asks the students to write the sounds of each word under the correct picture.
- The teacher asks the students to blend the sounds and say the words.

## LESSON PLAN Week 2 Session 4

**Objective :** *By the end of this session, students should be able to name common people name in English by labeling them like : man, woman, boy and girl...etc.*

### Presenting Structure : Activity A

The teacher asks the students what do they see in the picture, and explains the vocabulary for the students.

The teacher reads and the students listen and repeat.

The teacher explains the new terms like : children, people etc and make sure that the students understood them.

### Practicing structure / Speaking : Activity B

- The teacher asks the students to look at the picture and explains the instruction then reads the paragraph. The students look at the picture, read the paragraph and complete the gaps with the missing words.
- The teacher reads the first sentence, points at the picture and the students provide the missing word with the help of the teacher and the picture.
- The teacher asks the students "if they can do the rest of the paragraph", Makes sure that the instruction is understood and complete the second gap if necessary.
- Then the teacher asks the whole class to do the rest and complete the MISSING WORDS.
- While students answering, check if all students are practicing, and help if necessary.

Answers :

There are five people in the car. In the back seat, there are two girls and one boy. In the front seat, there is a man and a woman. The people in the car are a family. The father, the mother and their three children.

**Production : Activity C (pair work)**

The teacher asks students to look at the poster and name what they can see.

The teacher should explain the instruction carefully and tell them that they are expected to focus on the people in the poster.

Answers :

- A **boy** playing, a **girl** reading, a **man** driving, a **woman** talking to another **woman**.

**LESSON PLAN**  
**Week 3 Session 1**

**Objective :** By the end of this session, students should be able to express their favorite activities in English by using the structure "I like to + verb".

**Presenting structure : Activity A**

The teacher asks students what do they see in the picture, and explains what the people in the picture doing. The teacher reads and the students listen and repeat.

The teacher explains the vocabulary like : draw, swim, play etc and makes sure that the students understood them.

**Practicing Structure / Speaking & Writing : Activity B**

- The teacher asks students to read the sentences in the table and tick the right column for them.
- The teacher reads the first question and the students ticks the right column for them.
- The teacher does the first question on the board as an example.
- The teacher checks if the students "can do the rest of the paragraph", Makes sure that the structure "I like to + verb / I don't like to + verb" is understood and used properly.
- While students answering, check if all students are involved, and help if necessary.

Answers : Answers will vary.

**Production : Activity C (pair work)**

The teacher asks one student to ask each other their preferences by using the structure "do you like + verb and yes I do/no I don't".

The teacher should explain the instruction carefully and tell them that they are expected to follow the example.

Answers : Answers will vary.

**LESSON PLAN**  
**Week 3 Session 2**

**Objectives :** By the end of the lesson the students should know how to use the sounds of Group 1 and 2. The students should pronounce the new Tricky Words and understand their meaning through the context.



### Practicing / Writing : Activity A

The teacher reads out the sounds of Group 1 and 2 and the students choose the correct sounds for each word.

### Writing : Activity B

The teacher tells the students to listen to the words s/he is going to dictate and then asks them to write.

### Presenting Structure : Repeating / Reading / Writing : Activity C

- The teacher asks the students to listen to the Tricky Words and repeat after her/him.
- The teacher explains the Tricky Words and points to the irregularity or tricky bits. (Besides the context, s/he can use gestures or a picture.)
- The teacher asks the students to read the sentences containing the Tricky Words.
- The teacher asks the students to complete the sentences with the Tricky Words.

## LESSON PLAN Week 3 Session 3

**Objective :** By the end of the lesson, students should know what are the short vowels (/a/, /e/, /i/, /o/, /u/).

### Presenting Structure / Repeating : Activity A

The teacher asks the students to listen and repeat the short vowels using the fingertips and bouncing off the sounds.

The teacher asks the students to practice with their classmates.

### Practicing Structure / Writing : Activity B

- The teacher tells the students to listen and write the correct short vowel in the blank.
- The teacher asks the students to blend (read) the words after they write the missing short vowel.

### Extension Activity / Reading : Activity C

The teacher teaches the students to listen and practice reading the words with a partner.

## LESSON PLAN Week 3 Session 4

**Objective :** By the end of this session, students should be able to talk about someone's favorite activities in English by using the structure "He/she likes to + verb".

### Presenting structure : Activity A

The teacher asks students what do they see in the table, and explains what the smiley icons in the table mean. The teacher does the first row (Aicha) and allows the students to participate.

The teacher reminds the students the verb phrases or noun/verb collocation like : watch TV not look TV, Play sport not practice sport and talk to someone not speak to someone, etc.

### Practicing Structure / Speaking & Writing : Activity B

- The teacher asks students to do the rest of the characters favorite activities and tick or cross the last column for them.
- The teacher reads the first question and the students look at the smiley in the column and answer the question accordingly.
- The teacher does the first question on the board as an example.
- The teacher asks the students "if they can do the rest of the characters", Makes sure that the structure "He/she likes to + verb or He/she doesn't like to + verb" is understood and used.
- While students answering, check if all students are involved, and help if necessary.

Answers :

1. No, she doesn't.
2. Answer will vary.
3. Yes, he does.
4. Yes, he does.

Production : Activity C (pair work)

The teacher asks student to ask each other their preferences by using the structure "do you like + verb and yes I do/ no I don't".

The teacher should explain the instruction carefully and tell them that they are expected to follow the example.

Answers : Answers will vary.

## LESSON PLAN Week 4 Session 1

**Objective :** By the end of this session, students should learn the rooms in the house and express what is happening/usually happens in these rooms by using the structure "subject + verb + in the (room name)".

Presenting structure : Activity A

The teacher asks the students what do they see in the picture and reads the vocabulary, and the students look at the pictures, read and repeat.

The teacher explains the rooms' vocabulary and the purpose of those rooms.

Practicing Structure / Speaking & Writing : Activity B

- The teacher asks the students to look the picture in A again and reads the sentences in column A & B, and explains that the two parts of the sentences needs to be matched.
- The teacher does the first sentence and allows the students to participate.
- The teacher explains the new verbs like : cook, brush, sleep etc for the students and does one more sentence if necessary.
- The teacher asks the students "if they can match the rest of the sentences", Makes sure that the structure "subject + verb + in the (room name)" is understood and used.
- While students answering, check if all students are practicing, and help if necessary.

Answers :

- |  |                                |
|--|--------------------------------|
| 1. <del>he</del> sleeps in             | <del>a. the dining room.</del> |
| 2. <del>they</del> watch TV in         | <del>b. the living room.</del> |
| 3. <del>she</del> cooks in             | <del>c. the kitchen</del>      |
| 4. <del>she</del> brushes her teeth in | <del>d. the bathroom.</del>    |
| 5. <del>they</del> eat breakfast in    | <del>e. the bedroom.</del>     |

Production : Activity C (pair work)

The teacher asks student to look at the picture in A and ask each other what they can see in the picture".

The teacher should explain the instruction carefully and tell them that they are expected to follow the example.

Answers : Answers will vary.

## LESSON PLAN Week 4 Session 2

**Objective :** *By the end of the lesson, students should recall the sounds of Group 3 and learn the new Tricky Words.*

### **Writing : Activity A**

The teacher asks the students to complete each word with the correct sound.

### **Writing : Activity B**

The teacher encourages the students to listen to the words carefully ; s/he will dictate while they write them.

### **Presenting Structure / Repeating / Reading / Writing : Activity C**

- The teacher introduces the new Tricky Words to the students. S/he reads them and asks the students to repeat after her/him.
- The teacher explains to the students why these words are irregular.
- The teacher reads the sentences containing Tricky Words and explains its meaning to help the students understand the Tricky Words better. (Besides the context , s/he can use gestures or a picture or something else)
- The teacher asks the students to read the sentences .
- The teacher asks the students to fill in the gaps with the Tricky Words.

## LESSON PLAN Week 4 Session 3

**Objective :** *By the end of the lesson, students should know the <ck> rule. Words containing a short vowel sound followed by the /k/ sound are written with curly <c> and kicking <k>.*

### **Presenting Structure / Repeating : Activity A**

The teacher asks the students to look at the picture, listen and repeat the words .

The teacher explains the <ck> rule of the short vowel.

### **Practicing / Writing : Activity B**

The teacher asks the students to complete the word with the correct /k/ sound by using the curly <c> and the kicking <k>.

### **Writing : Activity C**

The teacher asks the students to complete the words with the correct short vowel.

## LESSON PLAN Week 4 Session 4

**Objective :** *By the end of this session, students should learn the kitchen vocabulary and express where are the objects in the kitchen by using the preposition of places " IN & ON ".*

### **Presenting Structure : Activity A**

The teacher asks the students what do they see in the picture and reads the vocabulary, and the students look at the picture, read and repeat.

The teacher explains the kitchen vocabulary and the students read and repeat.

### Practicing Structure / Speaking & Writing : Activity B

- The teacher asks the students to look the picture in A again and reads the sentences, and explains that the sentences needs to be completed with in/on.
- The teacher does the first sentence and allows the students to participate.
- The teacher explains and contrasts in/on for the students and does one more sentence if necessary.
- The teacher asks the students "if they can complete the rest of the sentences", Makes sure that the prepositions of places "IN & ON" is understood and used.
- While students answering, check if all students are practicing, and help if necessary.

#### Answers :

1. in
2. in
3. on
4. on
5. in
6. on.

### Production : Activity C (pair work)

The teacher asks student to look at the picture in A and ask each other about the objects location in the kitchen by using "in & on".

The teacher should explain the instruction carefully and tell them that they are expected to follow the example.

Answers : Answers will vary.

## LESSON PLAN Week 5 Session 1

**Objective :** By the end of this session, students should learn the bedroom vocabulary and express where the objects in the bedroom are by using the preposition of places "next to & ON".

### Presenting Structure : Activity A

The teacher asks the students what do they see in the picture and reads the vocabulary, and the students look at the picture, read and repeat.

The teacher explains the bedroom vocabulary and the students read and repeat.

### Practicing Structure / Speaking & Writing : Activity B

- The teacher asks the students to look the picture in A again and reads the sentences, and explains that the sentences needs to be completed with on/next to.
- The teacher does the first sentence and allows the students to participate.
- The teacher explains and contrasts on/ next to for the students and does one more sentence if necessary.
- The teacher asks the students "if they can complete the rest of the sentences", Makes sure that the prepositions of places "NEXT TO & ON" is understood and used.
- While students answering, check if all students are practicing, and help if necessary.

#### Answers :

1. on
2. next to
3. on
4. on
5. next to

6. on
7. next to
8. next to.

### **Production : Activity C (pair work)**

The teacher asks student to choose four bedroom items and draw them in the empty room then ask each other about the items location by using “*next to & on*”.

The teacher should explain the instruction carefully and draw one item in the room as an example.

**Answers :** Answers will vary.

## **LESSON PLAN** **Week 5 Session 2**

**Objectives :** *By the end of the lesson, students should recall the sounds of Group 4. Students should practice the previously covered tricky words and then learn new tricky words.*

### **Writing : Activity A**

The teacher asks the students to complete the words with the correct sound from the list.

### **Writing : Activity B**

The teacher tells the students to listen then write the words.

### **Presenting Structure / Repeating / Reading / Writing : Activity C (pair work)**

The teacher asks the students to practice reading the previous Tricky Words in order to check their pronunciation.

The teacher tells the students to listen and repeat after her/him the new Tricky Words.

The teacher explains to students why these words are irregular.

The teacher reads and explains sentences containing the new Tricky Words. (S/he can use gestures or pictures.)

The teacher asks the students to read the sentences and then complete the blanks with the new Tricky Words.

## **LESSON PLAN** **Week 5 Session 3**

**Objectives :** *By the end of the lesson, students should know the Double Letters rule. When two consonant letters that make the same sound are next to each other, the sound is only said once. Students should learn how to play Bingo, which is a fun game helping them revise the Tricky Words.*

### **Presenting Structure / Repeating : Activity A**

The teacher asks students to listen and repeat.

The teacher explains the rule of Double Letters (2 consonants making the same sound should be pronounced once ; one sound dot under the double letters for blending).

### **Practicing Structure / Speaking / Reading : Activity B**

The teacher tells the students to listen to the sentences.

The teacher asks the students to read and practice with their classmates.

The teacher monitors and checks if the students are reading. S/he also supports them if needed.

### Writing : Activity C

- The teacher explains how to play Bingo and have fun learning about Tricky Words.
- The teacher reads for the students the list of Tricky Words.
- The teacher asks the students to choose from the list 8 tricky words and then fill in the empty boxes of the chart.
- The teacher tells the students to cross out the words they hear from their chart.
- The teacher explains that as soon as one student gets 3 words crossed out diagonally, in row horizontally or vertically to raise her/his hand because s/he is the winner. The game ends as soon as we have a winner but the teacher can start again if s/he has time and to get another winner and push students to compete and become winners.

## LESSON PLAN

### Week 5 Session 4

**Objective :** *By the end of this session, students should learn the living room vocabulary and express where the objects in the living room are by using the preposition of places "under, next to & ON".*

### Presenting Structure : Activity A

The teacher asks the students what do they see in the picture and reads the vocabulary, and the students look at the picture, read and repeat.

The teacher explains the living room vocabulary and the students read and repeat.

### Practicing Structure / Speaking & Writing : Activity B

- The teacher asks the students to look the picture in A again and reads the sentences, and explains that the sentences needs to be completed with on/next to /under.
- The teacher fill in the first sentence and allows the students to participate.
- The teacher explains and contrasts on/ next to/ under for the students and demonstrate by using classroom objects like pen if necessary.
- The teacher asks the students "if they can complete the rest of the sentences", Makes sure that the prepositions of places "UNDER, NEXT TO & ON " is understood and used properly.
- While students answering, check if all students are practicing, and help if necessary.

### Answers :

1. under
2. on
3. next to
4. under
5. under
6. next to
7. next to
8. next to.

### Production : Activity C (pair work)

The student listen to the teacher describing a living room items location draw them and teacher focuses the correction on the items location "under, next to & on " rather than the drawing itself.

The teacher should explain the instruction carefully and draw one item on the board as an example.

**Answers :** Answers will vary.

## LESSON PLAN

### Week 6 Session 1

**Objective :** *By the end of this session, students should be able to name to small items that the people usually carry around and tell others what they have or haven't by using the form "do you have + personal item ?".*

#### **Presenting Structure : Activity A**

The teacher asks the students what do they see in the picture and reads the vocabulary, and the students look at the picture, read and repeat.

The teacher explains the small items vocabulary and the students read and repeat.

#### **Practicing Structure / Speaking & Writing : Activity B**

- The teacher asks the students to write three personal items that they have with them and answer the questions by (*Yes I do / No I don't*).
- The teacher writes three items he has on the board as an example and answer the questions accordingly.
- The teacher explains and give one more example for the students if necessary.
- The teacher asks the students "if they can complete the rest of the sentences", Makes sure that the question form "*do you have + personal item ?*" is understood and used properly.
- While students practicing, check if all students are participating, and help if necessary.

**Answers :** Answers will vary.

#### **Production : Activity C (pair work)**

The teacher picks a familiar object like a pencil and asks a student "do you have a pencil ?" and the student reply to the teachers question. Then asks two more students to do the same and finally allows the rest of the class to practice in pairs.

The teacher should explain the instruction carefully and make sure that all of the students know what they are expected to do.

**Answers :** Answers will vary.

## LESSON PLAN

### Week 6 Session 2

**Objective :** *By the end of the lesson, students should be able to recall sounds in Group 5 and learn the new Tricky Words.*

#### **Writing : Activity A**

The teacher asks the students to complete the blanks with the correct sound.

#### **Writing : Activity B**

The teacher tells the students to listen and write the words.

#### **Presenting Structure / Repeating / Reading / Writing : Activity C**

The teacher presents and reads out the new Tricky Words to the students and asks them to repeat after her/him.

The teacher explains to the students why they are irregular.

The teacher explains to the students the tricky words through the sentences (besides the context, s/he can use gestures, a picture.)

The teacher asks the students to read the sentences.

## LESSON PLAN

### Week 6 Session 3

**Objective :** *By the end of the lesson, the students know how the Magic <e> changes the short vowel into a long vowel.*

#### Presenting Structure / Repeating : Activity A

The teacher tells the students to listen and repeat the words with and without the Magic <e> in order to show them how the Magic <e> changes the short vowel into a long one.

The teacher demonstrates how /a/ turns into /ai/, /e/ to /ee/, /i/ to /ie/, /o/ to /oa/ and /u/ to /ue/ or /oo/.

#### Practicing / Reading : Activity B

The teacher asks the students to listen to the words and repeat.

The teacher asks the students to add <e> to the words and read.

The teacher checks their pronunciation.

#### Practicing / Speaking : Activity C

The teacher asks the students to listen to the reading of the dialogue and s/he focuses on the <e> to show the students the changes it makes.

The teacher practices the dialogue with a student.

The teacher lets two students practice the dialogue in class.

The teacher asks the students to practice with their classmates.

The teacher explains clearly that one student asks the question and the other answers.

The teacher monitors, checks students' pronunciation while practicing and brings support if necessary.

[The dialogue is put in a confusing way, here is how the sentences in the dialogues should be followed :

What is this ? It is a mat. Who is this ? This is my mat. No, this is a mate ? Oh yes, Magic <e>. Show and tell the students too.]

## LESSON PLAN

### Week 6 Session 4

**Objective :** *By the end of this session, students should be able to name the small items that the people usually carry around and talk about what others have or haven't by using the form "does he/she have + personal item ?".*

#### Presenting Structure : Activity A

The teacher asks the students what do they see in the picture and reads the vocabulary, and the students look at the picture, read and repeat.

The teacher explains the **small items** vocabulary and shows the items that are in the picture that could be found in the classroom like pen, schoolbag, bottle and watch etc...

#### Practicing Structure / Speaking & Writing : Activity B

- The teacher asks the students to write three personal items that they have with them and answer the questions by (*Yes he/she does or No he/she doesn't*).
- The teacher writes three items that one student has on the board as an example and answer the questions accordingly.
- The teacher explains and give one more example for the students if necessary.
- The teacher asks the students "if they can complete the rest of the sentences", Makes sure that the question form "*does he/she have + personal item ?*" is understood and used properly.
- While students practicing, check if all students are participating, and help if necessary.

**Answers :** Answers will vary.



### **Production : Activity C (pair work)**

The teacher asks a student to hold up an object like a pencil and asks another student “does he/she have a pencil ?” and the student reply to the teachers question. Then asks two more students to do the same and finally allows the rest of the class to practice.

The teacher should explain the instruction carefully and make sure that all of the students know what they are expected to do.

**Answers :** Answers will vary.

## **LESSON PLAN** **Week 7 Session 1**

**Objective :** *By the end of the lesson, students should be able to review the vocabulary of the previous weeks- people, places, objects and actions words.*

### **Presenting Structure / Speaking : Activity A**

- The teacher asks students to review the previous vocabulary then asks them to recall a word and write it on the board.
- Make sure all the students can remember the spelling and the meaning of the words.

### **Speaking / Writing : Activity B (Practice)**

- Asks the students to read the card that was completed for them as an example.
- The students choose to write about two other people that they know and complete the table.
- Before they start, tell them to use the appropriate words in the above vocabulary if they need.
- In addition, give them two more examples orally to guide them.
- Randomly choose some students to present the task in front of the class.

### **Speaking / Writing : Activity C (Production)**

- Tell the students to practice,
- Think of two more people that you know and prepare the same card as the above activity.
- Exchange the information.

## **LESSON PLAN** **Week 7 Session 2**

**Objective :** *By the end of the lesson, the students should show their teacher their understanding on the concepts studied so far and their capability to answer or perform the related activities.*

### **Writing : Activity A**

The teacher asks the students to recall and write 6 words having the sounds of Group 1.

### **Writing : Activity B**

The teacher asks the students to place and write each vowel to the right fingertip then checks.

### **Writing : Activity C**

The teacher asks the students to write in the hat some Tricky Words studied so far then checks the spellings.

## LESSON PLAN

### Week 7 Session 3

**Objective :** *By the end of the lesson, the students should be able to do well in the activities based on the previous lessons.*

#### **Practicing / Reading : Activity A**

The teacher asks the students to practice and read words with the /ee/ sound.

#### **Writing : Activity B**

The teacher asks the students to complete the words with the alternative spellings of the /k/ sound (the curly <c> and the kicking <k>).

#### **Writing : Activity C**

The teacher asks the students to recognize and find out the Tricky Words then circle them.

## LESSON PLAN

### Week 7 Session 4

**Objective :** *By the end of the lesson, students should be able to review the vocabulary of the previous weeks- people, places, objects and actions.*

#### **Presenting Structure / Speaking : Activity A**

- Asks students to look at the pictures and review the previous vocabulary of **people, places, objects and actions**. (Ask them what they can see and where they are.)
- Make sure all the students can remember the spelling and the meaning of the places, objects and action verbs.

#### **Writing / Speaking : Activity B (Practice)**

- Ask the students to choose a room.
- Then tell them to complete the four cards and do as the example.
- Before they start, tell them to use the above words if they need.
- And give them two more examples and orally guide them.
- Randomly choose some students to present their task in front of the students.

#### **Speaking : Activity C (Production)**

- Tell the students to choose one or two persons of your family,
- Ask and answer the questions like the example.

## LESSON PLAN

### Week 8 Session 1

**Objective :** *By the end of the lesson, students should be able to pronounce the numbers well and write them correctly in English.*

#### **Presenting Structure / Speaking : Activity A**

- Ask students to review the previous numbers from 1 to 10
- Ask them to randomly say a number and write on the board or spell it.
- Ask the students to listen to the numbers from 11 to 20.
- The teacher asks the class to repeat after her/him.
- Ask some students to read the numbers to check their pronunciation.

### Writing / Speaking : Activity B

- Ask the students to count the numbers of chairs, desk, boys, girls and windows in the class.( the picture is too small to count things due to the space, so use your real class)
- Listen to the teacher and answer the questions one by one orally.
- Then write down your answers in your books.

### Production / Speaking : Activity C

#### In pairs, ask and answer.

Tell the students to look around in the classroom and ask as well as answer the number of things they see in the class. Before the students start the practice, the teacher asks two students to practice the conversation in front of the class as a model and give them an example.

*Ask : How many fans are in the class ?*

*Answer : There are five fans.*

## LESSON PLAN

### Week 8 Session 2

**Objectives :** *By the end of the lesson, students should recall the pronunciation of the sounds of Group 6 and complete the words by using the correct sound.  
Students should learn 3 new Tricky Words, their correct pronunciations as well as the meaning.*

### Writing : Activity A

The teacher tells the students to listen and complete the words with the correct sound.

### Writing : Activity B

The teacher asks the students to listen carefully and write the words s/he dictates.

### Presenting Structure / Repeating / Reading / Writing : Activity C

The teacher presents and reads out the new Tricky Words to the students and asks them to repeat after her/him.

The teacher explains to the students why they are irregular words .

The teacher explains to the students the tricky words through the sentences (besides the context, s/he can use gestures or pictures).

The teacher asks the students to read the sentences and fill in the blanks with the Tricky Words.

The teacher monitors, checks their pronunciation and brings support if necessary.

## LESSON PLAN

### Week 8 Session 3

**Objective :** *By the end of the lesson , students should learn and know how the Magic 'e' which changes the short vowel sounds /o/, /e/ and /u/ into long vowel sounds /oa/, /ee/ and /ue/.*

### Presenting Structure / Repeating : Activity A

The teacher tells the students to listen and repeat.

The teacher shows the students how the magic 'e' changes the /o/ into /oa/ , /u/ into /ue/ and /e/ into /ee/.

### Practicing / Reading : Activity B

The teacher tells the students to listen and repeat.

The teacher asks the students to add the final 'e' to the words.

The teacher asks the students to read the words with the Magic 'e' they added.

The teacher monitors, checks their pronunciation and helps struggling students if necessary.

### Practicing / Speaking : Activity C

The teacher asks the students to listen and repeat the dialogue after her/him.

The teacher focuses on Magic <e> and shows the students the change it makes in the vowel sound.

The teacher practices the dialogue with a student as an example.

The teacher asks the students to practice with their classmates.

The teacher clearly explains that one student asks the question and the other answers.

The teacher monitors, checks students' pronunciation and brings support if necessary.

## LESSON PLAN Week 8 Session 4

**Objective :** *By the end of the lesson, students should be able to pronounce the numbers well and write them correctly in English.*

### Presenting Structure / Speaking : Activity A

- Ask the students to review the previous numbers from 11 to 20.
- Ask the students to listen to the numbers from 20 to 100.
- Ask the whole class to repeat after her/him.
- Ask some students to read the numbers to check their pronunciation.

### Writing : Activity B

- Ask the students to look at the objects, count and write in number words. (*individual*)
- Correct the task.
- Answers : twenty pens, sixty forks, fifty coins and forty books.

### Production / Speaking : Activity C

*In pairs, ask and answer.*

Tell the students to look at the objects and their prices then ask and answer in numbers. The students have to start with "how much" in each question. The teacher should give them an example.

*Ask : How much does the chewing gum cost ?*

*Answer : It is twenty francs.*

## LESSON PLAN Week 9 Session 1

**Objective :** *By the end of the lesson, students should be able to use the new vocabulary.*

### Presenting Structure / Speaking : Activity A

- Ask the students to look at the picture, read the names of different places in the school and ask their meanings to encourage a better understanding. Explain to them the meaning of these names.
- Ask the students to listen to the names of different places and repeat after her/him to check their pronunciations.
- Ask some students to read the names of different places to recap the activity.

### Listening / Writing : Activity B

- As a warm up : tell the students to look at the names of different places in the picture, then discuss them the places that we can read for pleasure, wash, play, have a rest etc...
- Ask the students to listen twice and then fill in the blanks with the missing words that they hear.
- Possible answers : library, teacher's room, class and toilet.

## Production / Speaking : Activity C

### *In pairs, ask and answer.*

In order to do more practice, give the **students several questions** and write in front of each question in the brackets "name of the place".

*Ask : Where is Ali ? (library)*

*Answer : He is in the library.*

## LESSON PLAN Week 9 Session 2

**Objectives :** *By the end of the lesson, students should be able to read words with Magic <e>. Students should learn new tricky words.*

### Writing : Activity A

The teacher tells the students to listen and then write the words.

### Practicing / Repeating / Reading : Activity B

The teacher tells the students to listen and repeat.

The teacher asks the students to read the words.

The teacher monitors, checks the pronunciation of the words which have Magic <e> and helps needy students if necessary.

### Presenting Structure / Repeating / Reading / Writing : Activity C

The teacher presents and reads out the new Tricky Words to the students and asks them to repeat after her/him.

The teacher explains to the students why they are irregular words.

The teacher explains to the students the tricky words through sentences (in addition to the sentences, s/he can use gestures or pictures ).

The teacher asks the students to read the sentences and fill in the blanks with the Tricky Words.

The teacher monitors, checks their pronunciation and supports them if necessary.

## LESSON PLAN Week 9 Session 3

**Objective :** *By the end of the lesson, students should know the alternative spellings of the /ai/ sound.*

### Presenting Structure / Repeating : Activity A

The teacher tells students to listen and repeat the words containing the /ai / sound.

The teacher shows the alternative spellings of /ai/ sound and explains the different ways to write the /ai / sound.

### Practicing / Writing : Activity B

The teacher asks the students to listen.

The teacher reads the words with the missing /ai/ sound.

The teacher asks the students to complete and choose one alternative spelling of /ai/ either <ai> or <ay>.

The teacher gives a hint to students and explains clearly that <ai> is never written at the end of the word.

### Extension Activity : Activity C

The teacher asks the students to match the correct pictures to the words.

## LESSON PLAN

### Week 9 Session 4

**Objective :** By the end of the lesson, students should be able to use different requests in the classroom.

#### Presenting Structure / Speaking : Activity A

- Ask the students to listen to the different requests and repeat after the teacher.
- Then ask students to look at the pictures, and ask them where they are and what they are doing. Explain to them the meaning of the requests in gestures.
- Ask some students to read the names of different requests to recap the activity.

#### Listening / Writing : Activity B

- Tell the students to read the situations and then complete the gaps.
- The first two situations have done as examples and then do the rest.
- Possible answers : come in, repeat, have.

#### Production / Speaking : Activity C

**In pairs, ask and answer.**

To do more practice, ask the **students to ask and answer as in the questions in their textbook.**  
To understand more, give them the following questions :

**Ask :** Can I open the window ?

**Answer :** Yes, you can.

**Ask :** Can you help me with this activity ?

**Answer :** Yes, I can.

## LESSON PLAN

### Week 10 Session 1

**Objective :** By the end of the lesson, students should be fluent with the subject names.

#### Presenting Structure / Speaking : Activity A

- Ask the students to listen to the different school subjects and repeat after me. (**physical education, mathematics, English Caravan, history/geography, Djib-Phonics, books, pens, mathematics, schoolbag, Discovery, eraser, pencil, ball, glue, science and civics and moral of education**).
- Tell the students to look at the picture, and ask them what they can see. Show some textbooks from the school library.
- Revise school subjects and ask them to read the names of different school subjects to recap the activity.

#### Speaking : Activity B

**Game : In pairs / groups**

- Tell the students : one student spins the number and another tells the name of school subjects/items.
- Do the first one as an example, then they will do the rest.

#### Production / Speaking / Writing : Activity C

**In pairs, ask and answer.**

In order to do more practice, tell the **students to ask about the school subjects/items as in the questions in their textbook and answer.** To understand more, give them other examples.

## LESSON PLAN

### Week 10 Session 2

**Objectives :** *By the end of the lesson, students should remember that the letter <y> can be pronounced as /ee/ and read well the words containing <y> at the end. Students should learn new Tricky Words.*

#### Writing : Activity A

The teacher tells students to listen carefully and write the words.

#### Practicing / Reading : Activity B

- The teacher asks the students to listen.
- The teacher reads the words.
- The teacher asks the students to add <y> to the words and then read.
- The teacher monitors, checks and helps students with the pronunciation if necessary.
- The teacher chooses some students to read out to the class, the new words containing <y>.

#### Presenting Structure / Repeating / Reading / Writing : Activity C

- The teacher presents and reads out the new Tricky Words to the students and asks them to repeat.
- The teacher explains to the students why they are irregular words.
- The teacher explains to the students the Tricky Words through sentences (besides the context, s/he can use gestures, pictures).
- The teacher asks the students to read the sentences and then fill in the blanks with the tricky words.
- The teacher monitors, checks their pronunciation and brings support if necessary.

## LESSON PLAN

### Week 10 Session 3

**Objective :** *By the end of the lesson, students should know the alternative spellings of /ee/ sound.*

#### Presenting Structure / repeating : Activity A

- The teacher tells the students to listen and repeat.
- The teacher presents and explains different ways /ee/ is written. S/he tells students /ee/ can be written as <ea> or <ee>.

#### Practicing / Listening : Activity B

The teacher tells students to listen carefully to the words and cross out the picture that doesn't have the /ee/ sound.

#### Extension Activity : Activity C

- The teacher asks the students to listen to the words.
- The teacher asks the students to read the words on their turn.
- The teacher asks the students to circle the words that have the /ee/ sound.

## LESSON PLAN

### Week 10 Session 4

**Objective :** By the end of the lesson, students should be able to use the preposition of place in the school vocabulary.

#### Presenting Structure / Speaking : Activity A

- Ask the students to listen to the different **prepositions of place** in the context and repeat after the teacher. (**at, on, in and under**)
- Tell the students to look at the picture, and ask them to tell where the teacher, students, books and school bags are. The school bags are invisible, ask them where they are kept in their classroom.
- Mention some school items and ask them where they are.

#### Writing : Activity B

- Tell the students to look at the pictures and fill in the sentences with prepositions of place. Give examples of the classroom items.
- Possible answers : **on, under, at, at and in.**

#### Speaking : Activity C (Production)

***In pairs, ask and answer.***

In order to do more practice, tell the **students to ask and answer about the prepositions of place – where is Omar, where is the book etc... ?**

**Like the questions in their textbooks.** To understand more, give them other examples.

## LESSON PLAN

### Week 11 Session 1

**Objective :** By the end of the lesson, students should be able to use the weather vocabulary.

#### Presenting Structure / Speaking : Activity A

- Ask the students to listen to the different weather vocabulary and repeat after her/him. (**sunny, rainy, cloudy, snowy and windy**)
- Then ask students to look at the picture, read and close the textbooks. The teacher checks their weather vocabulary. S/he asks them to spell and write the words correctly.

#### Listening / Writing : Activity B

- Tell the students to look at the pictures and discuss what they are doing as well what weather is like at this time- sunny, rainy etc...
- After the short discussion, tell the students to listen to the story and write down the sentences they heard according to the description of the pictures.
- Possible answers :
  - It is sunny. Aicha is at the beach on a sunny day.
  - It is windy and Samia is outside and the wind is blowing.
  - It is snowy. Houmed is visiting a place where it is snowing.

#### Production / Speaking : Activity C

***In pairs, ask and answer.***

In order to do more practice, tell the **students to ask questions and answer about the weather.**

**According to the pictures, start the practice like this : What is the weather like today ? It is rainy, sunny etc..., be careful ! Some pictures are repetitive.**



## LESSON PLAN

### Week 11 Session 2

**Objective :** *By the end of the lesson, the students should learn how to make the <b> and <d> with their hands.*

#### **Presenting Structure : Activity A**

- The teacher tells students to listen and repeat.
- The teacher says /b/ and /d / using her/his hands.
- The teacher explains that we have the /b/ sound with the thumb of the left hand up and the rest of the fingers in a fist and the /d/ sound with the thumb of the right hand up and the rest of the fingers in a fist.

#### **Practicing / Writing : Activity B**

- The teacher asks the students to look at the picture.
- The teacher asks the students to complete the words with /b/ or /d/
- The teacher reads out the words.

#### **Extension Activity : Activity C**

**In pairs, ask and answer.**

The teacher tells students to listen to the words and cross out the word that doesn't have /b/ or /d/.

## LESSON PLAN

### Week 11 Session 3

**Objectives :** *By the end of the lesson, students should be able to read and recognize the digraphs.  
Students should learn new Tricky Words.*

#### **Writing : Activity A**

The teacher asks the students to listen carefully to the words and write them.

#### **Reading : Activity B**

- The teacher asks the students to listen.
- The teacher reads out the words to the students.
- The teacher asks the students to read the words on their turn and underline the digraphs in each word.
- The teacher monitors, checks their pronunciation and brings support if necessary.

#### **Presenting Structure / Repeating / Reading / Writing : Activity C**

- The teacher presents and reads out the new tricky words to the students and asks them to repeat after him.
- The teacher explains to the students why they are Tricky Words.
- The teacher explains to the students the Tricky Words through the sentences (besides the context, he can use gestures or pictures).
- The teacher asks the students to read the sentences and fill in the blanks with the Tricky Words.
- The teacher monitors, checks their pronunciation and helps students if necessary.

**LESSON PLAN**  
**Week 11 Session 4**

**Objective :** By the end of the lesson, students should be able to use the adjectives of weather vocabulary.

**Presenting structure / Speaking : Activity A**

- Ask the students to listen to the different adjectives of weather vocabulary and repeat after him. (**hot, warm, cold, wet and dry**)
- Then ask students to look at the picture, read and then close the textbooks. The teacher asks to say the adjectives of weather vocabulary and spell it in order to say and write them correctly.

**Listening / Writing : Activity B**

- Tell the students to listen to the sentences and fill the blanks with words they hear.
- Possible answers :
  - It is wet.
  - It is hot.
  - It is cold.
  - It is warm.
  - It is dry.

**Speaking : Activity C (production)**

***In pairs, ask and answer.***

In order to do more practice, tell the students to ask and answer about the weather using different adjectives and weather vocabulary.

According to the pictures, start the practice like this :

**Ask :** What is the weather like today?

**Answer :** It is wet and rainy.

**LESSON PLAN**  
**Week 12 Session 1**

**Objective :** By the end of the lesson, students should be able to use the name of farm animals.

**Presenting Structure / Speaking : Activity A**

- Ask the students to listen to the different **name of wild animals** and repeat after him. (**sheep, goat, cow, camel, cat, donkey, dog, chicken and horse**)
- Then ask students to look at the pictures, read and then close the textbooks. The teacher asks to say the **wild animals**, and spell it in order to say and write them correctly.

**Listening / Writing : Activity B**

- Explain the students the following prepositions and make sure they understand and can use well – above, next to, under and between
- Then tell them to read the sentences and fill in the box with name of the farm animal in the appropriate place.
- Possible answers :

Camel	Horse
Dog	Donkey
Chicken	Cat

## Speaking : Activity C (production)

### *In pairs, ask and answer.*

In order to do more practice, tell the students to ask and answer about the farm animals using with these prepositions (under, above, between and next to).

Tell the students to complete all the blanks with name of farm animals that they want, then ask and answer like this :

**Ask :** *Where is the horse ?*

**Answer :** *It is under the cat.*

**Note :** Before they start, you should recap the using prepositions with the objects in the classroom (under, above, between and next to).

## LESSON PLAN Week 12 Session 2

**Objective :** *By the end of the lesson, students should know the alternative spellings of /ie/ sound (different ways to write the /ie/ sound).*

### Presents Structure / Repeating : Activity A

- The teacher tells the students to listen and repeat.
- The teacher presents a new way to write the /ie/, the letter <y>.
- The teacher explains that sometimes <y> makes /ie/ sound.
- The teacher explains that <ie> and <y> are alternative spellings of the /ie/ sound.

### Practicing / Writing : Activity B

- The teacher asks the students to listen to the words and then sort (classify) them.
- The teacher asks the students to put words in the right column of the chart.
- The teacher explains the chart to the students to help them understand the activity.

### Extension Activity / Reading : Activity C

- The teacher tells the students to listen to the sentences containing the <y> which is pronounced /ie/ or /ee/.
- The teacher asks the students to read these sentences on their turn.
- The teacher asks the students to practice with their classmates.
- The teacher monitors, checks and brings support to students if necessary.

## LESSON PLAN Week 12 Session 3

**Objectives :** *By the end of the lesson, students should be able to confidently read words with Magic <e>.  
Students should know how to read the previous Tricky Words.  
Students should learn the new Tricky Words, its pronunciation and meaning.*

### Writing : Activity A

The teacher asks the students to listen carefully and write the words.

### Practicing / Reading : Activity B

- The teacher asks the students to listen to the words with Magic <e>.
- The teacher asks the students to read the words.
- The teacher asks the students to practice the words with a partner.

### Presenting Structure / Repeating / Reading / Writing : Activity C

- The teacher asks the students to read the previously learnt Tricky Words.
- The teacher checks students' pronunciation of the previous Tricky Words.
- The teacher presents and reads out the new Tricky Words and asks the students to repeat after her/him.
- The teacher explains the tricky bits in the words.
- The teacher explains to the students the Tricky Words through the sentences (besides the sentences, s/he can use gestures or pictures).
- The teacher asks the students to read the Tricky Words and fill in the blanks with them.
- The teacher monitors, checks their pronunciation and brings support to the students if necessary.

## LESSON PLAN

### Week 12 Session 4

**Objective :** By the end of the lesson, students should be able to use the name of wild animals.

### Presenting structure / Speaking : Activity A

- Ask the students to listen to the different **name of farm animal** and repeat after him. (**lion, baboon, leopard, snake, hyena, gorilla, zebra, antelope and giraffe**)
- Then he asks students to look at the pictures, read and then close the textbooks. The teacher asks to say the **farm animals** and spell it in order to say and write them correctly.

### Listening / Writing : Activity B

- Tell the students to listen the sounds of wild animals, and then guess the name of animal that belongs to it.
- Give the first example and let the rest to guess.
- Possible answers : Goat = baaaa                      Gorilla = ocococ                      Snake = ssssss  
Hyena = muuuua                      Baboon = wahoo                      Lion = uuuuu  
Dog = wahwahwah                      Chicken = kokoko.

### Speaking : Activity C (production)

In pairs, ask and answer.

In order to do more practice, tell the **students to ask and answer about the animals.**

Tell the students to say the name of animals and then say where they are and how many they are like this :

**Ask :** How many goats are there ?

**Answer :** There are three goats.

## LESSON PLAN

### Week 13 Session 1

**Objective :** By the end of the lesson, students should be able to describe people's hair.

### Presenting structure : Activity A

The teacher asks students to look at the pictures. The children listen and repeat: 'long, short, covered, brown, blond, curly, straight, red, black'.

### Practicing structure / Speaking : Activity B

- The teacher asks the students to listen to the description.
- He reads the descriptions for the students and makes sure they are following.
- Then he asks them to find another adjective to describe their hair.
- He reads the first example and if the students didn't understand yet, he can do the second sentence as an example.
- Check if all students are writing adjectives, and help if necessary.

**Answers :** She has black hair OR She has curly hair.

He has short hair. OR He has straight hair.

She has black hair. OR She has short hair.

### Speaking : Activity C

The teacher asks the students to listen to your friend describing a person in the picture then students should guess who it is.

The teacher should do the first example.

**Note:** The teacher should read slowly and give extra attention to all students especially those sitting in the back. The teacher has to repeat the words and sentences several times. S/he makes sure the students repeat exactly.

Answers will vary.

## LESSON PLAN Week 13 Session 2

**Objectives :** *By the end of the lesson, students should know the alternative spellings of the /oa/ sound. Students should understand and play Bingo confidently.*

### Presenting structure / Repeating : Activity A

- The teacher tells the students to listen and repeat the words.
- The teacher presents more ways to write the /oa/ sound.
- The teacher shows and explains that <oa>, <ow > and <o-e> all make the /oa/ sound.

### Practicing / Reading : Activity B

- The teacher tells students to listen to the words.
- The teacher asks the students to read the words on their turn.
- The teacher asks the students to cross out the word which doesn't have the /oa/ sound.

### Writing : Activity C

- The teacher asks the students to choose 8 words randomly from the list and put them in the empty boxes of the chart.
- The teacher asks the students to listen to the Tricky Words he dictates and cross out in their chart words they hear.
- The teacher informs the students that the first person who gets 3 crossed words in a row, a diagonal or a line wins and the game ends .
- The teacher can start the game again with the students if s/he still has time and in order to get another winner.

## LESSON PLAN Week 13 Session 3

**Objectives :** *By the end of the lesson, students should have a clear understanding of digraphs (two letters making one sound). Students should know which digraph to choose for the words with the help of the vocabulary from Grade 3 and in the previous lessons in Grade 4.*

### Presenting Structure / Repeating : Activity A

The teacher tells students to listen and repeat the words which are under the pictures and contain different digraphs.

### Practicing / Writing : Activity B

The teacher asks the students to choose the correct digraph from the list for each word in the chart and fill in the blanks.

### Writing : Activity C

The teacher tells the students to listen carefully and write the words s/he dictates.

## LESSON PLAN

### Week 13 Session 4

**Objective :** By the end of the lesson, students should be able to describe someone.

#### Presenting structure : Activity A

The teacher asks students to look at the pictures. The children listen and repeat :

**body** : round / square, **legs** : tall / long / short, **arms** : thick / thin, **eyes** : big / small, **hair** : curly / straight.

#### Practicing Structure : Drawing Activity B

- The teacher asks the students to listen to the description then to draw the monster.
- Then the teacher asks the students to tick the words above in order to create their monsters.

Answers may vary.

#### Writing & Drawing : Activity C

The teacher asks first the students to fill in the gaps for their monsters' description. Then the students should listen to their friends' monster and draw it.

Answers may vary.

## LESSON PLAN

### Week 14 Session 1

**Objective :** By the end of the lesson, the students should be able to say what they do in the morning or evening.

#### Presenting structure : Activity A

The teacher asks students to look at the pictures and to listen and repeat :

In the morning, Said gets up. He prays. He eats his breakfast. He goes to school.

In the evening, Said prays. He watches TV. He plays with his friends. He does his homework. He eats his dinner.

#### Writing : Activity B

The teacher asks students to ask and answer questions about Said.

<b>Answers :</b> When does Said eat ?	He eats in the morning and in the evening.
When does Said go to school ?	In the morning.
When does said eat dinner ?	In the evening.

#### Speaking : Activity C

The teacher asks the students to ask and answer questions with your friend.

The teacher should model the first example :

**Example :** When do you pray ? I pray in the morning.

Answers may vary.

## LESSON PLAN

### Week 14 Session 2

**Objectives :** By the end of the lesson, students should recall and know the opposites.  
Students should learn and understand the pronunciation as well as the meaning of the new Tricky Words.

#### Writing : Activity A

The teacher tells students to listen very carefully and write the words s/he dictates.

### Writing : Activity B

The teacher asks the students to match the opposites.

### Presenting Structure / Repeating / Reading / Writing : Activity C

- The teacher presents and reads out the new Tricky Words to the students and they repeat after her/him.
- The teacher explains to the students why they are Tricky Words.
- The teacher explains to the students the Tricky Words through the sentence (besides the context, s/he can use gestures or pictures)
- The teacher asks the students to read the sentences and fill in the blanks with the Tricky Words.
- The teacher monitors, checks their pronunciation and brings support to the students if necessary.

## LESSON PLAN Week 14 Session 3

**Objective :** By the end of the lesson, students should know the alternative spellings of the /er/ sound.

### Presenting structure / Repeating : Activity A

- The teacher tells the students to listen and repeat.
- The teacher explains that there are other ways to write the /er/ sound such as <ir> and <ur> besides the digraph <er> seen in Grade 3.

### Practicing / Writing : Activity B

The teacher tells students to listen and circle the pictures that don't have the /er/ sound.

### Extension Activity / Reading : Activity C

- The teacher asks students to listen and then reads out the words for the students.
- The teacher asks the students to practice reading the words with their classmates.
- The teacher monitors, checks if students are pronouncing well these words which contain the /er/ sound and Magic <e> and brings support if necessary.

## LESSON PLAN Week 14 Session 4

**Objective :** By the end of the lesson, the students should be able to identify different moments in a day.

### Presenting structure : Activity A

The teacher asks students to look at the pictures and to listen and repeat : 'morning, afternoon, evening, night'.

### Writing : Activity B

The teacher asks students to listen and fill in the gaps.

**Answers :** Mia : Hi Said, I live in America. What is your day like in Djibouti ?

Said : In the morning, I pray and go to school.

Mia : In the morning, I eat breakfast and go to school too.

Said : In the afternoon, I go home and eat with my family. It is hot.

Mia : In the afternoon, I eat with my friends at school.

Said : In the evening, we pray and eat dinner.

Mia : In the evening, I eat dinner with my family. At night, I read and go to sleep.

### Speaking : Activity C

The teacher asks the students to tell their friends what they do in the morning ; in the afternoon and in the evening.

The teacher should give them an example. He should model it with a student.

Answers may vary.

**LESSON PLAN**  
**Week 15 Session 1**

**CONSOLIDATION**

This part is a review of the weeks 6 to 14.

**Speaking : Activity A**

The teacher tells the students to look at the game board and tell your friend what you see.

Answers may vary.

**Speaking : Activity B**

The teacher tells the students to sit in groups of 3 to 4. Then he tells them to play the game and use the word in a sentence.

The teacher gives them an example.

Answers may vary.

**Speaking : Activity C**

The teacher tells them to play the game again. A student must ask the person next to him a question about the picture.

The teacher asks a question to one student and the latter answers.

Answers may vary.

**LESSON PLAN**  
**Week 15 Session 2**

**Objectives :** *By the end of the lesson, the students should be able to recognize words containing Magic <e>. Students should know how to read and put the sound buttons under the letters which have Double Trouble words.*

**Writing : Activity A**

The teacher asks the students to look at the words and circle those which contain Magic 'e'.

**Writing : Activity B**

The teacher asks the students to complete the words with <b> or <d>.

**Reading / Writing : Activity C**

- The teacher asks the students to read the Double Trouble words.
- The teacher asks the students to put the buttons under the sounds.
- The teacher checks the students' answers.
- The teacher chooses volunteers to place the sound buttons under the Double Trouble words written on the board.



**LESSON PLAN**  
**Week 15 Session 3**

**Objectives :** *By the end of the lesson, students should be able to choose the correct spelling of the /ai/ sound for each word in Activity B.  
Students should be able to choose the correct spelling of the /oi/ sound in Activity C.*

**Writing : Activity A**

The teacher asks the students to complete the missing letters of the alphabet.

**Writing : Activity B**

The teacher asks the students to fill in the gaps with the right spelling of the /ai/ sound for each picture.

**Writing : Activity C**

The teacher asks the students to fill in the gaps with the right spelling of the /oi/ sound for each picture.

**LESSON PLAN**  
**Week 15 Session 4**

**CONSOLIDATION**

**This part is a review of the weeks 6 to 14.**

**Speaking : Activity A**

The teacher tells the students to look at the game board and tell your friend what you see.

Answers may vary.

**Speaking : Activity B**

The teacher tells the students to sit in groups of 3 to 4. A student spins a number and moves the marker. He should say what he sees in the square he lands on. He should use the number and animal.

The teacher shows them an example.

Answers may vary.

**Speaking : Activity C**

The teacher tells the students to use the words in, on, between, next to, under, or above to tell where they are on the board.

The teacher should give an example.

Answers may vary.

## LESSON PLAN

### Week 16 Session 1

**Objective :** By the end of the lesson, students should be able to talk about someone.

#### Presenting structure / Speaking : Activity A

- The teacher asks students to look at the pictures.
- He reads for the students and makes sure they are following.
- He asks one on one to repeat after him, then in pairs and last in groups.
- He asks the whole class to repeat after him.

**Answers :** 1. This is Afia. She is 11 years old. She lives in Ethiopia. She likes to draw.  
2. This is Li Wei. He is 11 years old. He lives in China. He likes to play football.  
3. This is Dev. He is 9 years old. He lives in India. He likes to dance.

#### Writing : Activity B

The teacher asks the students to listen first then to read and fill in the gaps.

**Answers :** 1. This is Afia. She is 11 years old. She lives in Ethiopia. She likes to draw.  
2. This is Li Wei. He is 11 years old. He lives in China. He likes to play football.  
3. This is Dev. He is 9 years old. He lives in India. He likes to dance.

#### Speaking : Activity C

The teacher tells the students to practice introducing these two people to their partners.

**Sentences :** Hi Said. This is my friend Mia. She lives in the United States of America. She is 9 years old.  
She likes to dance and play football.  
Hi Said. This is my friend Riku. She lives in Japan. He is 10 years old. He likes to draw and to swim.

## LESSON PLAN

### Week 16 Session 2

**Objective :** By the end of the lesson, students should be able to identify the alternative /ai/ and learn some Tricky Words.

#### Presenting structure / Listening / Writing : Activity A

The teacher dictates words to the children -rain, men, mother, snail and cowboy. S/he asks them to listen carefully and write the words.

#### Practicing / Listening / Identifying : Activity B

The teacher asks students to listen to the words and identify the words that contain /ai/ sound. Answers: date, faint, ate, stay, pray.

#### Reading / Writing : Activity C

- The teacher presents and reads out the new Tricky Words to the students and asks them to repeat after her/him.
- The teacher explains to the students why they are Tricky Words.
- The teacher explains to the students to fill the gaps with the Tricky Words then practice with a classmate.

## LESSON PLAN

### Week 16 Session 3

**Objective :** By the end of the lesson, students should be able to identify the alternative /ue/.

#### Presenting structure / Listening / Reading : Activity A

The teacher introduces the alternative spelling of /ue/ - <ew> and <u\_e>.

The students look at the pictures, listen to the teacher and repeat after her/him.

#### Practicing / Reading in Pairs : Activity B

The teacher asks children to listen carefully then practice reading words between them.

#### Reading / Sorting : Activity C

Children read the words of Activities A and B ; then write the words in the correct columns of Activity C.

## LESSON PLAN

### Week 16 Session 4

**Objective :** By the end of the lesson, students should be able to give some information about people.

#### Presenting structure / Speaking : Activity A

- The teacher asks students to look at the pictures.
- He reads for the students and makes sure they are following.
- He asks one on one to repeat after him, then in pairs and last in groups.
- He asks the whole class to repeat after him.

**Sentences :** *This is Emma. She lives in Britain. She is 11 years old .She likes to dance.*

*This is Hugo. He lives in Spain. He is 8 years old. He likes to swim.*

*This is Elise. She lives in France. She is 12 years old. She likes to read books.*

*This is Claudio. He lives in Italy. He is 11 years old. He likes to dance.*

#### Writing : Activity B

The teacher tells the students to listen then the students have to fill the gaps for the other pen pal's letter.

**Answers :** *Dear Pen Pal, My name is Hugo. I am from Spain. I have 2 brothers and a sister. I am 8 years old. I like to swim. Tell me about you. Your pal, Hugo.*

#### Writing / Speaking : Activity C

The teacher asks the students to fill in the gaps to write a letter from one of the pen pals. Then read it to your friend.

Answers may vary.

## LESSON PLAN

### Week 17 Session 1

**Objective :** By the end of the lesson, students should be able to identify clothes items.

#### Presenting structure / Speaking : Activity A

- The teacher asks students to look at the pictures.
- He reads for the students and makes sure they are following.
- He asks one on one to repeat after him, then in pairs and last in groups.
- He asks the whole class to repeat after him.

**Words :** *dress, headscarf, shoes, t-shirt, pants, sarong, shirt.*

### Writing : Activity B

The teacher tells the students to listen then to answer the question.

*Answers : He is wearing a yellow shirt and a blue pants.*

### Writing / Speaking : Activity C

The teacher asks the students to draw the clothes on two people. Then tell your friend what they are wearing.

Answers may vary.

## LESSON PLAN Week 17 Session 2

**Objective :** *By the end of the lesson, children should be able to describe the picture and learn some Tricky Words.*

### Presenting structure / Listening / Dictation : Activity A

The teacher dictates words and encourages the children to identify the sounds and write the words - dress, boy, tie, red and pie.

### Practicing / Writing : Activity B

The teacher asks to the students to describe the picture :

- ✓ *I can see a hen.*
- ✓ *The hen has four chicks.*
- ✓ *The hen is red.*

### Listening / Writing / Tricky Words : Activity C

The teacher presents and reads out the new Tricky Words to the students and asks them to repeat after her/him.

The teacher explains to the students why they are Tricky Words.

The teacher explains to the students to fill the gaps with the Tricky Words then practice with a classmate.

## LESSON PLAN Week 17 Session 3

**Objective :** *At the end of the lesson, students should be able to identify the alternative /f/.*

### Presenting Structure : Listening / Repeating : Activity A

The teacher introduces the alternative spelling for /f/ - <ph>.

S/he asks the children to look at the pictures, then reads the words and asks the children to repeat after her/him.

### Presenting Structure : Listening / Writing /f/ or /ph/ sound : Activity B

The teacher reads the words and asks the children to listen carefully then complete the missing sounds with <f> or <ph>. An alphabet is the set of letters from A to Z. No such word as alphabets !

### Presenting structure : Listening / Reading Sounds : Activity C

The teacher reads the words to the students. The students practice reading the words

The teacher asks them to place a dot under each sound.

## LESSON PLAN

### Week 17 Session 4

**Objective :** By the end of the lesson, students should be able to name clothes items.

#### Presenting structure / Speaking : Activity A

- The teacher asks students to look at the pictures.
- He reads for the students and makes sure they are following.
- He asks one on one to repeat after him, then in pairs and last in groups.
- He asks the whole class to repeat after him.

#### Speaking : Activity B

The teacher asks the students to listen and play the game with 3-4 friends.

Answers may vary.

#### Speaking : Activity C

The teacher asks the students to play again. They have to use the word in a sentence.

**Example :** I have red shorts.

Answers may vary.

## LESSON PLAN

### Week 18 Session 1

**Objective :** By the end of the lesson, students should be able to identify clothes items.

#### Presenting structure / Speaking : Activity A

- The teacher asks students to look at the pictures.
- He reads for the students and makes sure they are following.
- He asks one on one to repeat after him, then in pairs and last in groups.
- He asks the whole class to repeat after him.

#### Speaking : Activity B

The teacher asks the students to listen and fill in the gaps. Then the teacher tells them to practice reading the letters to a friend.

Answers may vary.

#### Speaking : Activity C

The teacher asks the students to draw clothes on two people. Then the students should tell their friend what they are wearing.

Answers may vary.

## LESSON PLAN

### Week 18 Session 2

**Objective :** By the end of the lesson, students should be able to differentiate long vowel and short vowel sounds.

#### Presenting Structure / Listening / Repeating / Practicing Vowel Hand : Activity A

The teacher reads the Vowel Hand to the students, s/he asks them to repeat and practice with a classmate.

### Practicing / Listening / Writing / Reading : Activity B

- The teacher reads the long words.
- Students listen carefully.
- Students write the words with the short vowels -fat/fan, fed, fig/fin/fit, fog, fun
- Students read the words.

### Extension Activity / Reading / Sorting Long Vowel / Short Vowel Sounds : Activity C

The teacher reads the words and asks the children to sort them by their vowel sounds (short or long).

*Answers : short vowels - man, not, net, kit, cut ; long vowels - note, kite, main, cute, neat.*

## LESSON PLAN Week 18 Session 3

**Objective :** By the end of the lesson, students should be able to write regular words and learn some Tricky Words.

### Presenting Structure / Identifying / Writing : Activity A

- Children look at the pictures.
- The teacher tells the missing sounds of each word.
- Children write the missing sounds.

*Answers : crab, fish, duck, star.*

### Practicing / Writing / Dictation : Activity B

The teacher dictates some words to the students and asks them to write the words - cap, hat, fish, bat and starfish.

### Reading / Writing Tricky Words : Activity C

- The teacher presents and reads out the new Tricky Words to the students and asks them to repeat after her/him.
- The teacher explains to the students why they are Tricky Words.
- The teacher explains to the students to fill the gaps with the Tricky Words then practice with a classmate.

## LESSON PLAN Week 18 Session 4

**Objective :** By the end of the lesson, students should be able to name clothes items.

### Speaking : Activity A

The teacher asks students to look at the pictures then say what they see.

Answers may vary.

### Speaking : Activity B

The teacher asks the students to listen and fill in the gaps.

*Answers : It is a snowy day. The family is outside. Mom is wearing a red **coat** and a white **hat**. Her daughter is wearing a grey **coat** and gloves. The boy is wearing a black **jacket**, blue **scarf** and black **boots**. The little sister is wearing a green **jacket**, and blue **hat**.*

### Speaking : Activity C

The teacher asks the students to circle 5 things to bring on a trip. Then the students have to tell their friends what they put in their suitcases.

Answers may vary.

**LESSON PLAN**  
**Week 19 Session 1**

**FEELINGS**

**Objective :** By the end of the session, students will be able to use certain feeling words (happy, sad and angry).

**Activity B**

**Answers :** 1. 'm happy      2. brother is sick  
3. Saturday              4. Feel today.

**Activity C**

Students work in groups of 3 or 4. They ask each other's feelings.

**LESSON PLAN**  
**Week 19 Session 2**

**Objective :** By the end of the lesson, students should be able to identify the soft /c/ sound.

**Presenting Structure / Practicing / Reading : Activity A**

- The teacher introduces the soft <c> concept.  
Soft <c> - the letter <c> followed by <e>, <i> or <y> makes the /s/ sound.
- The teacher emphasizes the effect of the vowels <e>, <i> and <y> on the sound of <c> which changes to the /s/.
- The teacher reads the words and asks the children to read and practice with a classmate.

**Reading / Writing / Yes or No : Activity B**

The teacher reads the sentences to the children and asks them to think about the yes or no sentences.

**Extension Activity / Digraphs : Activity C**

The teacher asks the students to find and circle the digraphs.

**Answers :** dish, lunch, eat, teeth, round, morning, day, march.

**LESSON PLAN**  
**Week 19 Session 3**

**Objective :** By the end of the lesson, students should be able to write the sentences.

**Presenting Structure / Listening / Writing : Activity A**

Students look at the picture, the teacher describes the picture and the children write the sentences.

*I can see the moon and stars. The fox looks at the moon. A bat flies. The birds sleep in the nest.*

**Practicing / Matching : Activity B**

The teacher explains the colours to the students and asks them to match the corresponding words to the pictures.

**Reading / Writing / Tricky Words : Activity C**

- The teacher presents and reads out the new Tricky Words to the students and asks them to repeat after her/him.
- The teacher explains to the students why they are Tricky Words.
- The teacher explains to the students to fill the gaps with the Tricky Words then practice with a classmate.

LESSON PLAN  
Week 19 Session 4

## FEELINGS

**Objective :** By the end of the session, students will be able to use more feeling words in this session (happy, sad, angry, surprised and scared).

### Activity B

**Answers :** 1. She is happy                      2. She is surprised  
3. Houmed is scared                      4. Houmed's brother is sad.

### Activity C

Each one makes a list of how they feel when they meet, see, look or have something then ask about each other's lists.

LESSON PLAN  
Week 20 Session 1

## HAND WASHING

**Objective :** By the end of the session students will be able to use some of hygienic vocabulary. (wet, soap, scrub, rinse and dry).

### Activity A

**Answers :** before, after, after, after and before.

### Activity B

Teacher calls and students respond in chorus.

### Activity C

in pairs, tell the students to give full answers.

**Example :** I wash my hands before I eat.

LESSON PLAN  
Week 20 Session 2

**Objective :** By the end of the lesson, students should be able to identify the soft <g>.

### Listening / Reading / Practicing : Activity A

The teacher introduces the soft <g> concept.

Soft <g> - the letter <g> followed by <e>, <i> or <y> makes the /j/ sound.

The teacher reads the words to the students, s/he asks to read and practice with a classmate.

### Practicing / Reading Pair Work : Activity B

The teacher reads the soft <g> words emphasizing the change of sounds because of the new rule.

S/he asks children to read and practice with a classmate.

### Extension Activity / Matching : Activity C

The teacher asks the children to match the words to the corresponding pictures.



**LESSON PLAN**  
**Week 20 Session 3**

**Objective :** *By the end of the lesson, students should be able to differentiate the soft <c> and <g>.*

**Presenting Structure / Reading : Activity A**

The teacher revises the soft <c> and soft <g> concepts.

Soft <c> - the letter <c> followed by <e>, <i> or <y> makes the /s/ sound.

Soft <g> - the letter <g> followed by <e>, <i> or <y> makes the /j/ sound.

The teacher reads the words with the soft <c> and <g>. S/he asks the children to read and practice with a classmate.

**Listening / Writing : Activity B**

Students look at the pictures and listen to the teacher then write the sentences by the description of the picture.

*I can see a fish. The fish has a long tail. The fish looks happy.*

**Practicing / Reading / Writing Tricky words : Activity C**

The teacher presents and reads out the new Tricky Words to the students and asks them to repeat after her/him.

The teacher explains to the students why they are Tricky Words.

The teacher explains to the students to fill the gaps with the Tricky Words then practice with a classmate.

**LESSON PLAN**  
**Week 20 Session 4**

**HEALTHY HABITS**

**Objective :** *By the end of the session students will be able to use some hygienic vocabulary to say about their daily healthy habits.*

**Activity B**

**Answers :** *Wash your hands / before / brush your teeth / before / comb your Hair / before / take a bath / after.*

**LESSON PLAN**  
**Week 21 Session 1**

**FRUITS**

**Objective :** *By the end of the session, students will be able to say some fruit.*

**Activity B**

Students work this game in three or four people and take turns to talk about the poster in activity A. They ask questions (number, color) of the fruits in the squares beginning from the start square to the finish square.

## LESSON PLAN

### Week 21 Session 2

**Objective :** By the end of the lesson, students should be able to identify the alternative /ai/.

#### Presenting Structure / Listening / Reading : Activity A

The teacher introduces the alternative spellings for the /ai/ sound - <ay> (which is usually at the end of the word) and the Magic <e> - <a\_e>.

The teacher asks children to listen carefully, s/he asks to read the words and practice with a classmate.

#### Practicing / Writing : Activity B

The children write the missing letters by choosing the correct spelling. The teacher asks children to practice with a classmate.

#### Listening / Writing : Activity C

Students listen to the teacher, read the sentences and then write the sentences under the corresponding pictures.

## LESSON PLAN

### Week 21 Session 3

**Objective :** By the end of the lesson, students should be able to differentiate the soft /c/ and the hard /c/ and learn some tricky words.

#### Presenting Structure / Reading / Sorting : Activity A

The teacher revises the soft <c> rule. The letter <c> followed by <e>, <i> or <y> makes the /s/ sound. The hard <c> is the /k/ sound.

The students listen to the teacher, then s/he asks them to read and sort the words with soft or hard <c>.

**Answers :** Soft <c> cinema, cement, spicy. Hard <c> crab, caterpillar, cute.

#### Practicing / Listening / Singing : Activity B

Children listen to the alphabet song and sing with their classmates.

#### Reading / Writings : Activity C

The teacher presents and reads out the new Tricky Words to the students and asks them to repeat after her/him.

The teacher explains to the students why they are Tricky Words.

The teacher explains to the students to fill the gaps with the Tricky Words then practice with a classmate.

## LESSON PLAN

### Week 21 Session 4

## FRUIT IS HEALTHY

**Objective :** By the end of the session, students will be able to learn what fruit to eat and when during the day.

#### Activity B

- Answers :**
- Apple and orange in the morning.
  - Two oranges at school.
  - A banana and a mango at lunch time.

#### Activity C

Tell the students to take the dialogue in B as a model and write their own dialogues about the list of fruits they eat.

**LESSON PLAN**  
**Week 22 Session 1**

**FRUIT IS HEALTHY**

**Objective :** *By the end of the session, students will learn some words of vegetables.*

**Activity B**

Tell the students to take the dialogue in B as a model and fill in the dialogue about what vegetables they eat, like or do not like.

**Activity C**

Students look and point to fruits in Activity A and practice by taking turns.

**LESSON PLAN**  
**Week 22 Session 2**

**Objective :** *By the end of the lesson, students should be able to identify the alternative /ee/.*

**Listening / Reading : Activity A**

The teacher introduces the alternative spellings for /ee/ - <ea>, <y>, <e\_e>.

The students listen to the teacher and then s/he asks the children to read and practice with a classmate.

**Practicing / Reading Pair Work : Activity B**

The teacher explains the meanings of the words and asks the children to read and practice the words with a classmate.

**Extension Activity / Drawing : Activity C**

The teacher asks the students to read the sentences and draw pictures of the corresponding sentences.

**LESSON PLAN**  
**Week 22 Session 3**

**Objective :** *By the end of the lesson, students should be able to remember the /ng/sound and learn new Tricky Words.*

**Listening / Practicing / Reading : Activity A**

The teacher reads words for the children and asks to read and practice with a classmate.

**Listening / Dictation : Activity B**

The teacher dictates some words to the children and asks them to write - sun, wing, long, egg and belt.

**Reading / Writing : Activity C**

The teacher presents and reads out the new Tricky Words to the students and asks them to repeat after her/him.

The teacher explains to the students why they are Tricky Words.

The teacher explains to the students to fill the gaps with the Tricky Words then practice with a classmate.

**LESSON PLAN**  
**Week 22 Session 4**

**MAKING FAH-FAH SOUP**

**Objective :** By the end of the session, students will learn some of vocabulary about vegetables and will be able to use them in their food and differentiate between fruits and vegetables.

**Activity B**

*Answers :* Apple, banana, mango and lemon.

**Activity C**

Tell the students to write at least some of their families' likes about vegetables and then practice in pairs.

**LESSON PLAN**  
**Week 23 Session 1**

**CONSOLIDATION**

**Objective :** By the end of this session, students will be able to remember vocabulary which they learnt in the previous sessions about kinds of clothes they wear in winter and in summer.

**Activity C**

Students work in groups of 2, 3 or 4. They ask questions about pen pal pictures below.

*Example :* Where does Elise live ?

**LESSON PLAN**  
**Week 23 Session 2**

**Objective :** By the end of the lesson, students should be able to review the sounds.

**Listening / Crossing Out : Activity A**

The teacher reads the words and asks the children to cross out the one that doesn't contain the corresponding sounds.

**Reading / Writing : Activity B**

The teacher asks the children to read the words and classify them in the corresponding column.

**Practicing / Writing / Drawing : Activity C**

The children listen to the teacher and write sentences, the teacher asks them to draw pictures matching the sentences.

**LESSON PLAN**  
**Week 23 Session 3**

**Objective :** By the end of the lesson, students should be able to review some sounds and tricky words.

**Listening / Crossing-out : Activity A**

The teacher reads the words and asks children to cross out the words that don't correspond to the sound category of each column. Words to be crossed out statue (/oo/) , stair (/air/), bread (/e/).

**Practicing / Reading / Writing : Activity B**

The teacher reads the words and asks the children to read and repeat, and then write the corresponding words in the box.

## Listening / Reading : Activity C

The children listen to the teacher then read the sentences and write numbers of each sentence next to the corresponding pictures.

### LESSON PLAN Week 23 Session 4

## CONSOLIDATION

**Objective :** By the end of this session, will be able to remember the vocabulary about fruits, vegetables, and feelings, which they learnt in the previous sessions.

### Activity B

Students practice in this game by describing and guessing about fruits and vegetables they learnt. Tell them to change the pairs and teams whenever a game is over.






### LESSON PLAN Week 24 Session 1

## FOOD

**Objective :** In this week, students would learn new food words and would distinguish between healthy and unhealthy food.

### Activity A

Ask them to look at the pictures, to listen to the recording and to repeat.

Houmed	Samia	Aicha	Mia	Élise and Said
				
Spaghetti	Chicken	Bread and beans	Fries	Pancakes

### Activity B

Explain to students this activity is linked to activity A.

*e.g : What is Houmed eating ?*

*What is Samia eating ?*

*What is Aicha eating ?*

*What is Mia eating ?*

*What is Élise and Said eating ?*

*He is eating spaghetti.*

*She is eating chicken.*

*She is eating bread and beans.*

*She is eating fries.*

*They are eating pancakes.*

### Activity C

Ask students to write what their family's member like to eat. Answers would vary by students.

*Ex : My father likes to eat spaghetti and bananas.*

Family words	Food words
	<b>fruits</b>
father	banana
mother	apples
brother	watermelon
sister	mango
grandmother	grapes
	<b>vegetables</b>
grandfather	carrots
mom	cabbage
dad	tomato
cousin	potato
aunt	lettuce
uncle	peppers
	garlic

1. *My mother likes to eat watermelon and cabbage.*
2. *My brother likes to eat mango and tomato.*
3. *My sister likes to eat grapes and peppers.*
4. *My grandmother likes to eat cabbage and apples.*

### LESSON PLAN Week 24 Session 2

**Objective :** *By the end of the lesson, students should be able to identify the alternative of /ie/ sound.*

#### **Listening / Practicing / Reading : Activity A**

The teacher explains the alternative vowel spelling for /ie/ <igh>, <y> and <i\_e>. Students listen to the teacher, repeat and practice reading with a classmate.

#### **Listening / Identifying sounds : Activity B**

The teacher asks the children to read the words paying close attention to the new alternative spellings. The children plan the words under the appropriate spelling column.

#### **Practicing / Writing sentences : Activity C**

The teacher asks the children to listen and repeat after her/him and write the sentences under the corresponding pictures.

### LESSON PLAN Week 24 Session 3

**Objective :** *By the end of the lesson, the students should be able to review Tricky Words.*

#### **Presenting Structure / Writing : Activity A**

The teacher asks students to re-arrange the letters and fill in the blanks then practice with a classmate.

#### **Reading / Writing : Activity B**

The teacher presents and reads out the new Tricky Words to the students and asks them to repeat after her/him.

The teacher explains to the students why they are Tricky Words.

The teacher explains to the students to fill the gaps with the Tricky Words then practice with a classmate.

#### **Extension Activity / Drawing : Activity C**

Children draw pictures of the /oo/ and /or/ words.


**LESSON PLAN**  
**Week 24 Session 4**


**FOOD**


**Activity A**


Ask them to look at the pictures, to listen to the recording and to repeat. Explain the differences between healthy and unhealthy food.


**HEALTHY FOODS**


  
Carrots


  
Salad

  
Rice


  
Soup


  
Fish


  
Banana


  
Milk


**UNHEALTHY FOODS**


  
Crisps


  
Cookies

  
Soda

  
Cake

  
Lollipop

  
Hamburger

  
Fries

**Activity B**

Ask the students to listen then to fill in the gaps with words they have already seen.

Answers may vary in the 3<sup>rd</sup> and 4<sup>th</sup> gaps. As an additional activity, let them complete the chart on the right side.

<p>Mother : Hello Fouad.</p> <p>Houmed : Hello mom.</p> <p>Mother : What did you learn today ?</p> <p>Houmed : Today I learned about healthy and unhealthy food.</p> <p>Mother : Really ? That's good. So, tell me what foods are healthy.</p>	<p>Foods I like.</p> <p>1. ....</p> <p>2. ....</p>
--	--

**Activity C**

Make groups of 3 or 4 students. Ask them to write the food's name in the correct column. Here they would learn the differences between healthy and unhealthy food.

*Ex : Oranges are a healthy food.*

Healthy Food	Unhealthy Food

**LESSON PLAN**  
**Week 25 Session 1**

**MARKET**

**Objective :** This week, students would learn places and different items they can shop from these places.

**Activity A**

Ask them to look at the pictures, to listen to the recording and to repeat.



**Fruit and vegetable stand**



**Shop**



**Meat market / butcher**



**Spice shop**



**Fish market**

**Activity B**

Ask them to listen to the story then to write down the food they hear. Let them follow the example.

Samia's mom is going to make rice and roast meat for a wedding feast. Samia is going to help her shop for the ingredients. Her mom gives Samia this list.  
Fruits and Vegetables : Lemons ; onions ; peppers  
Shop : rice  
Butcher : meat  
Spice Shop : cinnamon

<b>Fruit and vegetable stand</b>	bananas
<b>Shop</b>	
<b>Butcher</b>	
<b>Spice shop</b>	
<b>Fish market</b>	

**Activity C**

Ask the students to discuss with their classmates about their favorite food and where they buy them. Let them share their preferences.

*Ex : I like cookies. My mom buys them at the shop.*

**LESSON PLAN**  
**Week 25 Session 2**

**Objective :** By the end of the lesson, students should be able to identify the alternative /oa/ sound.

**Presenting Structure / Practice : Activity A**

The teacher reads the words with /oa/ sound and asks the children to read and practice with a classmate.

**Reading / Sorting : Activity B**

The children must read words from Activity A and sort them in the corresponding column.

**Extension Activity : Activity C**

The students read words and the teacher asks them to circle the digraph sound in each word.



## LESSON PLAN Week 25 Session 3

**Objective :** By the end of the lesson, students should be able to learn some tricky words.

### Listening / Dictation : Activity A

The teacher dictates words and the children listen and write the words - shop, food, cake, net and rabbit.

### Listening / Writing : Activity B

The teacher presents and reads out the new Tricky Words to the students and asks them to repeat after her/him.

The teacher explains to the students why they are Tricky Words.

The teacher explains to the students to fill the gaps with the Tricky Words then practice with a classmate.

### Extension Activity / Bingo : Activity C

The teacher explains to the students to choose 8 words from the list of words and asks them to listen and cross out the word they hear.

## LESSON PLAN Week 25 Session 4

# SHOPPING

### Activity A

Ask them to look at the pictures, to listen to the recording and to repeat. Then, let them write the items they can buy from each place.



Clothes shop



Shoes store



Toys store



Books shop

Ex. shirt	Ex. trainers	Ex. ball	Ex. card
-----------	--------------	----------	----------

### Activity B

Ask them to listen carefully and to fill in the gaps with words from activity A.

**Houmed :** I like to read. I want to buy a new book.

He can buy a book at a **books shop**.

**Aicha :** I like to play football. I need a new pair of shoes.

She can buy shoes at a **shoes store**.

**Said :** I like to wear blue. I need a new blue shirt.

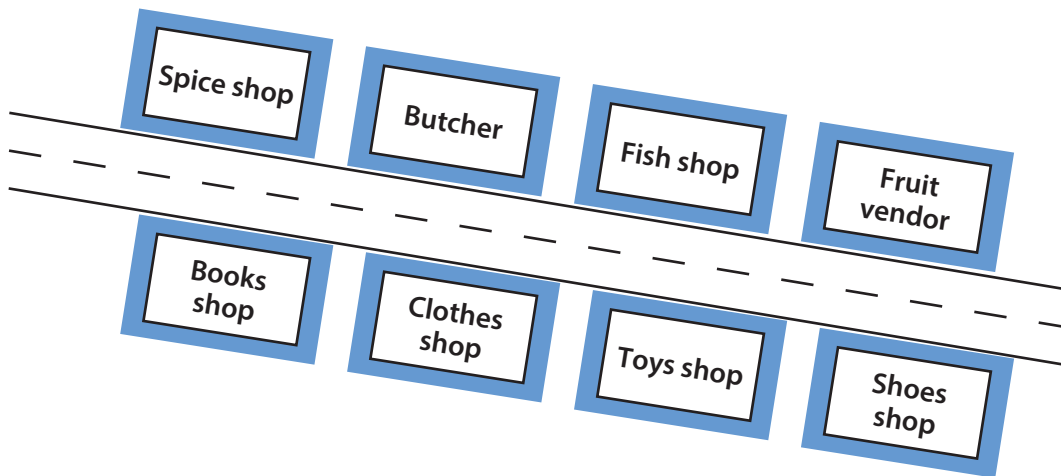
He can buy a shirt at a **clothes shop**.

**Samia :** I like to play with my sister. I want a new ball.

She can buy a ball at a **toys store**.

### Activity C

Let students identify places and to locate them by using next to and between. You can give them examples of some places in Djibouti to emphasize on the words next to and between.



## LESSON PLAN Week 26 Session 1

### PLACES IN MY NEIGHBORHOOD

**Objective :** This week, students would learn about places and different activities they can do there.

### Activity A

Ask them to look, listen and repeat. Make sure they understand every word.



Mosque



Market



Well



Police station



Hospital



Field

### Activity B

Let them listen and read the following sentences. Then ask them to write about places they go and what they do there.

<ol style="list-style-type: none"><li>1. Said prays at the mosque.</li><li>2. Aicha shops at the market.</li><li>3. Houmed gets water at the well.</li><li>4. Samia plays football in the field.</li><li>5. Mia helps at the hospital.</li><li>6. Riku gets help at the police station.</li></ol>	Places I Go. <ol style="list-style-type: none"><li>1. ....</li><li>2. ....</li><li>3. ....</li></ol>
---	---

### Activity C

Ask them to discuss with their classmate about the places they often go to.

*I go to the mosque.*

*What do you do there ?*

## LESSON PLAN Week 26 Session 2

**Objective :** By the end of the lesson, students should be able to identify the alternatives of /oo/ sound.

### Practicing / Reading : Activity A

Students listen to the teacher, the teacher asks them to read the words and practice with a classmate.

### Listening / Identifying Sounds : Activity B

The teacher reads the words and asks the children to read and circle the words that contain the /ue/ sound.

### Listening / Writing : Activity C

The teacher asks the children to listen carefully and write the corresponding words and sentences under the pictures.

Words - *sheep, goat, fish, duck.*

*I can see a sheep. This is my goat. The fish has a long tail. The duck quacks.*

## LESSON PLAN Week 26 Session 3

**Objective :** By the end of the lesson, students should be able to identify the alternatives of /ou/ sound.

### Listening / Reading / Pair Work : Activity A

The teacher asks the children to listen carefully and practice reading the words with a classmate.

### Listening / Identifying Sounds : Activity B

Students must listen to the teacher carefully then read and sort the words by the sounds.

### Reading / Writing : Activity C

The teacher presents and reads out the new Tricky Words to the students and asks them to repeat after her/him.



















The teacher explains to the students why they are Tricky Words.

The teacher explains to the students to fill the gaps with the Tricky Words then practice with a classmate.

## PLACES IN MY NEIGHBORHOOD

### Activity A

Ask them to play this game and at the same time to memorize the vocabulary.

					
Shop	Well	School	Mosque		
					
Houses			Market		Mosque
	<b>FINISH</b>				
School		Field	Hospital		Market
					
Books store					Well
					
Fish market	Bakery	Spice shop	Field	Hospital	Police station

### Activity B

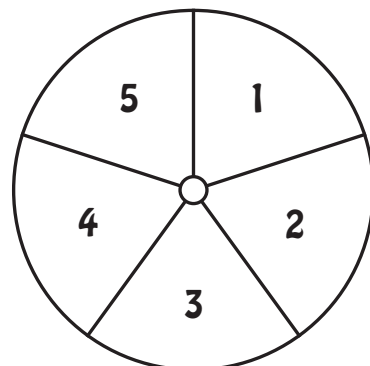
Take turns playing the game with 3-4 people.  
Say the place in the square you land on.

*Ex. It is a mosque.*

### Activity C

Play again. This time say where you are.

*Ex. I am at the police station.*



**LESSON PLAN**  
**Week 27 Session 1**

**JOBS**

**Objective :** By the end of the session, students will be able to identify some people's jobs (teacher, policeman, nurse) and what they do.

**Activity B**

**Answers :** teacher, teach, teach, help / police officer, help, help /  
nurse, care  
help, care.

**Activity C**

Tell the students to do this activity in pairs or more.

**LESSON PLAN**  
**Week 27 Session 2**

**Objective :** By the end of the lesson, students should be able to identify the alternatives of /oi/ sound.

**Listening / Matching / Writing : Activity A**

The teacher calls out the words and the students will write them under the appropriate picture - starfish, shark, car, boat.

The teacher asks the students to fill in the blanks with the above words and more.

He has a red boat.

The shark has sharp teeth.

The car is on the road.

**Listening / Reading / Writing : Activity B**

The teacher presents and reads out the new Tricky Words to the students and asks them to repeat after her/him.

The teacher explains to the students why they are Tricky Words.

The teacher explains to the students to fill the gaps with the Tricky Words then practice with a classmate.

**Matching / Practicing : Activity C**

The teacher discusses the picture of the farm with the students.

S/he tells the students to match the words to the appropriate pictures.

The students are encouraged to discuss the picture with each other.

**LESSON PLAN**  
**Week 27 Session 3**

**Objective :** By the end of the lesson, students should be able to identify the alternatives of /oi/ sound.

**Practicing / Reading Pair Work : Activity A**

The teacher reads the words for the children and asks them to read and practice with a classmate.

Dictation words - bus, plane, train, boat cart.

**Extension Activity : Activity B**

Students must listen to the teacher and write Yes or No next to each sentence corresponding to the pictures.

### Tricky Words : Activity C

The teacher presents and reads out the new Tricky Words to the students and asks them to repeat after her/him.

The teacher explains to the students why they are Tricky Words.

The teacher explains to the students to fill the gaps with the Tricky Words then practice with a classmate.

## LESSON PLAN Week 27 Session 4

### ***JOBS (WHERE PEOPLE WORK)***

**Objective :** By the end of the session, students will be able to identify more people's jobs (teacher, policeman, nurse and street vendor) and places they work.

#### Activity A

**Answers :** (matching) teacher, school / policeman, community / street vender, market / nurse, hospital.

#### Activity B

**Answers :** it is \_\_\_\_\_

1. They \_\_\_\_\_
2. They work \_\_\_\_\_
3. They work with \_\_\_\_\_ .

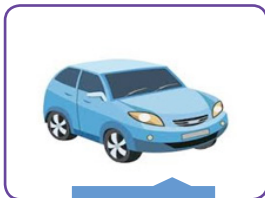
## LESSON PLAN Week 28 Session 1

### ***TRANSPORTATION***

**Objective :** In this week, students would be able to recognize means of transport in English. They would be able to use them in a good way.

#### Activity A

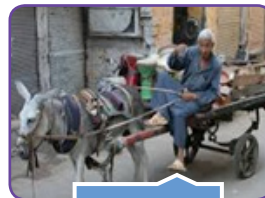
Ask them to look, listen and repeat. Make sure they understand every word. You can give them some examples.



Car



Boat



Cart



Bicycle



Bus



Ferry



Plane



Train

## Activity B

Ask them to listen and repeat. You can give them extra sentences of your own to illustrate other means of transportation.

**Said**



Said goes by cart to the market.



**Aicha**



**To Obock**

Aicha goes by ferry to Obock.




**Houmed**



**To Djibouti**

Houmed goes by bus to Djibouti.

**Samia**



Samia goes by car to the bookstore.

## Activity C

Let them describe the pictures using the structures and the vocabulary they have seen previously.



## LESSON PLAN Week 28 Session 2

**Objective :** By the end of the lesson, the students should be able to learn the new Tricky Words.

### Listening / Identifying Sounds / Dictation : Activity A

The teacher dictates words to the children and asks them to listen and write the words, then practice with a classmate.

### Listening / Reading / Writing : Activity B

The teacher presents and reads out the new Tricky Words to the students and asks them to repeat after her/him.

The teacher explains to the students why they are Tricky Words.

The teacher explains to the students to fill the gaps with the Tricky Words then practice with a classmate.

### Extension Activity / Matching : Activity C

The teacher asks the children to look at the pictures and name them; s/he asks to match pictures to the corresponding vowel sounds.

**LESSON PLAN**  
**Week 28 Session 3**

**Objective :** By the end of the lesson, students should be able to identify the alternatives of /er/ sound.

**Listening / Reading / Practicing : Activity A**

The teacher reads the words, s/he asks to read and practice the words with a classmate.

**Reading / Sorting Alternatives : Activity B**

The teacher asks the students to read the words and classify them using the correct /er/ alternative.

**Extension Activity : Activity C**

The teacher asks the students to circle the correct alternative spelling then write it in the blanks and read the sentences.

**LESSON PLAN**  
**Week 28 Session 4**

**TRANSPORTATION**

**Activity A**

Ask them to look, listen and repeat. Make sure they understand every word. You can give them some examples.



**Car**



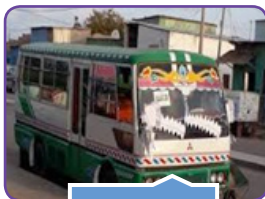
**Boat**



**Cart**



**Bicycle**



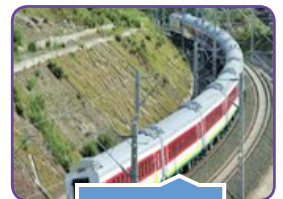
**Bus**



**Ferry**



**Plane**



**Train**



### Activity B



Let them practice using the different means of transport for different places they want to go.

**Mia**




Mia rides her bike to school.

**Dev**

Dev rides the train to see his grandmother.

**Hugo**




Hugo flies in a plane to visit Djibouti.

**Emma**




Emma takes a boat to an island.

### Activity C

This activity consists of oral practice. Let them discuss with their classmates and share their ideas on their preferences.

	<i>Me</i>	<i>My Friend</i>
<i>Bicycle</i>		
<i>Boat</i>		
<i>Bus</i>		
<i>Car</i>		
<i>Cart</i>		
<i>Ferry</i>		
<i>Plane</i>		
<i>Train</i>		

## LESSON PLAN Week 29 Session 1

### WEEKENDS

**Objective :** In this week, students would discover new vocabulary about weekends and holidays, places to go to spend good time etc...

### Activity A

Ask them to look, listen and repeat. Make sure they understand the words.



Beach



Zoo



Park /  
Playground



Mountains



Community  
center

### Activity B

Ask them to listen and read the sentences. Explain to them the things people bring to the different places.

	Places	Things
<p><b>I go to the beach with my family.</b> We bring a towel. I wear a hat.</p>	<p>Beach Zoo Park Playground Mountains Friend's house Community center Field Bookstore</p>	 Towel  Ball  Food
<p><b>I go to the park with my friends.</b> We bring a ball. I wear trainers.</p>		 Water  Boots  Money
<p><b>I go to the mountains with my family.</b> We bring food and water. I wear boots.</p>		

### Activity C

Ask them to work in pair and to plan a trip for the weekend. Where they want to go and what they should take with them.

Where we will go ?	What do you need to bring ?

## LESSON PLAN Week 29 Session 2

**Objective :** By the end of the lesson, students should be able to identify the alternatives of /air/ sound.

#### Listening / Reading / Practicing : Activity A

The teacher asks the students to listen carefully, then read and practice with a classmate.

#### Extension Activity / Reading / Drawing : Activity B

The teacher reads the phrases to the children and asks them to practice reading with a classmate. They draw pictures for each sentence in the space provided.

#### Listening / Reading / Tricky Words : Activity C

The teacher presents and reads out the new Tricky Words to the students and asks them to repeat after her/him.

The teacher explains to the students why they are Tricky Words.

The teacher explains to the students to fill the gaps with the Tricky Words then practice with a classmate.

## LESSON PLAN Week 29 Session 3

**Objective :** By the end of the lesson, students should know the long vowels.

#### Presenting Structure / Listening / Practicing : Activity A

The students complete the Long Vowel Hand then practice with a classmate.

#### Reading / Identifying Sounds : Activity B

The teacher asks the children to read words and identify words that contain the long vowel sound, Students will color the bubble next to the correct answer.

**Answers :** ape, snail, road, tiger (tiger has Magic <e>).

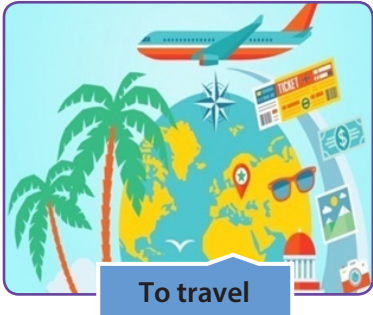
#### Extension Activity / Drawing : Activity C

Students must complete the missing sound and then draw a picture of each word - boat, rain, tie.

## VACATION

### Activity A

Ask them to look, listen and repeat. Explain to them the different words and put them in sentences as examples.



### Activity B

Let the students read the short story and help them to fill in the gaps. Explain to them the words in the box.

visit – four – grandmother – vacation – travel – learn – countryside.



Hi everyone. My name is Samia. I am in grade **four**. I want to tell you what I am going to do during summer **vacation**. I am going to **travel** to the **countryside**. I am going to **visit** my grandparents and my cousins. I am going to stay with them for a long time. I am going to eat traditional food and drink camel milk every morning. My **grandmother** is going to tell us stories. I am going to **learn** a lot from my grandparents. I like going to the countryside.



### Activity C

Ask them to imagine where they want to spend their holidays and what they plan to do.

1. I am going to travel to \_\_\_\_\_.
2. I am going to visit my \_\_\_\_\_.
3. I am going to learn about \_\_\_\_\_.

## CONSOLIDATION

**Objective :** This week of consolidation is to summarise all the previous weeks.

### Activity A

Ask students to sort these words and make sure they put everyone in the right column. Focus on every column and try to help them put the words in the correct place.

nurse banana eat hospital bus	fish buy plane teacher spaghetti sell	market cart field pancake	police officer street vendor community milk car
---	--	------------------------------------	---

Person (noun)	Action (verb)	Places (noun)	Things (noun)	Other Words
				at red

### Activity B

Put them in a group of 3 and ask them to make sentences with words from the previous activity. Let them read the example and show them the structure.

*Ex. The nurse buys fish at the market.*

The underlined parts have been added to make the sentence correct.

### Activity C

it's a funny activity. Ask them to write a sentence and to illustrate it.

1. ....

2. ....

## LESSON PLAN Week 30 Session 2

**Objective :** By the end of the lesson, students should be able to review the /ou/ sound.

### Reading / Sorting : Activity A

The teacher asks the students to read the words then circle the words that contain /ou/ sound.

### Writing / Choosing Alternatives : Activity B

Students look at the pictures and complete the missing sound. Teacher checks whether students remember the toughy <y> concept.

### Reading / Writing : Activity C

The teacher asks the students to look at the pictures then complete the sentence by writing the missing word with the corresponding pictures.

Purple is a colour.

The chair is an object. We sit on it.

Birds fly in the sky.

The bear is a big animal.

## LESSON PLAN Week 30 Session 3

**Objective :** By the end of the lesson, students should be able to review sounds.

### Reading / Matching : Activity A

The teacher asks the children to match the words to the corresponding pictures. S/he checks whether the children remember the alternative vowel spellings.

### Reading / Identifying Sounds /oa/ : Activity B

Students read words and cross out the words that don't contain the /oa/ sound.

**Words to be crossed out :** shop, frog.

### Identifying Sounds /oo/ : Activity C

Students read the words and cross out the ones that don't contain the /oo/ sound.

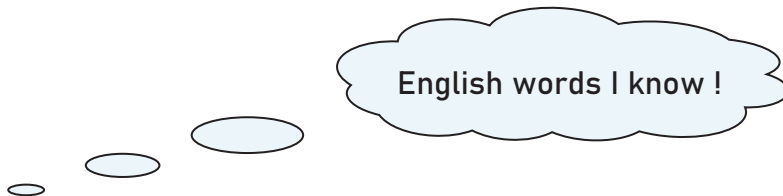
**Answers :** true, chew, blue.

## LESSON PLAN Week 30 Session 4

### CONSOLIDATION

#### Activity D

Ask students to write all the words they have seen or learned since grade 3.



### Activity E

Explain to them this activity is linked to activity A and that they should sort the words they remembered in different columns.

Person (noun)	Action (verb)	Things (noun)	Places (noun)	Other Words
police officer mother	eat run	spaghetti train	home field	in at red

### Activity F

Help students to write sentences using the words in the chart. Give them some examples if needed.

**END**