



**Teacher's Guide**  
**ENGLISH FOR TODAY**  
**CLASS THREE**



**National Curriculum and Textbook Board, Bangladesh**



Prescribed by the National Curriculum and Textbook Board, Bangladesh  
as a Teacher's Guide of Textbook for Class Three English for Today  
from the academic year 2024

# English for Today

**Class Three**

## Teacher's Guide

(Experimental edition)

### Authors

Mian Md. Naushaad Kabir

Prim Rizvi

A K M Mujibur Rahman

Md Khaled Safiullah Javed

Rakiba Akhter

Mohd. Golam Mostafa

Afsana Ayub



**National Curriculum & Textbook Board, Bangladesh**

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**Jahirul Islam Bhuiyan Shetu**

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# Preface

Every child creates a beautiful world of boundless imagination in their mind. Many colourful images flock there. To blend this world of imagination with proper education, philosophers, development psychologists, child specialists and educationists are working relentlessly. They put constant effort to address how a child's mind and brain work. Effective education ensures a child's all-round development through the proper use of their unlimited wonder, curiosity, enjoyment, interest and enthusiasm. To create a balanced development of the children through planned experiential learning, the National Curriculum of Bangladesh has been revised in the year 2022.

According to the instructions of Honourable Prime Minister Sheikh Hasina, the National Curriculum and Textbook Board (NCTB) has been distributing free books to the learners of pre-primary to grade ten. As per her directions, NCTB has also arranged the learning competencies in the new revised curriculum emphasising creating learning experiences for a learner considering global and local needs, the 4<sup>th</sup> industrial revolution, SDG 4 (Sustainable Development Goal) and vision 2041. English language textbooks have also been produced addressing all the requirements.

There has been a growing need of English language proficiency in the rapidly changing, technology-driven world of the 21<sup>st</sup> century. With a view to addressing the need, the new revised curriculum aims at enabling the learners to carry out their day-to-day activities in any English-speaking context. As such, the teacher's guide has been designed to facilitate their effective communication through four basic language skills, integration of both local and global cultures, inclusiveness and 21<sup>st</sup> century skills like critical thinking, problem-solving and creativity.

The dedication of the contributors - writers, editors, rational evaluators, reviewers and personnel supporting its printing and publication – has enriched the teacher's guide. As this teacher's guide has been produced within a very short time, any constructive suggestions for its further improvement of the guide will be highly appreciated. I hope that the use of this teacher's guide will be effective and impactful for the primary level English teachers.

**Professor Mohammad Farhadul Islam**  
**Chairman**

**National Curriculum & Textbook Board, Bangladesh**

## শিক্ষকের জন্য সাধারণ নির্দেশনা:

- বিদেশী ভাষা হিসেবে অনেক শিক্ষার্থীর জন্য ইংরেজি ভাষা প্রথম শেখার সুযোগ হবে বিদ্যালয়ে, তাই প্রথমেই শিক্ষক হিসেবে শ্রেণিকক্ষে শিক্ষার্থীদের জন্য একটি অনুকূল পরিবেশ তৈরি করে শিক্ষার্থীদের ইংরেজি ভাষা শেখার ভীতি দূর করবেন;
- সেশন পরিকল্পনা প্রণয়নের সময় অভিজ্ঞতাভিত্তিক শিখনের ধাপসমূহ ব্যবহার করা হয়েছে। প্রতিটি সেশনের Review of the prior knowledge/Review of the previous session এবং Presentation of the session এ অভিজ্ঞতা ভিত্তিক শিখনের বিভিন্ন কৌশল যেমন: ছবি দেখানো, পূর্ব অভিজ্ঞতার আলোকে পাঠের বিষয়বস্তু উপস্থাপন করা হয়েছে। একইভাবে Practice এবং Assessment ধাপে প্রতিফলন ও বাস্তবজীবনে প্রয়োগের মাধ্যমে ভাষা ব্যবহারের সুযোগ রাখা হয়েছে;
- পাঠ পরিচালনার পূর্বে অবশ্যই শিক্ষক সহায়িকায় প্রদত্ত শিখন-শেখানো কার্যাবলী ভালোভাবে পড়ে নিবেন এবং সে অনুযায়ী প্রস্তুতি নিবেন;
- পাঠের সাথে প্রয়োজনীয় শিখন-শেখানো উপকরণ প্রস্তুত রাখবেন এবং শ্রেণি পাঠ পরিচালনার সময় সেগুলোর শ্রেণিকক্ষে ব্যবহার নিশ্চিত করবেন;
- ইংরেজি বইতে প্রদত্ত অ্যাক্টিভিটিসমূহ কিভাবে শিক্ষার্থীকেন্দ্রিক করে শ্রেণিকক্ষে অনুশীলন করা যায় তার সুস্পষ্ট নির্দেশনা শিক্ষক সহায়িকাতে দেওয়া হয়েছে, শিক্ষক সে অনুযায়ী পাঠ পরিচালনা করবেন;
- শিক্ষক শ্রেণিকক্ষে প্রমিত ইংরেজি ব্যবহার করবেন। Textbook এ প্রতিটি পাঠে প্রদত্ত Classroom language/ Instructional language সমূহ শিক্ষার্থীদের বোধগম্য করে শ্রেণিকক্ষে ব্যবহার করবেন এবং কথোপকথনে শিক্ষার্থীদের Classroom language হিসেবে ইংরেজি ব্যবহারে উৎসাহিত করবেন।
- শ্রেণিকক্ষে শিক্ষার্থীদের ইংরেজি ভাষার ৪ টি দক্ষতা অর্জনের জন্য পর্যাপ্তভাবে শোনা, বলা, পড়া এবং লেখা অনুশীলনের সুযোগ নিশ্চিত করবেন;
- প্রতি পাঠের শুরুতে পূর্ববর্তী পাঠের পুনরালোচনা (review/recap) করবেন, পাঠ রিভিউয়ের সময় পিছিয়ে পড়া শিক্ষার্থীদের গুরুত্ব দিবেন;
- শিক্ষক সহায়িকায় প্রদত্ত Presenting Today's Session অংশটি মূলত Input, এই অংশে শিক্ষক প্রয়োজনীয় শিক্ষা উপকরণ ব্যবহারের মাধ্যমে শিক্ষার্থীদের নতুন পাঠের ধারণা দিবেন;
- শিক্ষক সহায়িকায় পাঠের অনুশীলন (Practice) অংশে শিক্ষার্থীদের দলে/জোড়ায় কাজের নির্দেশনা দেয়া হয়েছে, শিক্ষক শ্রেণিকক্ষে জোড়ায়/দলগত কাজে শিক্ষার্থীদের সক্রিয় অংশগ্রহণ নিশ্চিত করবেন এবং পর্যবেক্ষণ করে প্রয়োজনীয় সহায়তা প্রদান করবেন।
- শ্রেণিকক্ষে Language games এবং অনুশীলনের জন্য জোড়া/দল গঠনের ক্ষেত্রে শিক্ষক অবশ্যই জেভার ইস্যু/সেনসিটিভিটি খেয়াল করবেন;
- শিক্ষক সহায়িকাতে প্রতিটি পাঠের শিখন-শেখানো কার্যাবলী বিবরণীতে শিক্ষার্থীদের পাঠ মূল্যায়নের (ধারাবাহিক মূল্যায়ন) কথা বলা হয়েছে, শিক্ষক প্রদত্ত পারদর্শিতার সূচক ব্যবহার করে ধারাবাহিক মূল্যায়ন করবেন এবং তথ্য সংরক্ষণ করবেন। মনে রাখতে হবে, ধারাবাহিক মূল্যায়নের অন্যতম উদ্দেশ্য হচ্ছে প্রতিটি শিক্ষার্থীদের শিখন নিশ্চিত করা;

- শিক্ষক সহায়িকাতে কিছু সংখ্যক Alphabet ও Number এর পাঠ শেষে রিভিউ পাঠ দেয়া হয়েছে, শিক্ষক ঐ পাঠসমূহে পিছিয়ে পড়া শিক্ষার্থীদের (বিশেষ করে যেসব শিক্ষার্থীর ইংরেজি বর্ণ ও নম্বর চিনতে/লিখতে সমস্যা আছে) ব্যক্তিগতভাবে সহায়তা করে তাঁদের শিখন নিশ্চিত করবেন;
- শিক্ষক সহায়িকাতে একটি নুমনা সময় বিভাজন দেয়া হয়েছে; শিক্ষক পাঠের বিষয়বস্তু ও শিক্ষার্থীদের অবস্থা বিবেচনায় নিয়ে পাঠের সময় বিভাজন সমন্বয় করবেন;
- শিক্ষক সহায়িকাতে প্রদত্ত শিখন-শেখানো কার্যাবলীসমূহ একটি মডেল/নমুনা হিসেবে শিক্ষকের জন্য দেয়া হয়েছে, শিক্ষক প্রয়োজন অনুসারে অর্জন উপযোগী যোগ্যতার সাথে সম্পর্ক রেখে প্রয়োজনীয় অ্যাক্টিভিটি সংযোজন করতে পারেন। এক্ষেত্রে অবশ্যই শিক্ষক শ্রেণিকক্ষের পরিবেশ, শিক্ষার্থীদের পারজামতার মান ও পাঠের সময় বিবেচনায় নিবেন।
- শিক্ষক সহায়িকাতে প্রতিটি পাঠের শিখন-শেখানো কার্যাবলীতে বিভিন্ন ধরনের অ্যাক্টিভিটি উল্লেখ করা হয়েছে। আপনার শ্রেণিকক্ষে যদি বিশেষ চাহিদাসম্পন্ন শিক্ষার্থী থাকে, তাহলে পাঠ অনুশীলনে ও পাঠ মূল্যায়নে একীভূত বিষয়সমূহ (Inclusive Pedagogy) বিবেচনা করে শিখন-শেখানো কার্যক্রম পরিচালনা করবেন।
- শিক্ষক সহায়িকাতে শিখন-শেখানো কার্যাবলী পরিচালনায় বিভিন্ন ধরনের ল্যাঙ্গুয়েজ গেমস (Language Games) অ্যাক্টিভিটি আয়োজনের কথা উল্লেখ করা হয়েছে। শিক্ষক পাঠ পুনরালোচনা, পাঠ উপস্থাপন, পাঠ অনুশীলন ও পাঠ মূল্যায়নে প্রযোজ্য ক্ষেত্রে ল্যাঙ্গুয়েজ গেমস (Language Games) অ্যাক্টিভিটি পরিচালনা করবেন।

## **Some important notes on English curriculum and pedagogy**

**Competency:** In general, the competency is a combination of knowledge, skills, and attitudes (KSA). It is expected that the competency of knowledge, skills and attitudes of the students would be reflected in the reading, writing, thinking, listening, speaking, presenting, assessing, and applying abilities.

**Core Competencies:** The competencies that learners achieve after finishing 5 years long primary education are regarded as Core Competency of primary education.

**Subject-wise Competency:** For each subject, the required competencies are specified, and these are called subject-wise competencies. Subject-wise competencies are distributed into Class 1 to Class 5 as class-wise attainable competency. There are 9 subject-wise competencies for English.

**Attainable Competencies:** For each grade/class, the required competencies are specified, and these are called grade/class-wise attainable competencies.

**Performance Indicators:** Performance indicators indicate the concrete actions that learners will be able to perform by participating in inside/outside classroom activities. The knowledge and skills necessary for the desired performance of learners are described under relevant evidences.

**Domain:** In 1956, educational psychologist Dr. Benjamin Bloom created a system to classify learning objectives into a series of learning domains.

Bloom identified three domains, or categories, of educational activities. These are -

- Cognitive: mental skills (Knowledge)
- Affective: growth in feelings or emotional areas (Attitude)
- Psychomotor: manual or physical skills (Skills)

**Knowledge:** Remembering or retrieving previously learnt material or information. For Example, Exhibition of memory of learnt materials by recalling facts, terms, basic concepts, and answers.

**Comprehension:** Demonstrating the understanding of facts and ideas by organising, comparing, translating, interpreting, giving descriptions, and stating the main ideas.

**Skill:** The psychomotor domain/skill includes physical movement, coordination, and use of the motor-skill areas in performing ability.

**Attitude:** The affective domain/attitude includes the way we deal with things emotionally, such as feelings, values, appreciation, enthusiasms and motivations etc.

**Observation:** During the practise activities the teacher will observe the students going to them and support the students when necessary. The teacher will also observe students' activities as a part of formative assessment.

**Role Play:** Role playing is defined as acting out or performing the part of a person or character, in a specific situation where that person is not actually present at the time.

**Pair Work:** When two people are working together on a topic for learning something, such as a language. During pair work, teachers should monitor whether students are doing their tasks according to instructions or not and help them if necessary. After finishing pair work, invite two/three pairs in front of the class for demonstrations.



**Group Work:** More than two students working together on the same or different activities is known as group work. During group work, teachers should monitor whether students are doing their tasks according to instructions or not and help them if necessary. After finishing group work, invite two/three groups in front of the class for presenting/sharing their work.

**Chain Drill:** Chain drills are exercises that allow learners to practise dialogue, build vocabulary and develop clearly stated ideas about a familiar topic using repetition as the primary teaching strategy. In this process, teacher/students ask questions to a particular student (such as, student A), and after getting responded by student A, student A takes turn to ask another student sitting next to him. In this way, the chain is completed.

**Total Physical Response (TPR):** TPR is a language teaching method. It is based on the coordination of language and physical movement. In TPR, teachers give commands to students in the target language with body movements, and students respond/repeat with whole-body actions.

**Project-Based Learning (PBL):** PBL is a student-centered teaching method in which students learn by being actively engaged in real-world challenges and problems. It is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems.

**Language Games:** It helps students to sustain their effort of learning the four skills-listening, speaking, reading and writing. Teacher can play language games with the students in the classroom to enhance students' learning. There are different types of language games which can be applied by the teachers in the classroom for reviewing the previous lesson, presenting lessons, practising lessons and assessing students.

Language games are always fun, and students pay their best attention towards practising something interesting to them. Teachers can play the language games with the students at the time of assessment. Even they can use the local games or customise any recognised games in the class if that are the relevant to the class. Examples of some recognised language games are—Bingo game, Mime game, Guessing game, Information gap, Memory game, First letter game, Introduce your partner game, The Alphabet game, Number game etc.

**Checking Learning:** Checking learning is a process for observing how far students have achieved learning outcomes. Checking Learning should be directly related to the stated learning outcomes.

**Assessment:** Assessment is the ongoing process of gathering, analysing, and reflecting on the evidence to make informed and consistent judgements to improve student's future learning. Assessments should be directly related to the stated learning outcomes/competency.

**Formative Assessment:** It is a process used by the teachers to monitor students' progress in a non-threatening and supportive environment. It is a part of the teaching learning process. It involves regular feedback.

**Summative Assessment:** It is used to measure what students know and do not know at a particular point of time. It could be -

- End of unit or chapter tests
- End of term or semester exams
- Scores/Results are used for seeing progress or achievement of the students and the schools as well.

**Feedback:** It means providing information about a student's performance on the basis of learning outcomes or competencies, which is used as a score for improvement. It can be verbal, written, or gestural. The purpose of feedback in the assessment and learning process is to improve a student's performance.

**Rubric:** A rubric is an assessment tool that clearly indicates achievement criteria across all the components of any kind of student work, from written to oral. It can be used for marking assignments or preparing overall grades.

**Sample time distribution for conducting session:**

<b>Step</b>	<b>Teaching Learning activity</b>	<b>Time</b>
1. Introduction	As stated in TG	01 minute
2. Review of the previous session/ prior knowledge	Do	03 minutes
3. Presentation of the session	Do	15 minutes
4. Practise activities	Do	15 minutes
5. Checking learning	Do	6 minutes
6. Feedback	Do	2 minutes
7. Summary of the session	Do	2 minutes
8. Concluding the session	Do	1 minute

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## Unit: 1

### Greetings, Farewells, Introductions and Numbers

<b>Total lessons: 9</b>	<b>Total sessions: 14</b>	<b>Each session duration: 45 minutes</b>
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Lesson	Session
Lesson 1	S1: A
	S2: B, C
Lesson 2	S3: A
	S4: B, C
Lesson 3	S5: A, B, C
Lesson 4	S6: A, B
	S7: C, D
Lesson 5	S8: A, B, C
Lesson 6	S9: A, B
	S10: C
Lesson 7	S11: A, B, C
Lesson 8	S12: A, B
Lesson 9	S13: A, B
	S14: C



# Unit: 1

## Greetings, Farewells, Introductions and Numbers

### Lesson 1: Hello

Session	Class-wise attainable competencies
Session 1: A Page: 2	1.2 Understanding simple dialogues about day-to-day activities for effective communication  3.2 Exchanging greetings and farewells at different times for effective communication

**Teaching aids:** Picture of activity A and audio/video clip/QR code.

**Session Procedures**

**Session Duration: 45 minutes**

#### Teaching Learning Activity

##### Introduction

- Exchange greetings saying “Good morning/Good afternoon” with a smiling face.
- Ask ss ‘How are you?’ and encourage them to reply ‘Fine, thank you’.
- Say to ss, “Let’s listen to a hello song.”

*[Hello, hello, hello my friend*

*Happy to meet you*

*Happy to meet you*

*Hello, hello, hello my friend.*

*Happy to meet you*

*Happy to meet you today.]*

- Play a video/audio clip if available or show a hand puppet singing the hello song by yourself or any warm-up activity.

##### Review of prior knowledge

- Ask ss, “What do we say for greetings in the morning in English?”

Help them to say, “Good morning.” (শিক্ষার্থীদের জিজ্ঞাসা করুন, “সকাল বেলা আমরা কী বলে ইংরেজিতে শুভেচ্ছা বিনিময় করি?” তাদেরকে “Good morning” বলতে সহায়তা করুন।)

### **Presentation of the session**

- Showing the picture of Activity A, ask ss, “What do you see in the picture? What are they doing?”
- Based on their answers, describe the picture focusing the given dialogue in the text.
- Tell others to observe.

(Activity A এর ছবি শিক্ষার্থীদেরকে দেখিয়ে জিজ্ঞাসা করুন, “What do you see in the picture?” “What are they doing?”

তাদের উত্তরের আলোকে ছবি সম্পর্কে একটি খারণা দিন।

এবার শিক্ষার্থীদেরকে observe করতে বলুন।)

### **Practice activities**

- Tell ss “Listen to the sentences of Activity A carefully.” [Play an audio/video/QR code of the text if possible.]
- Help them to repeat the sentences after you.
- Now divide the students into pairs.
- Invite P1 in front of the class. Tell them to practise the dialogue in pairs. [Help S1 to say the dialogue of Fatiha and S2 to say the dialogue of Sanjoy.]
- Tell others to listen to the dialogue and observe their activity.
- Change their role in pairs.
- Now tell others to practise the dialogue in pair.
- শিক্ষার্থীদেরকে বলুন, “এসো আমরা Activity A এর বাক্যগুলি শুনি।” বাক্যগুলি নিজে বলুন/audio/video/QR code এর সহায়তায় শিক্ষার্থীদেরকে শুনতে সহায়তা করুন।
- এবার শিক্ষার্থীদেরকে বাক্যগুলি আপনার সাথে বলতে সহায়তা করুন।
- এখন শিক্ষার্থীদেরকে জোড়ায় ভাগ করুন।
- এবার যে কোন একটি জোড়াকে সামনে আসতে বলুন। [একজন ছাত্রকে (S1) Fatiha এর বাক্যগুলি বলতে বলুন এবং অপর একজন (S2) কে Sanjoy এর বাক্যগুলি বলতে বলুন।]
- অন্য জোড়াকে ডায়লগ শুনতে এবং observe করতে বলুন।
- এরপর জোড়ায় ডায়লগটি অনুশীলন করতে বলুন।
- জোড়ায় তাদের ভূমিকা বদল করতে বলুন।

<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Ask S1 randomly, “Good Morning. What’s your name?” Help S1 to answer properly if necessary. Ask S2, “How are you?” Help S2 to answer properly if necessary.</li> <li>• (এবার ২ জন শিক্ষার্থীকে সামনে আসতে বলুন। একজন ছাত্রকে (S1) Fatiha এর বাক্যগুলি বলতে বলুন এবং অপর একজন (S2) কে Sanjoy এর বাক্যগুলি বলতে বলুন।)</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Support them who can’t follow and answer properly.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What have we learnt today?” Help them to respond properly.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Say “Goodbye, my dear ss. See you in the next class.”</li> </ul>

## Lesson 1: Hello

Session	Class-wise attainable competencies
Session 2: B, C Page: 3	1.2 Understanding simple dialogues about day-to-day activities for effective communication  3.2 Exchanging greetings and farewells at different times for effective communication

**Teaching aids:** Picture of activity B and audio/video clip/QR code.

**Session Procedures**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Do the same as in the Session 1 of unit 1.</li> </ul>
<p><b>Review of prior knowledge</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What do we say for greetings in the morning in English?”</li> <li>• Help them to say, “Good morning.”</li> <li>• Ask a student randomly, “How are you?” Help her/him to reply properly if necessary.</li> </ul>

<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Showing the picture of Activity B, ask ss, “What do you see in the picture? What are they doing?”</li> <li>• Based on their answer, describe the picture focusing the given dialogue in the bubble.</li> <li>• Tell others to listen to the dialogue of Activity B carefully.</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Tell ss “Listen to the sentences of Activity B carefully.” [Play an audio/video/QR code of the text if possible.]</li> <li>• Help them to repeat the sentences after you.</li> <li>• Now divide the students into pairs.</li> <li>• Invite P1 in front of the class. Tell them to practise the dialogue in pairs. [Help S1 to say, “Hello, Rahat. How are you?” and S2 to say “Hi, Faria. I’m fine. Thank you.”]</li> <li>• Tell others to listen to the dialogue and observe their activity.</li> <li>• Change their roles in pairs. Now tell others to practise the dialogue in pair.</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Ask S1 randomly, “Hello, S1. How are you?” Help S1 to answer, “Hi, Teacher. I’m fine. Thank you.” Ask S2, “Hello S2. How are you?” Help S2 to answer properly if necessary.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Support them who can’t follow and answer properly.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What have we learnt today?” Help them to respond properly.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Say “Goodbye, my dear ss. See you in the next class.”</li> </ul>

## Lesson 2: Talking about myself

Session	Class-wise attainable competencies
Session 3: A  Page: 4	1.2 Understanding simple dialogues about day-to-day activities for effective communication  3.4 Participating in conversations for exchanging information about family and friends

**Teaching aids:** Picture of activity A and audio/video clip/QR code.

**Session Procedures**

**Session Duration: 45 minutes**

**Teaching Learning Activity**

**Introduction**

- Do the same as in the Session 1 of unit 1.

**Review of the previous session**

- Ask a student randomly, “Hello, S1. How are you?” Help her/him to reply properly if necessary. Possible reply should be, “Hi, Teacher. I’m fine. Thank you.”

**Presentation of the session**

- Showing the picture of Activity A, ask ss, “What do you see in the picture? What are they doing?”
- Based on their answers, describe the picture focusing the given dialogue in the text.  
  
Tell ss “Listen to the sentences of Activity A carefully.” [Play an audio/video/QR code of the text if possible.]
- Help them to repeat the sentences after you. Drill it more than once.

**Practice activities**

- Invite 3 or 4 students randomly in front of the class.
- Now tell them, “..... (Your own name) is my name.  
..... (Your favourite game) is my game.  
..... (Your favourite colour) is my colour.  
..... (Your favourite flower) is my flower.”
- Help S1, S2, S3 and S4 to say following the pattern of your dialogue. Tell others to listen to the dialogue and observe the way of talking about self introduction.
- Now tell others to say about self introduction following the way of talking.
- Help all students say about self introduction one by one.

**Assessing learning**

- Ask S1 randomly, “Say about you/Introduce yourself.” Help her/him answer properly if necessary.

**Feedback**

- Support them who can’t follow and answer properly.

**Summary of the session**

- Ask ss, “What have we learnt today?” Help them to respond properly.

**Concluding the session**

- Say “Goodbye, my dear ss. See you in the next class.”

## Lesson 2: Talking about myself

Session	Class-wise attainable competencies
Session 4: B, C Page: 5	1.2 Understanding simple dialogues about day-to-day activities for effective communication  3.4 Participating in conversations for exchanging information about family and friends

**Teaching aids:** Picture of activity B and audio/video clip/QR code.

**Session Procedures**

**Session Duration: 45 minutes**

**Teaching Learning Activity**

**Introduction**

- Do the same as in the Session 1 of unit 1.

**Review of the previous session**

- Ask S1 randomly, “Say about you”. Or, “Introduce yourself.” Help her/him answer properly if necessary.

**Presentation of the session**

- Showing the picture of Activity B, ask ss, “What do you see in the picture? What are they doing?”
- Based on their answer, describe the picture focusing the given dialogue in the text.
- Tell ss “Listen to the sentences of Activity B carefully.” [Play an audio/video/QR code of the text if possible.]
- Help them to repeat the sentences after you. Drill it more than once.

**Practice activities**

- Now divide the students into pairs.
- Invite P1 in front of the class. Tell them to practise the dialogue in pairs. [Help S1 say the dialogue of Sakiba and S2 to say the dialogue of Zahid.]
- Tell others to listen to the dialogue and observe their activity.

<ul style="list-style-type: none"> <li>• Change their role in pairs.</li> <li>• Now tell others to practise the dialogue in pair. Help them if necessary.</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Invite two students randomly in front of the class.</li> <li>• Say them, “Act out the dialogue of Activity B.” [Help her/him answer properly if necessary. Drill it more than once.]</li> <li>• Next, invite another pair. Tell them, “Using own name act out a dialogue following the sentence pattern of Activity B.” [Help them follow the sentence pattern]. Speak in Bangla if necessary.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Support them who can’t follow and answer properly.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Ask a student randomly, “What’s your favourite game/subject?” Help her/him to respond properly.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Say “Goodbye, my dear ss. See you in the next class.”</li> </ul>

## Lesson 3: Greetings

Session	Class-wise attainable competencies
Session 5: A, B, C Page: 6, 7	3.2 Exchanging greetings and farewells at different times for effective communication.

**Teaching aids:** Picture of activity A, B, C and audio/video clip/QR code.

**Session Procedures**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings with a smiling face.</li> <li>• Now, tell ss ‘Let’s listen to a song.’</li> </ul> <p style="text-align: center;"> <i>[Good morning, good morning. How are you today? I’m fine, I’m fine I wish you a good day.]</i> </p> <p>[If class is taken after 12:30 change the word ‘morning’ into ‘afternoon’.]</p>

- Play an audio/video of the song if possible.
- Invite ss to sing the song with TPR or sing by yourself.

### **Review of the previous session**

- Ask a student randomly, “What’s your favourite game/subject?” Help him/her to respond properly.

### **Presentation of the session**

- Showing the pictures of Activity A and B, ask ss, “What do you see in the picture? What are they doing?”
- Based on their answers, describe the picture focusing the given dialogue in the bubble. Tell them we say ‘good morning’ in the morning and ‘good afternoon’ after the noon of the day to greet someone in English.
- Next, tell ss “Listen to the sentences of Activity A and B carefully.” [Play an audio/video/QR code of the text if possible.]
- Help them to repeat the sentences after you. Drill it more than once.

### **Practice activities**

- Now divide the students into small group having 3 students in a group.
- Invite a group in front of the class. Tell them to practise the dialogue in group. [Help S1 say the dialogue of Rahat, S2 to say the dialogue of Faria and S3 to say the dialogue of Rita.]
- Tell other groups “Listen to the dialogue and observe their activity.” [Explain ss when they should say, “Good morning”/ “Good afternoon”/ “Good evening”]
- Change their role in groups.
- Now tell them “Practise the dialogue in group.” Help them if necessary.

### **Assessing learning**

- Invite three students randomly in front of the class.
- Say them, “Say the dialogue of Activity C.” [Help her/him answer properly if necessary. Drill it more than once.]
- Next, invite three more students. Tell them, “Act out a dialogue following the sentence pattern of Activity C using own name.” [Help them follow the sentence pattern]. Speak in Bangla if necessary.



<b>Feedback</b>
<ul style="list-style-type: none"> <li>Support them who can't follow and answer properly.</li> </ul>
<b>Summary of the session</b>
<ul style="list-style-type: none"> <li>Ask a student randomly, "What do you say in the morning/afternoon/evening to greet someone in English?" Help her/him to respond properly.</li> </ul>
<b>Concluding the session</b>
<ul style="list-style-type: none"> <li>Say "Goodbye, my dear ss. See you in the next class."</li> </ul>

## Lesson 4: Goodbye 1

Session	Class-wise attainable competencies
Session 6: A, B Page: 8	3.2 Exchanging greetings and farewells at different times for effective communication

**Teaching aids:** Picture of activity A, B and audio/video clip/QR code.

**Session Procedures**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Exchange greetings with a smiling face.</li> <li>Say ss, "Let's listen to a goodbye song."</li> </ul> <p style="text-align: center;"><i>[Goodbye, goodbye! It's the end of the day. Goodbye, goodbye! Now it's time to play!]</i></p> <ul style="list-style-type: none"> <li>Play a video/audio clip/QR code or do any warm-up activity. Invite ss to sing the song with action.</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>Ask a student randomly, "What do you say in the morning/afternoon/evening to greet someone in English?" Help her/him to respond properly.</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>Showing Activity-A ask ss, "What can you see in the picture?" "What are they doing?"</li> <li>Pointing at a picture of Activity A, ask ss, "Who is he/she? Help them to tell the word "Teacher".</li> </ul>

- Now, showing yourself ask, “Who am I?” Help them to tell “Teacher”.
- Pointing at the next picture in Activity A, ask Ss, “Who are they? Help them to tell “Students.”
- Next, tell ss “Open the page at 8.” Tell them again “Show me this page.”
- Say the sentences given in the bubble with proper intonation and correct pronunciation.
- Tell ss “First listen to me then say with me.” (Play audio/video if available.) Help them to repeat the sentences 2/3 times.

### **Practice activities**

- Now, invite a student randomly. Say to her/him, “First listen to me then say with me.” [Say the sentences given in the bubble in Activity B with correct pronunciation. Help him/her to respond 2/3 times.]
- Tell others to listen carefully and observe the activity.
- Now, divide them into pairs. Tell ss “Look at the picture of Activity B again. Practise the dialogue in pairs.” [Help S1 to say the dialogue of teacher and also help S2 to say the dialogue of Ripa.]

### **Assessing learning**

- Now, invite P1 in front of the class.
- Tell P1, “Exchange the dialogue in pair.” [Help them use their own names.]
- Tell them to do it repeatedly and change their roles in turns.
- Tell other pairs “Exchange the dialogue using own name.”
- Drill it more than once.

### **Feedback**

- Support the students who can't follow and respond to farewells properly and spontaneously.

### **Summary of the session**

- Ask the ss, “What have we learnt today?” Help them to respond properly.

### **Concluding the session**

- Say “See you in the next class. Bye.”

## Lesson 4: Goodbye 1

Session	Class-wise attainable competencies
Session 7: C, D Page: 9	1.2 Understanding simple dialogues about day-to-day activities for effective communication  3.2 Exchanging greetings and farewells at different times for effective communication

**Teaching aids:** Picture of activity C, D and audio/video clip/QR code.

**Session Procedures**

**Session Duration: 45 minutes**

### Teaching Learning Activity

#### **Introduction**

- Do the same as in the Session 6 of unit 1 or do any warm up activity.

#### **Review of the previous session**

- Ask ss “What did we learn yesterday?”
- Ask a student randomly, “What do we say and respond at farewells?”
- Now, say to all students, “Goodbye, students” possible answer should be “Goodbye, teacher.”

#### **Presentation of the session**

- Showing the picture of Activity C, ask ss, “What do you see in the picture? What are they doing?”
- Based on their answer, describe the picture focusing the given dialogue in the text.
- Tell ss “Listen to the sentences of Activity C carefully.” [Play an audio/video/QR code of the text if possible.]
- Help them to repeat the sentences after you. Drill it more than once.

#### **Practice activities**

- Now divide the students into pairs.
- Invite P1 in front of the class. Tell them to practise the dialogue in pairs. [Help S1 say the dialogue of Rahat and S2 to say the dialogue of Namira.]
- Tell others to listen to the dialogue and observe their activity.
- Change their role in pairs.
- Now tell others to practise the dialogue in pair. Help them if necessary.

<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Invite two students randomly in front of the class.</li> <li>• Say them, “Act out the dialogue of Activity C.” [Help her/him answer properly if necessary. Drill it more than once.]</li> <li>• Next, invite two other students. Tell them, “Using own name act out a dialogue following the sentence pattern of Activity C.” [Help them follow the sentence pattern]. Speak in Bangla if necessary.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Support them who can’t follow and answer properly.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Ask the ss, “What have we learnt today?” Help them to respond properly.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Say “Goodbye, my dear ss. See you in the next class.”</li> </ul>

## Lesson 5: Goodbye 2

Session	Class-wise attainable competencies
Session 8: A, B, C Page: 10	3.2 Exchanging greetings and farewells at different times for effective communication

**Teaching aids:** Picture of activity A, B and audio/video clip/QR code.

**Session Procedures**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Do the same as in the Session 6 of unit 1.</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss “What did we learn yesterday?”</li> <li>• Ask a student randomly, “What do we say and respond at farewells?” Help him/her say “Goodbye. See you later.”</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Showing the picture of Activity A, ask ss, “What do you see in the picture? What are they doing?”</li> </ul>

<ul style="list-style-type: none"> <li>• Based on their answers, describe the picture focusing the given dialogue in the bubble. [Explain that we say goodnight for farewell at night.]</li> <li>• Tell ss “Listen to the sentences of Activity A carefully.” Help them to repeat the sentences after you. Drill it more than once.</li> <li>• Now tell them, “Listen to the song of Activity B carefully.” Play audio/video or sing the song with actions (TPR).</li> <li>• Tell them, “Sing the whole song after me.” Drill the whole song more than once.</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Now, divide them into groups.</li> <li>• Say to them, “One student will say the rhyme and other will repeat the rhyme with her/him.” [Help them sing the song if necessary. Let them practise minimum twice.]</li> <li>• Invite a group in front of the class. Say to them, “Sing the song in groups.”</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Invite all students to come out of the desk and start singing together with actions when the teacher says ‘start.’ [Observe the class and find out the students who can’t sing the song properly.]</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Support them who can’t follow and answer properly.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Ask the ss, “What have we learnt today?” Help them to respond properly.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Say “Goodbye, my dear ss. See you in the next class.”</li> </ul>

## Lesson 6: Numbers 1-30

Session	Class-wise attainable competencies
Session 9: A, B Page: 11	4.1 Recognising words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers and reading them aloud following proper pronunciation  7.2 Writing cardinal numbers in figures, in words and writing ordinal numbers correctly to use them in written communication

**Teaching aids:** Picture of activity A, B/ A calendar followed by Activity A.

**Session Procedures**

**Session Duration: 45 minutes**

**Teaching Learning Activity**

**Introduction**

- Exchange greetings saying “Good morning/Good afternoon” with a smiling face.
- Ask ss ‘How are you?’ and encourage them to reply ‘Fine, thank you’.
- Say to ss, “Let’s listen to a Number song

*[One two three four five,  
Once I caught a fish alive.  
Six, seven, eight, nine ten  
Then I let it go again.]*

- Play an audio if possible. [If audio is not available, sing a song with ss with TPR.]

**Review of the previous session**

- Ask ss altogether, “What did we say at farewell time?” [Help them to answer “Goodbye/See you again.]

**Presentation of the session**

- Tell ss “Open page at 11.” [Check if everyone has opened.]
- Showing a calendar, ask them, “What is this? Help them to reply, “It’s a calendar.”
- Tell them, “Today we are going to read the numbers (1-30) from the calendar.”
- Again showing the Activity A, tell them “Look at the calendar page.”
- Now tell them “Listen to me how I read the numbers (1-30) from the calendar.
- Pointing to the numbers (1-30) from the calendar, help them read aloud in figures properly.
- Now, pointing to any number from the calendar, tell, (S1/S2 randomly) “Read the number.”

**Practice activities**

- Divide ss into groups.
- In a group tell S1, “Point any number from the calendar page of the textbook and tell others to read the number.” Support other ss to reply 1, 2, 3, ..... 28, 29, 30.
- Pointing to the numbers of Activity B, tell (S3/S4 randomly) “Read the numbers in figures.”

<ul style="list-style-type: none"> <li>• Next, tell them “Look at the board how I write the numbers in words.” [At the time of writing, spell the numbers in words.]</li> <li>• Tell them, “Write the numbers in words after me and read the numbers in words at the time of writing.” [Help them write the numbers in words neatly and legibly and also help them read the numbers in words. Say Bangla if necessary.]</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• [Pointing to any number from Activity A] Tell a student randomly, “Read the number.”</li> <li>• [Pointing to any number from Activity B] Tell another student randomly, “Write the number in words.”</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Support them who can’t read and write the numbers (1-30) properly, neatly and legibly.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Now, summarise today’s lesson. Ask ss, “What have we learnt today?” Help them answer. [Speak in Bangla if necessary.]</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Say “Goodbye all. See you in the next class.”</li> </ul>

## Lesson 6: Numbers 1-30

Session	Class-wise attainable competencies
Session 10: C Page: 12	7.2 Writing cardinal numbers in figures, in words and writing ordinal numbers correctly to use them in written communication.

**Teaching aids:** Picture of Activity C.

**Session Procedures**

**Session Duration: 45 minutes**

### Teaching Learning Activity

**Introduction**

- Do as in the session 9 of unit 1.

**Review of the previous session**

- [Pointing to any number from 1-30] Tell a student randomly, “Read the number.” Tell another student randomly, “Write the number.” [Help them read and write the number if necessary.]

<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Tell ss “Open page at 12.” [Check if everyone has opened.]</li> <li>• Showing the calendar of Activity C, tell them “Look at the calendar page.”</li> <li>• Tell them again, “Today we are going to write the numbers in the calendar page for the month of June.”</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Draw a calendar page on the board.</li> <li>• Now tell them, “Look at the calendar page of the board how I write the numbers (1-30) in the calendar. [Help them follow the writing pattern on the board.]</li> <li>• Next, say to ss, “Follow and write the numbers (1-30) in the calendar page of their textbook where one is done for you.”</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Arrange a game on ‘missing numbers’ in the class. [Draw a calendar page on the board where some numbers would be missed.]</li> <li>• Tell a student randomly, “Write the missing numbers on your exercise book.”</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Support them who can’t write the numbers (1-30) properly, neatly and legibly.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Now, summarise today’s lesson. Ask ss, “What have we learnt today?” Help them answer. [Say Bangla if necessary.]</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Say “Goodbye all. See you in the next class.”</li> </ul>

## Lesson 7: Introducing a student

Session	Class-wise attainable competencies
Session 11: A, B, C Page: 13	4.2 Reading aloud simple sentences with proper stress, intonation and punctuation 5.1 Understanding simple texts for specific information

**Teaching aids:** Picture of activity C



<b>Session Procedures</b>	<b>Session Duration: 45 minutes</b>
<b>Teaching Learning Activity</b>	
<b>Introduction</b>	
<ul style="list-style-type: none"> <li>• Exchange greetings saying “Good morning/Good afternoon” with a smiling face.</li> <li>• Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”</li> </ul>	
<b>Review of the previous session</b>	
<ul style="list-style-type: none"> <li>• [Pointing to any number from 1-30] Tell a student randomly, “Read the number.” Tell another student randomly, “Write the number.” [Help them read and write the number if necessary.]</li> </ul>	
<b>Presentation of the session</b>	
<ul style="list-style-type: none"> <li>• Showing the picture of the activity A ask ss, “What do you see in the picture?”</li> <li>• Ask them, “What is she doing in the picture? Encourage them to answer.</li> <li>• Based on their answer, describe the picture focusing the given words (class, family) in the text.</li> <li>• Now, pointing the words, say the words aloud. Ask ss to repeat after you.</li> <li>• Now tell, “We are going to know about introducing a student.” Then write “Introducing a student” on the board.</li> <li>• Now tell ss, “I am reading the text of Activity A aloud. Listen to the reading and follow me in your book.” [Play an audio/video/QR of the text if possible.]</li> <li>• Then tell them to read with you.</li> </ul>	
<b>Practice activities</b>	
<ul style="list-style-type: none"> <li>• Showing the questions in the Activity B, explain ss the question number 1 to 4.</li> <li>• Tell them, “One student will ask and another student will answer to the questions in pair.”</li> <li>• Divide ss into pairs.</li> <li>• Tell each pair, “Read the text of Activity A again and find out the answers of the questions.” Provide 5 minutes to read the text properly. Monitor and help them if necessary. To answer the questions tell them, “Look at the information in Activity A.”</li> <li>• Invite a pair in front of the class. Tell them to ask and answer in pair following Activity B. [Help S1 to ask the questions and S2 to answer.] Change their roles in pair. Tell others to observe what they are doing.</li> <li>• Tell other pairs to ask and answer in pair following Activity B. Monitor and help them if necessary. Provide 5 minutes to ask and answer properly.</li> </ul>	

<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Showing Activity C, tell them, “Complete the table with the information from Activity A.” Help them to complete the table properly.</li> <li>• Next tell ss, “Complete the table with your information.”</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Support them who can’t complete the table properly with the information from Activity A.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Now, summarise today’s lesson. Ask ss, “What have we learnt today?” Help them answer. [Speak in Bangla if necessary.]</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Say “Goodbye all. See you in the next class.”</li> </ul>

## Lesson 8: Introducing someone

Session	Class-wise attainable competencies
Session 12: A, B  Page: 14	1.2 Understanding simple dialogues about day-to-day activities for effective communication.  3.2 Exchanging greetings and farewells at different times for effective communication.  4.2 Reading aloud simple sentences with proper stress, intonation and punctuation.

**Teaching aids:** Picture of activity A/audio/video clip/QR Code.

**Session Procedures**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying, “Good morning” with a smiling face.</li> <li>• Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Say to a student randomly, “Tell your name.” Ask another student, “How old are you?” Help them to respond properly.</li> </ul>

**Presentation of the session**

- Showing the picture of the activity A ask ss, “What do you see in the picture?”
- Ask them, “What is she doing in the picture? Encourage them to answer.
- Based on their answer, describe the picture focusing the given dialogue in the text. Say in Bangla if necessary.
- Now tell, “We are going to know about introducing someone.” Then write “Introducing someone” on the board.
- Now tell ss, “I am reading the text of Activity A aloud. Listen to the reading and follow me in your book.” [Play an audio/video/QR code of the text if possible.]
- Check everyone has followed your reading putting finger under the lines.
- Tell them again, “Read with me.” [Help them pronounce the words and phrases of the text properly.] Drill it more than once.

**Practice activities**

- Now divide the students into small group having 3 students in a group.
- Invite a group in front of the class. Tell them to practise the dialogue in group. [Help S1 say the dialogue of Zabed, S2 to say the dialogue of Sabiha and S3 to say the dialogue of Mahmud.]
- Tell other groups “Listen to the dialogue and observe their activity.”
- Change their role in groups.
- Now tell them “Practise the dialogue in group.” Help them if necessary.

**Assessing learning**

- Invite three students randomly in front of the class.
- Say them, “Say the dialogue of Activity A.” [Help her/him answer properly if necessary. Drill it more than once.]
- Next, invite another three students. Tell them, “Use your own name. Act out a dialogue. Introduce a friend following the sentence pattern of Activity A.” [Help them follow the sentence pattern]. [Speak in Bangla if necessary.]

**Feedback**

- Support them who can't follow and answer properly.

**Summary of the session**

- Ask a student randomly, “What do you say to meet someone?” Possible answer should be “Nice to meet you.”

**Concluding the session**

- Say “Goodbye, my dear ss. See you in the next class.”

## Lesson 9: Numbers 11-20 in words

Session	Class-wise attainable competencies
Session 13: A, B Page: 15	4.1 Recognising words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers and reading them aloud following proper pronunciation.  7.2 Writing cardinal numbers in figures, in words and writing ordinal numbers correctly to use them in written communication.

**Teaching aids:** Picture of activity A and B/Number chart of 11 to 20 in words.

### Session Procedures

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying “good morning” with a smiling face.</li> <li>• Ask ss ‘How are you?’ and encourage them to reply ‘Fine, thank you’.</li> <li>• Say to ss, “Let’s listen to a Number song</li> </ul> <p style="text-align: center;"><i>[One two three four five, Once I caught a fish alive. Six, seven, eight, nine ten Then I let it go again.]</i></p> <ul style="list-style-type: none"> <li>• Play an audio if possible. [If audio is not available, sing a song with ss with TPR.]</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask a student randomly, “What do you say to meet someone?” Possible answer should be “Nice to meet you.”</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Tell ss “Open page at 15.” [Check if everyone has opened.]</li> <li>• Showing the numbers of Activity A, ask them, “What are these? Help them to reply, “These are numbers.”</li> <li>• Say to them, “Today we are going to read and say the numbers from 11 to 20 in words.”</li> <li>• Now, tell them “Listen to me how I read the numbers from 11 to 20 in words.</li> </ul>

<ul style="list-style-type: none"> <li>• Pointing to the numbers (11-20) from the chart of Activity A, help them read aloud in words and also help them to spell the number in words properly.</li> <li>• Now, pointing to any number from the chart tell, (one or two students randomly) “Read and say the number in words.”</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Tell ss “Look at the Activity-B of page 15 and read the numbers with me. (eleven to twenty)</li> <li>• Help them read aloud cardinal numbers in words properly.</li> <li>• Now draw four rolled lines on the board.</li> <li>• Next, trace the word ‘eleven’ using dots like Activity B on the board. Tell others to follow.</li> <li>• Then, invite S1 to write ‘eleven’ using dots like Activity B on the board. Tell others to follow.</li> <li>• Next tell them, “Write the word ‘eleven’ using dotted lines on the book.”</li> <li>• Do the same process to write the number “twelve to twenty.”</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Showing any number (11 to 20) from Activity A tell a student randomly, “Write the number in words.” Or, showing any number in words (eleven to twenty), tell another student, “Spell the number in words.”</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Support them who can’t read and write cardinal numbers in words properly.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What have we learnt today?” Help them answer.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Say “Goodbye, my dear ss. See you in the next class.”</li> </ul>

## Lesson 9: Numbers 11-20 in words

Session	Class-wise attainable competencies
Session 14: C Page: 15	4.1 Recognising words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers and reading them aloud following proper pronunciation  7.2 Writing cardinal numbers in figures, in words and writing ordinal numbers correctly to use them in written communication

**Teaching aids:** Wooden/plastic number cards of 11 to 20 in figures and number cards of eleven to twenty in words, two baskets/bins.

**Session Procedures**

**Session Duration: 45 minutes**

**Teaching Learning Activity**

**Introduction**

- Exchange greetings saying, “Good morning” with a smiling face.
- Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”
- Do any warm-up activity.

**Review of the previous session**

- Showing any number (11 to 20) tell a student randomly, “Write the number in words.” Or, showing any number in words (eleven to twenty), tell another student, “Spell the number in words.”

**Presentation of the session**

- Show the number cards of 11 to 20 in figures and number cards of eleven to twenty in words.
- Say to ss, “Today we are going to play a number game using the number cards of figure and words.”
- Now, divide them into two groups consisting of 10 students.
- Use two beans to put the number cards of 11 to 20 in figures and number cards of eleven to twenty in words. Keep two baskets/bins on the table.

**Practice activities**

- Invite one group of 10 students in front of the class.
- Tell them, “Pick a number card from one bin/basket that contains the number cards in figure from 11 to 20.”
- After picking the card tell ss, “Show your number card.”
- Next, tell them, “Make a line in an order from 11 to 20.”
- Now invite another group of 10 students in front of the class.
- Tell them, “Pick a number card from another bin/basket that contains the number cards in words from eleven to twenty.”
- After picking the card tell ss, “Show your number card.”
- Next, tell them, “Make a line in an order from eleven to twenty.”

- Finally, tell group-2 members “Choose the respective numbers from group-1 and make pairs.” Help them make pair and stand side by side in the class. [Speak in Bangla if necessary.]

**Assessing learning**

- Keep the number cards of figure and words in two bins/baskets on the table.
- Invite a student randomly in front of the class.
- Tell her/him, “Pick a number card in figure.”
- Say to him/her, “Show your card to the students of the class.”
- Tell another student, “Pick a number card in words matching with the number card in figure.” [Speak in Bangla if necessary.]

**Feedback**

- Support them who can’t identify the numbers in figure and words properly.

**Summary of the session**

- Ask ss, “What have we learnt today?” Help them answer.

**Concluding the session**

- Say “Goodbye, my dear ss. See you in the next class.”

Assess students using the following relevant performance indicators at the end of each session of **Unit-1** and keep record.

Class-wise Attainable Competency	Performance Indicators	Performance Level		
		Good	Very Good	Excellent
1.2 Understanding simple dialogues about day-to-day activities for effective communication	02.03.02.01 Take part in simple dialogues about day-to-day activity	Take part in simple dialogues on day-to-day activity with assistance	Take part in simple dialogues on day-to-day activity	Take part in simple dialogues on day-to-day activity with proper gesture, pronunciation & intonation
3.2 Exchanging greetings and farewells at different times for effective communication	02.03.08.01 Exchange greetings and-farewells at different times for effective communication	Take part in simple conversation exchanging greetings and farewells mentioning different times with assistance	Take part in simple conversation exchanging greetings and farewells mentioning different times with expressions	Take part in simple conversation exchanging greetings and farewells mentioning different times with-appropriate gesture
3.4 Participating in conversations for exchanging information about family and friends	02.03.10.01 Participate in conversations for exchanging information about family and friends	Participate in conversations for exchanging information about family and friends with assistance	Participate in conversations for exchanging information about family and friends independently	Participate in conversations for exchanging information about family and friends independently with appropriate gesture and intonation



4.1 Recognising words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers and reading them aloud following proper pronunciation	02.03.12.01	Recognise words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers with assistance	Recognise words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers independently	Recognise words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers with proper pronunciation
	02.03.12.02	Read aloud words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers properly	Read aloud words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers properly independently	Read aloud words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers properly with proper pronunciation
4.2 Reading aloud simple sentences with proper stress, intonation and punctuation	02.03.13.01	Read aloud simple sentences with limited use of stress, intonation and punctuation	Read aloud simple sentences using stress intonation and punctuation with assistance	Read aloud simple sentences with proper stress, intonation and punctuation independently
5.1 Understanding simple texts for specific information	02.03.14.01	Come up with specific information from simple texts with assistance	Come up with the specific information from simple texts independently	Come up with the specific information properly and independently by reading simple text

7.2 Writing cardinal numbers in figures, in words and writing ordinal numbers correctly to use them in written communication	02.03.16.01 Write cardinal numbers in figure and in words neatly and legibly	Write cardinal numbers in figure and in words with assistance	Write cardinal numbers in figure and in words independently	Write cardinal numbers in figure and in words neatly and legibly
	02.03.16.02 Use ordinal numbers in connection with cardinal numbers correctly in written texts	Use ordinal numbers in connection with cardinal numbers in written text with assistance	Use ordinal numbers in connection with cardinal numbers in written text independently	Use ordinal numbers in connection with cardinal numbers in written text neatly and legibly

## Unit: 2

### My Friends, Family and Numbers

<b>Total lessons: 6</b>	<b>Total sessions: 16</b>	<b>Each session duration: 45 minutes</b>
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<b>Lesson</b>	<b>Session</b>
Lesson 1	S15: A
	S16: B, C
Lesson 2	S17: A, B
	S18: C
	S19: D,E
Lesson 3	S20: A
	S21: B, C
	S22: D
Lesson 4	S23: A
	S24: B, C
Lesson 5	S25: A
	S26: B, C
	S27: D
Lesson 6	S28: A, B
	S29: C, D
	S30: E, F

## Unit: 2

### My Friends, Family and Numbers

#### Lesson 1: Talking about friends and family

Session	Class-wise attainable competencies
Session 15: A Page: 16	3.4 Participating in conversations for exchanging information about family and friends.  4.2 Reading aloud simple sentences with proper stress, intonation and punctuation.

**Teaching aids:** Picture of Activity A, audio/video clip/QR Code

**Session Procedure**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Exchange greetings with a smiling face.</li> <li>Ask Ss ‘How are you?’, and encourage them to reply ‘Fine, thank you’.</li> <li>Show any warm up activity as you can.</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>Showing number cards of 11-20, tell a student randomly “Read the number.” Help her/him to answer properly.</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>Show the picture of Activity A. Help ss to guess the lesson title by asking some relevant questions. After getting the proper answer write the lesson title “Talking about friends and family” on the board.</li> <li>Tell them, “Open at page 16.”</li> <li>Say to them, “I am reading aloud. Listen to me and follow.”</li> <li>Help them to repeat after you 2/3 times.</li> <li>Invite a student randomly to read the dialogues of Activity A.</li> </ul>

**Practice activities**

- Now, divide them into pairs.
- Invite 2 students in front of the class. Tell other pairs to observe what they are doing.
- Like Activity A help S1 to say the dialogue of Rishat, “Hello, Sujana! How are you?” Help S2 to say the dialogue of Sujana, “Fine, thanks. And you?” In this way, help them to say the dialogues of Rishat and Sujana properly from the text.
- Now tell other pairs “Say the dialogues of Activity A.” Monitor and help them say the dialogues properly.
- Ask two students to come to the front of the class. Help them say the dialogues properly as mentioned in the text. Tell them to change their role.
- Now arrange a spotting mistake game in the class. At the time of spotting mistake game, please read the dialogues and intentionally make mistake.
- Tell them, “If I read any word mistakenly, say “Stop” and utter the correct word. [Speak in Bangla to make them understand the rules of game if necessary.]
- Now tell them, “Play the spotting mistake game in pair.”

**Assessing learning**

- Invite a student randomly, “Read the dialogues of Activity A aloud.”

**Feedback**

- Help them who can't read and act out the dialogues properly.

**Summary of the session**

- Now summarise the session, saying the way of proper introductions.

**Concluding the session**

- Conclude today's session saying, ‘Goodbye, see you in the next class.’

**Lesson 1: Talking about friends and family**

Session	Class-wise attainable competencies
Session 16: B, C Page: 16	1.2 Understanding simple dialogues about day-to-day activities for effective communication.  3.4 Participating in conversations for exchanging information about family and friends.

**Teaching aids:** Picture of Activity B, audio/video clip/QR Code

**Session Procedure****Session Duration: 45 minutes****Teaching Learning Activity****Introduction**

- Exchange greetings with a smiling face.
- Ask Ss 'How are you?', and encourage them to reply 'Fine, thank you'.
- Show any warm up activity as you can.

**Review of the previous session**

- Ask a student randomly, "Would you like to play with me?" Help her/him to answer properly following the sentence pattern of Activity A.

**Presentation of the session**

- Showing the picture of Activity B, ask ss, "What do you see in the picture? What are they doing?"
- Based on their answer, describe the picture focusing the given dialogue in the text.
- Tell ss "Listen to the sentences of Activity B carefully." [Play an audio/video/QR code of the text if possible.]
- Help them to repeat the sentences after you. Drill it more than once.

**Practice activities**

- Now divide the students into pairs.
- Invite a pair in front of the class. Tell them to practise the dialogue in pairs. [Help S1 say the dialogue of Faria and S2 to say the dialogue of Farzana.]
- Tell others to listen to the dialogue and observe their activity.
- Change their roles in pair.
- Now tell others to practise the dialogue in pair. Help them if necessary.

**Assessing learning**

- Invite two students randomly in front of the class.
- Say them, "Using own name act out a dialogue following the sentence pattern of Activity A." [Help them follow the sentence pattern.] Say Bangla if necessary.
- Next, invite another two students. Tell them, "Following the sentence pattern of Activity B act out a dialogue using own name." [Help them follow the sentence pattern.] Say in Bangla if necessary.

**Feedback**

- Support them who can't follow and answer properly.

**Summary of the session**

- Ask the ss, “What have we learnt today?” Help them to respond properly.

**Concluding the session**

- Say “Goodbye, my dear ss. See you in the next class.”

**Lesson 2: Numbers 31-50**

Session	Class-wise attainable competencies
Session 17: A, B Page: 18	4.1 Recognising words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers and reading them aloud following proper pronunciation

**Teaching aids:** Picture of Activity B, audio/video clip/QR Code.

**Session Procedure****Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings with a smiling face.</li> <li>• Ask Ss ‘How are you?’, and encourage them to reply ‘Fine, thank you’.</li> <li>• Show any warm up activity as you can.</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask a student randomly, “Where are you from?” Help her/him to answer properly following the sentence pattern like this “I’m from ..... </li></ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Tell ss “Open page at 15.” [Check if everyone has opened.]</li> <li>• Showing the numbers of Activity A, ask them, “What are these? Help them to reply, “These are numbers.”</li> <li>• Say to them, “Today we are going to count and say the numbers from 31 to 50 in figures.”</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Showing the objects of the first line of Activity A, ask ss, “How many objects are there in first line?”</li> </ul>

<ul style="list-style-type: none"> <li>• Now, say to them “Listen to me how I count and say the numbers from the first line.”</li> <li>• Tell ss, “Count and say the numbers with me.” [Help them count and say the numbers from other lines of Activity A.]</li> <li>• Pointing to the numbers (31-50) from the chart of Activity B, help them read and say the number in figures properly.</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Now, pointing to any number from Activity B, tell (one or two students randomly) “Read and say the number in figures.”</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Support them who can’t count and say cardinal numbers in figures properly.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What have we learnt today?” Help them answer.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Say “Goodbye, my dear ss. See you in the next class.”</li> </ul>

## Lesson 2: Numbers 31-50

Session	Class-wise attainable competencies
Session 18: C Page: 18	4.1 Recognising words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers and reading them aloud following proper pronunciation.

**Teaching aids:** Number card or wooden/plastic numbers in figures from 0 to 9

<b>Session Procedure</b>	<b>Session Duration: 45 minutes</b>
<b>Teaching Learning Activity</b>	
<b>Introduction</b>	
<ul style="list-style-type: none"> <li>• Exchange greetings with a smiling face.</li> <li>• Ask Ss ‘How are you?’, and encourage them to reply ‘Fine, thank you’.</li> <li>• Show any warm up activity as you can.</li> </ul>	
<b>Review of the previous session</b>	
<ul style="list-style-type: none"> <li>• Now, pointing to any number from Activity B, tell (one or two students randomly) “Read and say the number in figures.” Help them say properly (if necessary).</li> </ul>	



**Presentation of the session**

- Showing the number cards or wooden/plastic numbers in figures from 0 to 9, ask one or two students randomly, “Which number is it?”
- Tell them, “Today we are going to play a game in the class using the number in figure from 0 to 9.”

**Practice activities**

- Divide ss into pairs.
- Invite one pair in front of the class.
- Tell one pair “Take number cards or wooden or plastic numbers (each student) in figures 0 to 9.
- Tell them, “In pairs, show two number cards together to make the numbers from 31 to 50.”
- Again tell them, “Say aloud the numbers in pair.”
- Continue the game with other pairs. [Help other pairs to make numbers from 31 to 50 using number cards or wooden or plastic numbers in figures.]

**Assessing learning**

- Invite a student randomly.
- Tell him/her, “Pick two number cards together to make the numbers from 31 to 50.” Help her/him make numbers from 31 to 50 using number cards or wooden or plastic numbers in figures.

**Feedback**

- Support them who can’t make and say aloud the cardinal numbers (31-50) in figures properly.

**Summary of the session**

- Ask ss, “What have we learnt today?” Help them answer.

**Concluding the session**

- Say “Goodbye, my dear ss. See you in the next class.”

## Lesson 2: Numbers 31-50

Session	Class-wise attainable competencies
Session 19: D, E Page: 19	7.2 Writing cardinal numbers in figures, in words and writing ordinal numbers correctly to use them in written communication.

**Teaching aids:** Picture of Activity D and E

**Session Procedure**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings with a smiling face.</li> <li>• Ask Ss ‘How are you?’, and encourage them to reply ‘Fine, thank you’.</li> <li>• Show any warm up activity as you can.</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Now, pointing to any number from Activity B, tell (one or two students randomly) “Read and say the number in figures.” Help them say properly (if necessary).</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Showing the numbers from the picture of Activity D at page 19, ask one or two students randomly, “Which number is it?” Help her/him say 31.</li> <li>• Tell them, “Today we are going to write the numbers in figures from 31 to 50.”</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Showing the number 31 tell, “Look at the board how I write 31 to 40.”</li> <li>• Next, say to ss, “Write 31 to 40 on your exercise book.” [Help them if necessary to write properly.]</li> <li>• After that tell again, “Look at the board how I write 41 to 50.”</li> <li>• Again say to ss, “Write 41 to 50 on your exercise book.” [Help them if necessary to write properly.]</li> <li>• Now tell them, “Dear ss write the numbers from 31 to 50 in your textbook where two are done for you.”</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Tell ss, “Write the missing numbers in Activity E of your textbook.” [Help them write the missing numbers properly.]</li> </ul>

<b>Feedback</b>
<ul style="list-style-type: none"> <li>Support them who can't write the cardinal numbers (31-50) in figures properly.</li> </ul>
<b>Summary of the session</b>
<ul style="list-style-type: none"> <li>Ask ss, "What have we learnt today?" Help them answer.</li> </ul>
<b>Concluding the session</b>
<ul style="list-style-type: none"> <li>Say "Goodbye, my dear ss. See you in the next class."</li> </ul>

### Lesson 3: My family

Session	Class-wise attainable competencies
Session 20: A Page: 20	4.2 Reading aloud simple sentences with proper stress, intonation and punctuation

**Teaching aids:** Picture of Activity A, audio/video clip/QR Code

**Session Procedure**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Exchange greetings with a smiling face.</li> <li>Ask Ss 'How are you?', and encourage them to reply 'Fine, thank you'.</li> <li>Show any warm up activity as you can.</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>Showing the activity E at page 19, tell a student, "Write the missing numbers of Activity E." Help him/her to write properly.</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>Show the picture of Activity A. Help ss to guess the lesson title by asking some relevant questions. After getting the proper answer write the lesson title "My family" on the board.</li> <li>Tell them, "Open at page 20."</li> <li>Say to them, "I am reading aloud. Listen to me and follow."</li> <li>Help them to repeat after you 2/3 times.</li> <li>Invite a student randomly to read aloud the text of Activity A.</li> </ul>

<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Now arrange a spotting mistake game in the class. At the time of spotting mistake game, read the text of Activity A and intentionally make mistakes.</li> <li>• Tell them, “If I read any word mistakenly, say “Stop” and utter the correct word. [Say Bangla to understand the rules of game if necessary.]</li> <li>• Now, divide them into pairs.</li> <li>• Now tell them, “Play the spotting mistake game in pair.”</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Invite a student randomly, “Read aloud the text of Activity A.”</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Help them who can’t read the text of Activity A properly.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Now, ask them, “What have we learnt today?” Help them say the way of introducing our family.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Conclude today’s session saying, ‘Goodbye, see you in the next class.’</li> </ul>

### Lesson 3: My family

Session	Class-wise attainable competencies
Session 21: B,C Page: 20	5.1 Understanding simple texts for specific information

**Teaching aids:** Pictures of the activities at A, B, C and audio/video clip / QR code

**Session Procedures**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying, “Good morning” with a smiling face.</li> <li>• Ask ss, “How are you?” Encourage them to reply, “Fine, thank you.”</li> <li>• Do something engaging ss to warm up the session.</li> </ul>
<p><b>Review of previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What did we learn yesterday?” Encourage them to say “My family.”</li> <li>• Say to a student randomly, “Say the names of some family members.”</li> </ul>

**Presentation of the session**

- Showing the picture of the activity A, ask ss, “Who are in the picture? Help them to recall the information.
- Now showing Activity B, tell them, “Read the sentences first.”
- Then ask ss to read the text of Activity A. Now say to find out whether the statements are true or false.
- Tell them to write T for True and F for False. Provide 5 minutes to write properly. Monitor and help them if necessary.
- Now tell S1 to read the sentences as true or false. Tell others to match with him/her.
- Praise them who write correctly and help them who can’t write properly.

**Practice activities**

- Showing the Activity C, explain ss the questions from 1 to 5.
- Tell them, “S1 will ask and S2 will answer to the questions in pair.”
- Divide ss into pairs. Tell each pair, “Read the text of Activity A again and find out the answers of the questions.” Provide 5 minutes to read the text properly. Monitor and help them if necessary.
- Invite a pair in front of the class. Tell them to ask and answer in pair following Activity C. [Help S1 to ask the questions and S2 to answer.] Change their role in pair. Tell others to observe what they are doing.
- Tell other pairs to ask and answer in pair following Activity C. Monitor and help them if necessary. Provide 5 minutes to ask and answer properly.

**Assessing learning**

- Ask a student randomly from the questions of Activity C. Help him/her reply if necessary.

**Feedback**

- Help the students who can’t ask and answer properly. Encourage students who can ask and answer properly.

**Summary of the session**

- Ask ss, “What have we learnt today?” Help them to respond properly.

**Concluding the session**

- Say “See you later in the next class. Bye.”

## Lesson 3: My family

Session	Class-wise attainable competencies
Session 22: D Page: 20	7.4 Writing short paragraphs on familiar topics using prompts or clues

**Teaching aids:** Pictures of the activities at A.

**Session Procedures**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying, “Good morning” with a smiling face.</li> <li>• Ask ss, “How are you?” Encourage them to reply, “Fine, thank you.”</li> <li>• Do something engaging ss to warm up the session.</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What did we learn yesterday?” Encourage them to say “My family.”</li> <li>• Say to a student randomly, “Say the names of some family members.”</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Show the picture of Activity A. Help ss to guess the lesson title by asking some relevant questions. After getting the proper answer write the lesson title “My family” on the board.</li> <li>• Tell them, “Open at page 20.”</li> <li>• Say to them, “Today we are going to write about our family.”</li> <li>• Invite a student and tell her/him, “Read aloud the text of Activity A”.</li> <li>• Tell others, “Listen to his/her reading and follow the sentence pattern.”</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Tell ss, “Look at me. Listen how I say about my family like the sentence pattern of Activity A.”</li> <li>• Invite a student randomly and tell him/her, “Say about your family in the same way of Activity A.”</li> <li>• Tell others, “Listen carefully how he/she says about his/her family.”</li> <li>• Invite 2 or 3 more students to say about their family in the same way of Activity A.</li> <li>• Now tell them, “Write three sentences about your family in your exercise book.” [Monitor and help them if necessary. Provide 5-7 minutes to write three sentences about family properly.]</li> </ul>

<b>Assessing learning</b>
<ul style="list-style-type: none"> <li>Tell them, “Exchange your notebook and check.” Help them if necessary.</li> </ul>
<b>Feedback</b>
<ul style="list-style-type: none"> <li>Help the students who can’t write three sentences about family properly. Encourage ss who can write three sentences about family properly.</li> </ul>
<b>Summary of the session</b>
<ul style="list-style-type: none"> <li>Ask ss, “What have we learnt today?” Help them to respond properly.</li> </ul>
<b>Concluding the session</b>
<ul style="list-style-type: none"> <li>Say “See you later in the next class. Bye.”</li> </ul>

## Lesson 4: Rhyme

Session	Class-wise attainable competencies
Session 23: A Page: 21	2.1 Listening to and comprehending rhymes, cartoons and digital contents in English for enjoyment  6.1 Reading and comprehending rhymes, cartoons and digital contents in English for enjoyment

**Teaching aids:** Picture of Activity A, audio/video clip/QR Code

**Session Procedure**

**Session Duration: 45 minutes**

### Teaching Learning Activity

#### Introduction

- Exchange greetings with a smiling face.
- Ask ss, “How are you?”, and encourage them to reply, “Fine, thank you.”
- Show any warm up activity as you know.

#### Review of the previous session

- Tell a student randomly, “Say three sentences about your family.” Help them to say properly.
- Praise ss who answer correctly.

#### Presentation of the session

- Showing the picture of a house tell them, “Say the name of the picture in English”. [Help them if necessary.]

- Pointing to the house, window, door, roof, floor of the picture ask them, “What’s this?” [Help them say the names properly.]
- Tell them, “Listen to the names and repeat after me.”
- Say to ss, “Today we are going to recite the rhyme ‘It’s a happy house’.”
- Now tell them, “Open page at 21.”
- First, tell ss, “Listen to the rhyme.” Then recite the rhyme or use audio or QR code.
- Now, say to ss to repeat the rhyme after you.

### **Practice activities**

- Divide the ss into groups. Ask them to recite the rhyme (Activity A) in groups.
- Now, ask ss to say the rhyme with Total Physical Response (TPR). [Help if necessary].
- Invite one student randomly in front of the class. Tell them, “Recite the rhyme with action.” [Support them to recite with gestures properly.]
- Ask the whole class to practise individually when the teacher says, “Start”.

### **Assessing learning**

- In groups, tell them, “Recite the rhyme in chains.” S1 will say the first line. S2 will say the second line. S3..... The whole class will continue it by turn in groups following Activity B.
- Invite one group to come to the front of the class and act out the rhyme properly following Activity A. Ask other ss to observe the acting.
- Now, recite the whole rhyme with all ss in chains. Support them if necessary.

### **Feedback**

- Help the students who can’t recite properly.

### **Summary of the session**

- Ask ss, “What have we learnt today?” Help them to respond properly.

### **Concluding the session**

- Say, “See you later in the next class. Bye.”



## Lesson 4: Rhyme

Session	Class-wise attainable competencies
Session 24: B, C Page: 21	2.1 Listening to and comprehending rhymes, cartoons and digital contents in English for enjoyment. 6.1 Reading and comprehending rhymes, cartoons and digital contents in English for enjoyment. 8.1 Recognising and using a range of words in day-to-day communication.

**Teaching aids:** Picture of Activity A, audio/video clip/QR Code

**Session Procedure**

**Session Duration: 45 minutes**

### Teaching Learning Activity

#### Introduction

- Exchange greetings with a smiling face.
- Ask ss, “How are you?”, and encourage them to reply, “Fine, thank you.”
- Show any warm up activity as you know.

#### Review of prior knowledge

- Tell a student randomly, “Recite the rhyme, It’s a happy house.” Help him/her to recite properly.
- Praise ss who recite correctly.

#### Presentation of the session

- Draw/show a picture of the house on the board.
- Pointing to the different parts of the house tell them, “Say the names of different parts of the house in English”. [Help them to say the names properly.]
- Tell them, “Listen to the names and repeat after me.”
- Say to ss, “Today we are going to identify the different parts of the house.”
- Tell them, “Draw a house and point the different parts of the house.”
- Now, divide the ss into groups. Ask them to recite the rhyme (Activity A) in groups.
- In group, tell them, “One student will recite the rhyme again and other students will point to each part of the house.” Help them to do the activity properly.

<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Now tell ss, “Make a list of words you know about a house in the same group.”</li> <li>• Tell them, “Add some words more about parts of the house.”</li> <li>• Provide 5-7 minutes to write the parts of the house. Monitor and help them if necessary.</li> <li>• Now, explain the ‘grammar points’ given in the Activity C with examples.</li> <li>• Next tell them, “Give examples of personal pronoun or vocabulary. [Help them if necessary.]”</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Invite two students randomly to come to the front of the class.</li> <li>• Tell them, “One student will recite the rhyme again another student will point to each part of the house.”</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Help ss who can’t recite the rhyme and point to each part of the house properly.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What have we learnt today?” Help them to respond properly.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Say, “See you later in the next class. Bye.”</li> </ul>

## Lesson 5: My friend

Session	Class-wise attainable competencies
Session 25: A Page: 22	4.2 Reading aloud simple sentences with proper stress, intonation and punctuation.

**Teaching aids:** Picture of Activity A, audio/video clip/QR Code

**Session Procedure**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings with a smiling face.</li> <li>• Ask Ss ‘How are you?’, and encourage them to reply ‘Fine, thank you’.</li> <li>• Show any warm up activity as you can.</li> </ul>

**Review of the previous session**

- Showing the activity E at page 21, Invite two students randomly to come to the front of the class.
- Tell them, “One student will recite the rhyme another student will point to each part of the house.” Help him/her to point to each part of the house properly.

**Presentation of the session**

- Show the picture of Activity A. Help ss to guess the lesson title by asking some relevant questions. After getting the proper answer write the lesson title “My friend” on the board.
- Tell them, “Open at page 22.”
- Say to them, “I am reading aloud. Listen to me and follow.”
- Help them to repeat after you 2/3 times.
- Invite a student randomly to read the text of Activity A.

**Practise activities**

- Now arrange a spotting mistake game in the class. At the time of spotting mistake game, read the text of Activity A and intentionally make mistakes.
- Tell them, “If I read any word mistakenly, say “Stop” and utter the correct word. [Say Bangla to understand the rules of game if necessary.]
- Now, divide them into pairs.
- Now tell them, “Play the spotting mistake game in pair.”

**Assessing learning**

- Invite a student randomly, “Read the text of Activity A aloud.”

**Feedback**

- Help them who can't read the text properly.

**Summary of the session**

- Now summarise the session, saying the way of introducing a friend.

**Concluding the session**

- Conclude today's session saying, ‘Goodbye, see you in the next class.’

## Lesson 5: My friend

Session	Class-wise attainable competencies
Session 26: B, C Page: 22, 23	5.1 Understanding simple texts for specific information.

**Teaching aids:** Pictures of the activities at A, B, C and audio/video clip / QR code

### Session Procedures

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying, “Good morning” with a smiling face.</li> <li>• Ask ss, “How are you?” Encourage them to reply, “Fine, thank you.”</li> <li>• Do something engaging ss to warm up the session.</li> </ul>
<p><b>Review of prior knowledge</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What did we learn yesterday?” Encourage them to say “My friend.”</li> <li>• Say to a student randomly, “Say the names of some of your friends.”</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Showing the picture of the activity A, ask ss, “Who are in the picture? Help them to recall the information.</li> <li>• Now showing Activity B, tell them, “Read the sentences first.”</li> <li>• Next, explain ss the questions from 1 to 4.</li> <li>• Tell them, “S1 will ask and S2 will answer to the questions in pair.”</li> <li>• Divide ss into pairs.</li> <li>• Tell each pair, “Read the text of Activity A again and find out the answers to the questions.” Provide 5-7 minutes to read the text properly. Monitor and help them if necessary.</li> <li>• Invite a pair in front of the class. Tell them to ask and answer in pair following Activity B. [Help S1 to ask the questions and S2 to answer.] Change their role in pair. Tell others to observe what they are doing.</li> <li>• Tell other pairs to ask and answer in pair following Activity B. Monitor and help them if necessary. Provide 5 minutes to ask and answer properly.</li> </ul>

<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Showing the Activity C, explain ss the questions from 1 to 5.</li> <li>• Divide ss into pairs.</li> <li>• Tell each pair, “S1 will ask and S2 will answer to the questions in pair.” Provide 5 minutes to ask and answer properly. Monitor and help them if necessary.</li> <li>• Invite a pair in front of the class. Tell them, “Ask and answer about your friend in pair following Activity C.” [Help S1 to ask the questions and S2 to answer.] Change their role in pair. Tell others to observe what they are doing.</li> <li>• Tell other pairs to ask and answer in pair following Activity C. Monitor and help them if necessary. Provide 5 minutes to ask and answer properly.</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Ask a student randomly from the questions of Activity C. Help him/her reply if necessary.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Help the students who can’t ask and answer properly. Encourage students who can ask and answer properly.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What have we learnt today?” Help them to respond properly.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Say “See you later in the next class. Bye.”</li> </ul>

## Lesson 5: My friend

Session	Class-wise attainable competencies
Session 27: D Page: 23	5.1 Understanding simple texts for specific information.

**Teaching aids:** Pictures of the activities at A.

<b>Session Procedures</b>	<b>Session Duration: 45 minutes</b>
<b>Teaching Learning Activity</b>	
<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying, “Good morning” with a smiling face.</li> <li>• Ask ss, “How are you?” Encourage them to reply, “Fine, thank you.”</li> <li>• Do something engaging ss to warm up the session.</li> </ul>	

**Review of prior knowledge**

- Ask ss, “What did we learn yesterday?” Encourage them to say “My friend.”
- Say to a student randomly, “Say the names some of your friends.”

**Presentation of the session**

- Show the picture of Activity A. Help ss to guess the lesson title by asking some relevant questions. After getting the proper answer write the lesson title “My friends” on the board.
- Tell them, “Open at page 22.”
- Say to them, “Today we are going to write about our friend.”
- Invite a student and tell her/him, “Read aloud the text of Activity A”.
- Tell others, “Listen to his/her reading and follow the sentence pattern.”

**Practice activities**

- Say to ss, “Look at me and follow how I say about my friend like the sentence pattern of Activity A.”
- Invite a student randomly and tell him/her, “Say about your friend like the sentence pattern of Activity A.”
- Tell others, “Observe his/her activity how says about friend.”
- Invite 2 or 3 students more to say about a friend like the sentence pattern of Activity A.”
- Now tell them, “Write four sentences about your friend in your exercise book.” [Monitor and help them if necessary. Provide 5-7 minutes to write four sentences about a friend properly.]

**Assessing learning**

- Ask a student randomly from the questions of Activity C. Help him/her reply if necessary.

**Feedback**

- Help the students who can't write four sentences about a friend properly. Encourage ss who can write four sentences about a friend properly.

**Summary of the session**

- Ask ss, “What have we learnt today?” Help them to respond properly.

**Concluding the session**

- Say “See you later in the next class. Bye.”

## Lesson 6: Numbers 51-70

Session	Class-wise attainable competencies
Session 28: A, B Page: 24	4.1 Recognising words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers and reading them aloud following proper pronunciation

**Teaching aids:** Picture of Activity A, B, audio/video clip/QR Code

### Session Procedure

**Session Duration: 45 minutes**

#### Teaching Learning Activity

#### Introduction

- Exchange greetings with a smiling face.
- Ask Ss ‘How are you?’, and encourage them to reply ‘Fine, thank you’.
- Show any warm up activity as you can.

#### Review of the previous session

- Ask a student randomly, “How old is your friend?” Help her/him to answer properly following the sentence pattern like this “He / She is ..... years old.”

#### Presentation of the session

- Tell ss “Open page at 24.” [Check if everyone has opened.]
- Showing the numbers of Activity A, ask them, “What are these? Help them to reply, “These are numbers.”
- Say to them, “Today we are going to count and say the numbers from 51 to 70 in figures.”

#### Practice activities

- Showing the objects of the first line of Activity A, ask ss, “How many objects are there in first line?”
- Now, say to them “Listen to me how I count and say the numbers from the first line.”
- Tell ss, “Count and say the numbers with me.” [Help them count and say the numbers from other lines of Activity A.]
- Pointing to the numbers (51-70) from the chart of Activity B, help them read and say the number in figures properly.

<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>Now, pointing to any number from Activity B, tell (one or two students randomly) “Read and say the number in figures.”</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>Support them who can’t count and say cardinal numbers in figures properly.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>Ask ss, “What have we learnt today?” Help them answer.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>Say “Goodbye, my dear ss. See you in the next class.”</li> </ul>

## Lesson 6: Numbers 51-70

Session	Class-wise attainable competencies
Session 29: C, D Page: 24	4.1 Recognising words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers and reading them aloud following proper pronunciation  7.2 Writing cardinal numbers in figures, in words and writing ordinal numbers correctly to use them in written communication

**Teaching aids:** Number cards or wooden/plastic numbers in figures from 51 to 70

**Session Procedure**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Exchange greetings with a smiling face.</li> <li>Ask Ss ‘How are you?’, and encourage them to reply ‘Fine, thank you’.</li> <li>Show any warm up activity as you can.</li> </ul>
<p><b>Review of the prior knowledge</b></p> <ul style="list-style-type: none"> <li>Now, pointing to any number from Activity B, tell (one or two students randomly) “Read and say the number in figures.” Help them say properly (if necessary).</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>Showing the number card or wooden/plastic number in figure from 0 to 9, ask one or two students randomly, “Which number is it?”</li> </ul>



- Tell them, “Today we are going to play a game in the class using the number in figure from 0 to 9 and write the next number in figure from Activity D.”

### **Practice activities**

- Divide ss into pairs.
- Invite one pair in front of the class.
- Tell one pair “Take a number card or wooden or plastic numbers (each student) in figures 0 to 9.
- Tell them, “In pairs, show two number cards together to make the numbers from 51 to 70.”
- Again tell them, “Say aloud the number in pair.”
- Continue the game with other pairs. [Help other pairs to make numbers from 51 to 70 using number cards or wooden or plastic numbers in figures.]
- Showing the Activity D, tell, “Look at the board how I write a next number.”
- Next, say to ss, “Write the next numbers on your exercise book following me.” [Help them if necessary to write properly.]
- Now tell them, “Dear ss write the next numbers following Activity D in your textbook.”

### **Assessing learning**

- Invite a student randomly.
- Tell him/her, “Pick two number cards together to make the numbers from 51 to 70.” Help her/him make numbers from 51 to 70 using number cards or wooden or plastic numbers in figures.
- Write some numbers randomly on the board and tell them, “Write the missing numbers in your exercise books.” [Help them write the next numbers if necessary.]

### **Feedback**

- Support them who can’t make and say aloud the cardinal numbers (51-70) in figures properly.

### **Summary of the session**

- Ask ss, “What have we learnt today?” Help them answer.

### **Concluding the session**

- Say “Goodbye, my dear ss. See you in the next class.”

## Lesson 6: Numbers 51-70

Session	Class-wise attainable competencies
Session 30: E, F Page: 25	4.1 Recognising words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers and reading them aloud following proper pronunciation.  7.2 Writing cardinal numbers in figures, in words and writing ordinal numbers correctly to use them in written communication.

**Teaching aids:** Picture of Activity D and E.

### Session Procedure

**Session Duration: 45 minutes**

#### Teaching Learning Activity

#### Introduction

- Exchange greetings with a smiling face.
- Ask Ss ‘How are you?’, and encourage them to reply ‘Fine, thank you’.
- Show any warm up activity as you can.

#### Review of the prior knowledge

- Write some numbers randomly on the board and tell them, “Write the missing numbers in your exercise book.” [Help them write the next numbers if necessary.]

#### Presentation of the session

- Show the six number cards (three even numbers and three odd numbers)
- Tell ss, “Group the number cards into even and odd numbers.” [Explain (if necessary) the numbers are exactly divided by 2 called even numbers and the numbers are not divided by 2 called odd numbers.]
- Draw a box on the board where one even number is written for them.

52							
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- Now say to them, “Write the even numbers from 51 to 70.” Help them write the even numbers from 51 to 70 if necessary.
- Next tell them, “Colour the turtle.”

#### Practice activities

- Pointing a number randomly from Activity F at page 25, tell them, “Say the numbers.”
- Now divide them into groups.
- Tell them, “Look at the Activity F carefully.”

- In group, tell them to find out, “How many even and odd numbers are there in the circles?” [Help them to find out the ‘even and odd’ numbers in group.]
- Invite a student randomly in favor of group to come to the front of the class.
- Tell him/her, “Show the list of ‘even and odd’ numbers. Tell others to match with the list.

### **Assessing learning**

- Now, tell ss, “Colour the even numbers in the circle.” [Help them (if necessary) to colour the even number individually.]
- Tell them, “Exchange your notebook and check.”

### **Feedback**

- Support them who can’t identify the ‘even and odd’ numbers properly.

### **Summary of the session**

- Ask ss, “What have we learnt today?” Help them answer.

### **Concluding the session**

- Say “Goodbye, my dear ss. See you in the next class.”

Assess students using the following relevant performance indicators at the end of each session of **Unit-2** and keep record.

Class-wise Attainable Competency	Performance Indicators	Performance Level		
		Good	Very Good	Excellent
1.2 Understanding simple dialogues about day-to-day activities for effective communication	02.03.02.01 Take part in simple dialogues about day-to-day activity	Take part in simple dialogues on day-to-day activity with assistance	Take part in simple dialogues on day-to-day activity	Take part in simple dialogues on day-to-day activity with proper gesture, pronunciation & intonation
2.1 Listening to and comprehending rhymes, cartoons and digital contents in English for enjoyment	02.03.06.01 Respond to rhymes, cartoons and digital contents with joy	Respond to rhymes, cartoons and digital contents	Respond to rhymes, cartoons and digital contents with joy	Respond to rhymes, cartoons and digital contents with TPR
	02.03.06.02 Obtain specific information through listening rhymes, cartoons and digital contents.	Obtain information through listening rhymes, cartoons and digital contents with assistance	Obtain specific information through listening rhymes, cartoons and digital contents independently	Obtain specific information through rhymes, cartoons and digital contents properly and independently
3.4 Participating in conversations for exchanging information about family and friends	02.03.10.01 Participate in conversations for exchanging information about family and friends	Participate in conversations for exchanging information about family and friends with assistance	Participate in conversations for exchanging information about family and friends independently	Participate in conversations for exchanging information about family and friends independently with appropriate gesture and intonation

4.1 Recognising words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers and reading them aloud following proper pronunciation	02.03.12.01 Recognise words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers properly	Recognise words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers with assistance	Recognise words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers independently	Recognise words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers with proper pronunciation
	02.03.12.02 Read aloud words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers properly	Read aloud words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers properly with assistance	Read aloud words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers properly independently	Read aloud words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers properly with proper pronunciation
4.2 Reading aloud simple sentences with proper stress, intonation and punctuation	02.03.13.01 Read aloud simple sentences with proper stress, intonation and punctuation	Read aloud simple sentences with limited use of stress, intonation and punctuation	Read aloud simple sentences using stress intonation and punctuation with assistance	Read aloud simple sentences with proper stress, intonation and punctuation independently
5.1 Understanding simple texts for specific information	02.03.14.01 Come up with specific information from simple texts	Come up with specific information from simple texts with assistance	Come up with the specific information from simple texts independently	Come up with the specific information properly and independently by reading simple text

6.1 Reading and comprehending rhymes, cartoons and digital contents in English for enjoyment	02.03.15.01 Read/describe rhymes, cartoons and digital contents	Read/describe rhymes, cartoons and digital contents through question-answer	Read/describe rhymes, cartoons and digital contents independently	Read/describe rhymes, cartoons and digital contents fluently
7.2 Writing cardinal numbers in figures, in words and writing ordinal numbers correctly to use them in written communication	02.03.16.01 Write cardinal numbers in figure and in words neatly and legibly	Write cardinal numbers in figure and in words with assistance	Write cardinal numbers in figure and in words independently	Write cardinal numbers in figure and in words neatly and legibly
	02.03.16.02 Use ordinal numbers in connection with cardinal numbers correctly in written texts	Use ordinal numbers in connection with cardinal numbers in written text with assistance	Use ordinal numbers in connection with cardinal numbers in written text independently	Use ordinal numbers in connection with cardinal numbers in written text neatly and legibly
7.4 Writing short paragraphs on familiar topics using prompts or clues	02.03.17.01 Write short and simple paragraphs on familiar topics	Write simple sentences using clues or prompts with assistance	Write short and simple paragraphs following prompts or clues independently	Write short and simple paragraphs on familiar topics correctly using clues or prompts
8.1 Recognising and using a range of words in day-to-day communication	02.03.18.01 Use a range of words in day-to-day communication properly	Use familiar words in limited day-to-day communication	Use a range of words in day-to-day communication	Use a range of words in day-to-day communication properly

## Unit: 3

### Commands, Instructions, Requests and Numbers

<b>Total lessons: 6</b>	<b>Total sessions: 13</b>	<b>Each session duration: 45 minutes</b>
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Lesson	Session
Lesson 1	S31: A, B
	S32: C
	S33: D, E
Lesson 2	S34: A, B, C
Lesson 3	S35: A
	S36: B
Lesson 4	S37: A, B, C
	S38: D, E
Lesson 5	S39: A, B
	S40: C, D
Lesson 6	S41: A, B
	S42: C, D
	S43: E, F

## Unit: 3

### Commands, Instructions, Requests and Numbers

#### Lesson 1: Simple commands, and numbers

Session	Class-wise attainable competencies
Session 31: A, B Page: 26	1.3 Carrying out commands, instructions and requests in everyday life with appropriate gesture

**Teaching aids:** Picture of activity A, Teacher’s gestures

**Session Procedure**

**Session Duration: 45 minutes**

#### Teaching Learning Activity

**Introduction**

- Exchange greetings saying “Good morning” with a smiling face.
- Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”
- Start the class with a warm up activity. (Singing an action song)

*Raise your right hand up,  
Put your right hand down.  
Up down, up down  
Then turn around.  
Put your hands together  
And clap like this  
That’s what we do today  
Hey!*

- Ss sing the song with the teacher and act out with TPR.

**Review of the previous session**

- Ask ss “What did we learn in our last class?” [Encourage them to answer and support them if necessary.]

**Presentation of the session**

- Showing the picture of Activity- A, ask the ss, “What are they doing?” Encourage them to answer, “Standing/ playing/ reading/raising hands/talking .....etc.”



- After getting ss' answer, say that we are going to play a game.
- Tell them, "Let's play the game 'Do this/ Do that' altogether". Tell them to follow you first.
- Now, demonstrate the game with gestures 2/3 times. (Using language and actions)
- Now, invite s to the front and do the demonstration with the s. Ask other ss to follow.

[Do do

This this

Do do

That that

Do this

Do that

This this

That that]

- Now, explain the terms to ss and also explain, "Do this and do that". Use Bangla if necessary. [Do means keeping palms in fist mode, This means opening palms in the front, That means opening palms to the backside'].

### **Practice activities**

- Divide ss into groups. In groups ss play the game in chains.
- First S1 plays with S2, then S2 plays with S3, S3 plays with S4 and the action goes on. Other members of the groups encourage the players with claps.
- Monitor and encourage ss.
- Invite 2/3 ss in front of the class.
- Tell them to carry out 'Do this/ Do that' by using classroom objects. [ Help them if necessary]

### **Assessing learning**

- Divide the class into pairs.
- Ask them, "Make a list of the commands you hear in your drill class."
- Now, ask S1 to command and S2 to follow the commands.
- Monitor and provide support if necessary.

### **Feedback**

- Praise them who could do. Help them who need support.

**Summary of the session**

- Finally, explain the commands and relevant actions of this session once again.

**Concluding the session**

- Conclude today’s session with a happy face saying, “Goodbye, see you in the next class.”

## Lesson 1: Simple commands and numbers

Session	Class-wise attainable competencies
Session 32: C Page: 27	1.3 Carry out commands, instructions and requests in everyday life with appropriate gesture

**Teaching aids:** Picture of activity C, Sentence card

**Session Procedure**

**Session Duration: 45 minutes**

**Teaching Learning Activity**

**Introduction**

- Exchange greetings saying “Good morning with a smiling face.
- Ask ss ‘How are you?’ Encourage them to reply, ‘Fine, thank you.’

**Review of the previous session**

- Ask ss “What did we learn in our last class?” [Encourage them to answer and support them if necessary.]

**Presentation of the session**

- Showing the picture of Activity- C, ask the ss, “What can you see?” Encourage them to answer, “A student is in attention position/a boy is standing”.
- After getting ss’ answer, say ss that today we are going to practise some commands today’.
- Now, explain the commands to the ss showing the picture.
- Then, show the sentence card of the commands. Ask ss, “Listen and repeat after me.”
- Now, demonstrate the commands with gesture focusing ‘Keep your....., Place your ....., breath in, Breath out’ (2/3 times). Show the related sentence card when teacher says the commands.
- Tell students to carry out the command. [focusing ‘Keep your....., Place your ....., breath in, Breath out’]

<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Divide them into groups. In groups, S1 say the commands and other carry out the commands.</li> <li>• Then, tell ss, “Change your role in turns”.</li> <li>• Monitor and encourage the students. [Focusing ‘Keep your....., Place your ....., Breath in, Breath out’]</li> <li>• Now, invite 1/2 ss in front of the class. S says the commands to all ss and they carry out the commands. [ Help them if necessary]</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Teacher says the commands focusing ‘Keep your....., Place your ....., Breath in, Breath out’, ss carry out.</li> <li>• Observe and provide feedback if necessary.</li> <li>• Invite 2/3 ss randomly to the front. Tell S1 to say the commands and S2/S3 to carry out commands.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Praise them who could do. Help them who need support.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Finally, explain the commands and relevant actions of this session once again.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Conclude today’s session saying, “Goodbye, see you in the next class” with a happy face.</li> </ul>

## Lesson 1: Simple commands, and numbers

Session	Class-wise attainable competencies
Session 33: D, E  Page: 28, 29	1.3 Carry out commands, instructions and requests in everyday life with appropriate gesture.

**Teaching aids:** Picture of activity C, Sentence card

**Session Procedure**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying “Good morning” with a smiling face.</li> <li>• Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss “What did we learn in our last class?” [Encourage them to answer and support them if necessary.]</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Showing the picture of Activity- D ask the students, “What can you see?” Encourage them to answer, “A student is exercising”.</li> <li>• After getting ss’ answer, say them “We will practise more commands today”.</li> <li>• Now, explain the commands to ss showing the picture.</li> <li>• Then, show the sentence card of the commands. Ask ss “Listen and repeat after me.”</li> <li>• Now, demonstrate the commands with gestures focusing ‘Keep your....., Face your .....’ (2/3 times). Show the related sentence cards when you say the commands.</li> <li>• Now, invite s to the front.</li> <li>• Tell ss to carry out the command. [Focusing Keep your....., Face your .....’]</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Divide them into groups. In groups, S1 says the commands and others carry out the commands.</li> <li>• Then, tell ss, “Change your role in turns”.</li> <li>• Monitor and encourage ss. [Focusing on ‘Keep your....., face your .....’]</li> <li>• Now, invite 1/2 ss to the front. The student says the commands. Others carry out the commands. [ Help them if necessary]</li> <li>• Now, ask ss “Open the book at page 29 and look at the picture in Activity E”</li> <li>• Then ask ss “What is the girl doing?” Encourage them to answer “Doing exercise”.</li> <li>• Now, showing the book ask ss, “Look at the commands here. These are not complete. Let’s complete the commands.”</li> <li>• Then, tell ss “Look at the girl in the picture. How is she holding her head?” Encourage them to answer “Upright”.</li> <li>• Next, encourage them to recall the command “Keep your head upright” and complete the command with the word ‘Keep’.</li> </ul>

<ul style="list-style-type: none"> <li>• Now, askss “Complete the rest of the commands individually”. Observe and provide feedback if necessary.</li> <li>• Next, divide ss into pairs. Say “In pairs, S1 gives the commands and S2 carries out the commands”</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Say the commands in Activity D (focusing ‘Keep your ....., Face your .....,’).</li> <li>• Ask ss randomly to carry out the commands.</li> <li>• Now, invite 1/2 pairs to the front and tell S1 to say any 3 commands given in Activity-E and S2 to follow those commands.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Praise them who could do. Help them who need support.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Finally, explain the commands and relevant actions of this session once again.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Conclude today’s session with a happy face saying, “Goodbye, see you in the next class”</li> </ul>

## Lesson 2: Following and giving instructions

Session	Class-wise attainable competencies
Session 34: A, B, C Page: 30, 31	5.1 Understanding simple texts for specific information.

**Teaching aids:** Pictures of Activity C, a colourful kite

**Session Procedure**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying “Good morning” with a smiling face.</li> <li>• Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss “What did we learn in our last class?” [Encourage them to answer and support them if necessary.]</li> </ul>

### **Presentation of the session**

- Showing a colourful kite, ask ss “Who can fly a kite?” “Who can make kites?”. After getting their answers, tell them, “Today we are going to learn how to make a kite.”
- Demonstrate them the steps of making a simple kite following Activity- B.
- In each step, say the instructions aloud, and do the steps accordingly.
- Ask ss to follow and take notes.
- Finally, ask 1/2 ss to share what they have written. Help them if necessary.

### **Practice activities**

- Divide them into groups. In groups S1 reads the instructions and makes it clear to others to make the kite. Ask each group to make a kite.
- Teacher monitors and provides support to make the kite.[focusing the steps of making a simple kite in Activity- B]
- After making the kite, invite each group to hang the kites on washing lines to display their work in front of the class.
- Tell ss to move around and observe the works.

### **Assessing learning**

- Then invite 1 or 2 ss from each group randomly to show their kites and tell the steps they followed.
- Ask other ss to observe, and raise hands if the presenter missed any step.
- Encourage ss to say the missing steps correctly (if any).

### **Feedback**

- Praise them who could do. Help them who need support.

### **Summary of the session**

- Finally, explain the commands and relevant actions of this session once again.
- Project work: Make your own kite at home. You may decorate your kite with coloured papers, stickers and paint. You may use one of the samples of Activity-C at page 31 for decorating your kite.
- Use the instructions given in Activity-C at page 31.

### **Concluding the session**

- Conclude today's session with a happy face saying, “Goodbye, see you in the next class”

## Lesson 3: Rhyme

Session	Class-wise attainable competencies
Session 35: A Page: 32	2.1 Listening to and comprehending rhymes, cartoons and digital contents in English for enjoyment

**Teaching aids:** Textbook/Audio/video clip/QR code

**Session Procedures**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying, “Good morning” with a smiling face.</li> <li>• Ask ss ‘How are you?’ Encourage them to reply, ‘Fine, thank you.’</li> </ul>
<p><b>Review of prior knowledge</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What did we learn from the last class?” Encourage them to answer and support them if necessary.</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Tell them to look at the picture at page 32.</li> <li>• Ask them, “What can you see in the pictures? [Help them to say about the pictures if necessary.]</li> <li>• Point to the pictures serially from left to right and explain the actions of the pictures properly. [Clap, Stretch up, Touch, Turn around, Stamp].</li> <li>• Tell ss, “Today we are going to recite this rhyme ‘Hello Hello’.”</li> <li>• Now tell them, “Listen and repeat after me”. [Clap, Stretch up, Touch, Turn around, Stamp]. Repeat these words at least 2/3 times.</li> <li>• First, tell ss, “Listen to the rhyme.” Then recite the Rhyme or Use audio.</li> <li>• Now, ask ss to repeat the rhyme after you.</li> <li>• Then, recite the Rhyme with Total Physical Response (TPR).</li> <li>• Ask ss “Repeat the rhyme with actions.” [Help if necessary].</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Divide ss into groups. Ask them “Recite the Rhyme (Activity A) in groups.” Help S1 say the rhyme and other ss listen and repeat. Change the role in turns.</li> </ul>

<ul style="list-style-type: none"> <li>• Then ask ss to recite the rhyme in pairs.</li> <li>• Ask the whole class to practise individually when the teacher says, “Start”.</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Tell ss “Recite the rhyme in chains.” S1 will say the first line. S2 will say the second line. S3..... The whole class will continue it by turns. [Observe and help them if necessary]</li> <li>• Invite 2 students randomly in front of the class. Tell them, “Recite the rhyme with action.” [Support them to recite with TPR properly.]</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Praise them who could do. Help them who need support.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What have we learnt today?” Help them to respond properly.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Say, “See you later in the next class. Bye.”</li> </ul>

### Lesson 3: Rhyme

Session	Class-wise attainable competencies
Session 36 B Page: 33	3.4 Participating in conversations for exchanging information about family and friends

**Teaching aids:** Poster/ Audio

**Session Procedure**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying “Good morning” with a smiling face.</li> <li>• Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “Do you remember the rhyme we learnt in our last class?” [Encourage them to answer and support them if necessary.]</li> </ul>



**Presentation of the session**

- Showing the poster of instructions from the rhyme, ask students, “Can you tell me what is in my hand? Encourage them to say ‘A poster’.
- Now ask ss, “Can you read the poster, please? Support ss to read the instructions in poster.
- Then, read the instructions and tell ss “Listen to each instruction and repeat after me.”
- Now tell ss, “Look at Activity-B. Here we have 2 sentences.”
- Now demonstrate the structures, ‘Can you clap your hands, please? Yes, I can’.

**Practice activities**

- Divide them into pairs. In pairs tell S1 to ask and S2 answer and then change the turn following Activity-B.
- Monitor and provide support. [Focusing on the question in Activity- B]
- Now, ask ss to look at ‘Grammar Focus’ box. Then, explain the use of ‘Can you + verb (action word) + .....+ please?’
- Then tell pairs, “Now, make two new sentences using ‘Can you + verb (action word) + .....+ please?’ and practise those in pairs”. [Write the structure on the board while practicing in pairs.]
- Monitor and provide support. [Focusing on the question in Activity- B]

**Assessing learning**

- Now, invite 2/3 pairs to the front of the class and tell them to ask and answer the new questions. [Appreciate their work]. Tell ss to use the instruction given in the poem to ask and answer questions.
- Now tell ss, “You may request someone to do something using the following structures- Can you + verb (action word) + .....+, please?”

Examples: Can you open the door, please?

Can you move your seat, please?”

**Feedback**

- Praise them who could do. Help them who need support.

**Summary of the session**

- Finally, summarise the session saying, “What have we learnt today?” Encourage them to say the structure ‘Can you+ verb + .....+, please?’

**Concluding the session**

- Conclude today’s session with a happy face saying, “Goodbye, see you in the next class”

## Lesson 4: Following and giving instructions

Session	Class-wise attainable competencies
Session 37: A, B, C Page: 34	5.1 Understanding simple texts for specific information

**Teaching aids:** Pictures of activity B, a thermometer

**Session Procedure**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying “Good morning” with a smiling face.</li> <li>• Ask ss, “How are you?” Encourage them to reply, “Fine, thank you.”</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss “What did we learn from our last class?” [Encourage them to answer and support them if necessary.]</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Showing a thermometer, ask students, “Can you tell me what this is? Encourage them to say ‘Thermometer’.</li> <li>• Now ask ss, “Who can use a thermometer?” After getting their answers tell them, “Today we are going to learn how to use a thermometer.”</li> <li>• Demonstrate them the steps of using a thermometer following Activity- B.</li> <li>• Say the instructions aloud and do the steps accordingly.</li> <li>• Ask ss to follow and take notes.</li> <li>• Finally, ask 1/2 ss to share what they have written. Help them if necessary.</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Divide them into groups. In groups, S1 reads the instructions and make it clear to others to use a thermometer. Provide thermometers to each group and tell them to use it following the steps in Activity-B.</li> <li>• Teacher monitors and provides support.[Focusing on the steps of using a thermometer in Activity- B]</li> <li>• Divide students into pairs. Ask each pair to take temperature following the steps in Activity- B.</li> </ul>

<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• After taking the temperature, invite 1 or 2 pairs randomly to show how to use a thermometer and say the steps they followed.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Praise them who could do. Help them who need support.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Finally, explain the instructions for using a thermometer.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Conclude today’s session with a happy face saying, “Goodbye, see you in the next class”</li> </ul>

## Lesson 4: Following and giving instructions

Session	Class-wise attainable competencies
Session 38: D, E Page: 35	5.1 Understanding simple texts for specific information

**Teaching aids:** A sample of library card, A video (if possible)

**Session Procedure**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying “Good morning” with a smiling face.</li> <li>• Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss “What did we learn from our last class?” [Encourage them to answer and support them if necessary.]</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Showing a library card ask students, “Can you tell me what this is? Encourage them to say ‘A card’.</li> </ul> <p>Now tell ss, “This is a school library card. Do you know what is written in this card?” After getting their answers tell them, “Today we are going to learn and follow the instructions to use a school library.”</p> <ul style="list-style-type: none"> <li>• Demonstrate them the instructions of using a school library following Activity- D.</li> </ul>

<p><b>Practise activities</b></p> <ul style="list-style-type: none"> <li>• Now, again ask ss to read the instructions given in Activity-D.</li> <li>• Then ask each student to select 3 instructions which are most important to him/her.</li> <li>• Then ask 2/3 ss to share their selected instructions.</li> <li>• Ask others to listen.</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Divide ss into pairs.</li> <li>• Ask each pair to discuss and write ‘Dos’ and ‘Don’ts’ in the grid given in Activity-E.</li> <li>• Monitor and provide support if necessary.</li> <li>• Ask 2/3 pairs to share their grid.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Praise them who could do. Help them who need support.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Finally, explain the instructions to use a school library again.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Conclude today’s session with a happy face saying, “Goodbye, see you in the next class”</li> </ul>

## Lesson 5: Carrying out and making requests in everyday life

Session	Class-wise attainable competencies
Session 39: A, B Page: 36	3.3 Giving simple commands, instructions and making requests in everyday communication with appropriate body gesture.

**Teaching aids:** Pictures of Activity-A/audio of the text

**Session Procedure**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying “Good morning” with a smiling face.</li> <li>• Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”</li> </ul>

**Review of the previous session**

- Ask ss “What did we learn from our last class?” [Encourage them to answer and support them if necessary.]

**Presentation of the session**

- Show the pictures of Activity-A.
- Ask ss, “Look at the pictures and match each of them with a request given in the box.”
- Now, look at the first picture. Here a man is sitting in a book shop. A boy is standing before the shop and saying something to the man.”
- Now, ask, “What is the boy saying?”
- Now, tell ss, “Look at the instruction in the 3rd box-
  - A. Excuse me, can I borrow this book, please?
  - B. Sorry, this book is not for borrowing.
- Tell ss, “First picture matches with the instruction in the 3rd box.”
- Then, explain/ demonstrate the instructions with example. [ Use the first picture of Activity A]
- Now tell ss, “Today we are going to learn how to make requests and respond to the requests”.

**Practice activities**

- Divide ss into pairs.
- Ask each pair to match the rest of the pictures with the given request.
- Provide 5 minutes to do the work.
- Monitor and provide support if necessary.
- Invite 1 or 2 pairs to the front of the class to present their work.
- Tell other pairs to match and follow.
- Ask ss to work in the same pairs.
- Tell each pair, “Practise the dialogues given in section A”.
- Provide 15 minutes to do the work.
- Monitor and provide support if necessary.

**Assessing learning**

- Tell ss, “Look at the picture on the poster. I will point on the picture and you read the instructions related to the picture individually.”
- Point and ask student randomly and tell ss to match.
- Provide support if necessary.

<ul style="list-style-type: none"> <li>• Invite 1 or 2 pairs to the front of the class to act out the dialogues.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Praise them who could do. Help them who need support.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Finally, explain how to make requests and respond to them once again.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Conclude today’s session with a happy face saying, “Goodbye, see you in the next class.”</li> </ul>

## Lesson 5: Carrying out and making requests in everyday life

Session	Class-wise attainable competencies
Session 40: C, D Page: 37	3.3 Giving simple commands, instructions and making requests in everyday communication with appropriate body gesture.

**Teaching aids:** Audio of the text

### Session Procedure

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying “Good morning” with a smiling face.</li> <li>• Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask one student randomly “Can I borrow your pencil, please?” Encourage the student to say, “Sure”.</li> <li>• Say ss, “Hope you remember what we learnt from our last class” [Encourage them to answer and support them if necessary.]</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Tell ss, “Open your book at page 37. Look at Activity-C.”</li> <li>• Now say, “Match the requests in column A with suitable responses in column B. Then, write the responses under the requests.”</li> <li>• Now, explain/ demonstrate the first one.</li> <li>• Tell ss, “Today we are going to learn how to make requests and respond to the requests”.</li> </ul>

<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Divide ss into pairs.</li> <li>• Ask each pair to match the rest of the requests with the given response.</li> <li>• Provide 10 minutes to do the work.</li> <li>• Monitor and provide support if necessary.</li> <li>• Invite 1 or 2 pairs to the front of the class to present their work.</li> <li>• Tell other pairs to match and follow.</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Ask ss to work in the same pairs.</li> <li>• Tell each pair, “Partner A will request B for something. You will use gestures/ miming to make the request and must not speak out. Partner B will guess and follow the request.”</li> <li>• Again, say, “Partner A and B take turns and continue like this. Use the materials from your bags like book, pen, pencil.....”</li> <li>• Provide 15 minutes to do the work.</li> <li>• Monitor and provide support if necessary.</li> <li>• Invite 1 or 2 pairs to the front of the class to make requests and respond them accordingly.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Praise them who could do. Help them who need support.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Finally, explain demonstrate/explain the request and relevant responses once again.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Conclude today’s session with a happy face saying, “Goodbye, see you in the next class”</li> </ul>

## Lesson 5: Numbers 71-90

Session	Class-wise attainable Competencies
Session 41: A, B Page: 38, 39	4.1 Recognising words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers and reading them aloud following proper pronunciation.

<b>Teaching aids:</b> Sticks, number cards from 71 to 90
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**Session Procedure**

**Session Duration: 45 minutes**

**Teaching Learning Activity**

**Introduction**

- Exchange greetings saying “Good morning” with a smiling face.
- Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”

**Review of the previous session**

- Ask ss “What did we learn from our last class?” [Encourage them to answer and support them if necessary.]

**Presentation of the session**

- Ask ss to stand up and tell 1 student to count the number of students in the rows and say the numbers.
- Ask ss, “What have I done just now?” Encourage them to reply “Count and say the numbers.”
- After getting their answers tell ss, “Today we are going to read numbers from 71-90.”

**Practice activities**

- Now divide ss into pairs. Tell them to see Activity A.
- In pairs, “Count and say the numbers in pairs.”
- Provide 10 minutes to do the pair work.
- Demonstrate the instructions if necessary.
- Monitor and provide support.
- Tell ss to work in same pairs.
- Now say, “Open your book at page 38 and see Activity-B.”
- Now tell ss, “Read and say the numbers”
- Provide 10 minutes to do the activity.
- Teacher monitors and provides support.
- Cheer them up with claps.

**Assessing learning**

- After pair work, invite 1 or 2 pairs and say, “come to the front and say the numbers in front of the class aloud.”
- After counting the numbers ask ss randomly, “What is the number before 89? Or “What is the number after 86? .....

**Feedback**

- Praise them who could do. Help them who need support.



**Summary of the session**

- Finally, say the numbers from 71 to 90 with ss once again.

**Concluding the session**

- Conclude today’s session with a happy face saying, “Goodbye, see you in the next class”

## Lesson 6: Numbers 71-90

Session	Class-wise attainable competencies
Session 42: C, D Page: 38, 39	4.1 Recognising words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers and reading them aloud following proper pronunciation  7.2 Writing cardinal numbers in figures, in words and writing ordinal numbers correctly to use them in written communication

**Teaching aids:** Number cards/wooden numbers/plastic numbers (71-90)

**Session Procedure**

**Session Duration: 45 minutes**

Teaching Learning Activity
<b>Introduction</b>
<ul style="list-style-type: none"> <li>• Exchange greetings saying “good morning” with a smiling face.</li> <li>• Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”</li> </ul>
<b>Review of the previous session</b>
<ul style="list-style-type: none"> <li>• Ask ss “What did we learn from our last class?” [Encourage them to answer and support them if necessary.]</li> </ul>
<b>Presentation of the session</b>
<ul style="list-style-type: none"> <li>• Showing any 3/4 number cards of 71-90 randomly ask ss, “Can you tell me what the number is?”</li> <li>• Based on their answers tell ss, “Today we are going to play a game on numbers.”</li> <li>• Demonstrate them the steps of the game for making a number (from 71-90).</li> </ul>
<b>Practise activities</b>
<ul style="list-style-type: none"> <li>• Now divide ss into pairs and say ss, “We will play the game in pairs”</li> <li>• In pairs, “Every student takes a number card or wooden or plastic number in figure from 0-9. Every pair makes a number (from 71-90) and say the number.”</li> </ul>

<ul style="list-style-type: none"> <li>• Provide 10 minutes to do the pair work</li> <li>• Demonstrate the instructions if necessary.</li> <li>• Teacher monitors and provides support.</li> <li>• After pair work invite 1 or 2 pairs and say, “come to the front with the number cards and make the number as I say. Then show it to the whole class and say the number aloud.”</li> <li>• Cheer them up with claps.</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Tell ss, “Open your book at page 39. See Activity-D.”</li> <li>• Now tell ss, “Write the missing numbers before and after the following numbers in your book individually”.</li> <li>• Provide 10 minutes to do the activity.</li> <li>• Monitor and provide support</li> <li>• After writing the numbers ask students randomly, “What is the number before 89? Or “What is the number after 86? .....</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Praise them who could do. Help them who need support.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Finally, say the numbers from 71-90 once again and tell ss to repeat after you.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Conclude today’s session with a happy face saying, “Goodbye, see you in the next class”</li> </ul>

## Lesson 6: Numbers 71- 90

Session	Class-wise attainable Competencies
Session 43: E, F Page: 39	4.1 Recognising words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers and reading them aloud following proper pronunciation

**Teaching aids:** Number cards from 0 to 9 and 71-90, A basket

**Session Procedure**

**Session Duration: 45 minutes**

<b>Teaching Learning Activity</b>
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying “Good morning” with a smiling face.</li> <li>• Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss “What did we learn from our last class?” [Encourage them to answer and support them if necessary.]</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Provide number cards among students.( Cards from 71- 90)</li> <li>• Now, write the number 70 on the board and say, “What’s the number?”</li> <li>• Now, ask, “Who have the number 71?”</li> <li>• Tell the student to come to the front and stand beside the number 70.</li> <li>• Then say, “Come 72 and stand serially”</li> <li>• Do this process upto the number 90.</li> <li>• Ask ss, ”What have we done just now?” Encourage them to say ‘rearranging the numbers.’</li> <li>• After getting their answers tell ss, “Today we are going to read and say numbers from 71-90”</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Now bring the basket and put the numbers (71-90) in the basket.</li> <li>• Divide ss into groups.</li> <li>• Tell ss, “Now, we will play a game.”</li> <li>• In groups, one student will pick up a number card and show it to the other groups. Other groups (who raise hands first) will say the number correctly.</li> <li>• Provide 10 minutes to play the game.</li> <li>• Teacher monitors and provides support.</li> <li>• Cheer them up with claps.</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Point on the numbers randomly and ask ss individually to say the numbers aloud.</li> <li>• Encourage them to read numbers properly and praise them for their active participation.</li> </ul>

<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Praise them who could do. Help them who need support.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Finally, read the numbers from 71 to 90 aloud with ss once again.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Conclude today’s session with a happy face saying, “Goodbye, see you in the next class”</li> </ul>

Assess students using the following relevant performance indicators at the end of each session of **Unit-3** and keep record.

Class-wise Attainable Competency	Performance Indicators	Performance Level		
		Good	Very Good	Excellent
1.3 Carrying out commands, instructions and requests in everyday life with appropriate gesture	02.03.03.01 Carry out commands, instructions and request with appropriate gesture	Carry out familiar commands and instructions with assistance	Carry out commands and instructions independently	Carry out commands and instructions with appropriate gesture
	02.03.03.02 Respond to request in everyday life with appropriate gesture.	Respond to request in everyday life with assistance	Respond to request in everyday life independently	Respond to request in everyday life with appropriate gesture

2.1 Listening to and comprehending rhymes, cartoons and digital contents in English for enjoyment	02.03.06.01 Respond to rhymes, cartoons and digital contents with joy	Respond to rhymes, cartoons and digital contents	Respond to rhymes, cartoons and digital contents with joy	Respond to rhymes, cartoons and digital contents with TPR
	02.03.06.02 Obtain specific information through listening rhymes, cartoons and digital contents.	Obtain information through listening rhymes, cartoons and digital contents with assistance	Obtain specific information through listening rhymes, cartoons and digital contents independently	Obtain specific information through rhymes, cartoons and digital contents properly and independently
3.3 Giving simple commands, instructions and making requests in everyday communication with appropriate body gesture	02.03.09.01 Give simple instructions and commands.	Give simple instructions and commands with assistance	Give simple instructions and commands independently	Give simple instructions and commands with appropriate gesture and stress.
	02.03.09.02 Make requests for everyday communication.	Make requests in everyday communication with assistance	Make requests for everyday communication independently	Make requests for everyday communication politely with appropriate gesture
3.4 Participating in conversations for exchanging information about family and friends	02.03.10.01 Participate in conversations for exchanging information about family and friends	Participate in conversations for exchanging information about family and friends with assistance	Participate in conversations for exchanging information about family and friends independently	Participate in conversations for exchanging information about family and friends independently with appropriate gesture and intonation

4.1 Recognising words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers and reading them aloud following proper pronunciation	02.03.12.01 Recognise words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers properly	Recognise words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers with assistance	Recognise words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers independently	Recognise words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers with proper pronunciation
	02.03.12.02 Read aloud words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers properly	Read aloud words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers properly with assistance	Read aloud words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers properly independently	Read aloud words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers properly with proper pronunciation
5.1 Understanding simple texts for specific information	02.03.14.01 Come up with specific information from simple texts	Come up with specific information from simple texts with assistance	Come up with the specific information from simple texts independently	Come up with the specific information properly and independently by reading simple text

7.2 Writing cardinal numbers in figures, in words and writing ordinal numbers correctly to use them in written communication	02.03.16.01	Write cardinal numbers in figure and in words with assistance	Write cardinal numbers in figure and in words independently	Write cardinal numbers in figure and in words neatly and legibly
	02.03.16.02	Use ordinal numbers in connection with cardinal numbers in written text with assistance	Use ordinal numbers in connection with cardinal numbers in written text independently	Use ordinal numbers in connection with cardinal numbers in written text neatly and legibly

## Unit: 4

### Let's Play with Sounds and Numbers

<b>Total lessons: 6</b>	<b>Total sessions: 17</b>	<b>Each session duration: 45 minutes</b>
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Lesson	Session
Lesson 1	S44: A, B
	S45: C, D, E
	S46: F, G, H
Lesson 2	S47: A, B, C
	S48: D, E, F, G
Lesson 3	S49: A, B
	S50: C
	S51: C, D
Lesson 4	S52: A, B, C, D
	S53: E, F, G
Lesson 5	S54: A, B
	S55: C, D
	S56: E, F
Lesson 6	S57: A
	S58: B
	S59: C
	S60: D, E



# Unit: 4

## Let's Play with Sounds and Numbers

### Lesson 1: Say the middle sounds/æ/ and /e/

Session	Class-wise attainable competencies
Session 44: A, B Page: 40	1.1 Recognising the differences between initial, middle and final sounds of familiar words in spoken interactions  3.1 Saying the initial, middle and final sounds of words with proper pronunciation

**Teaching aids:** Audio/video clip/QR code, Picture card, Word card

#### Session Procedures

**Session Duration: 45 minutes**

#### Teaching Learning Activity

##### Introduction

- Exchange greetings with a smiling face.
- Discuss some basic familiar concepts of vowel sounds.
- Do a warm-up activity related to the content of the session.
  - Point to ss' school bags and ask them, "What it is called?"
  - Point to a mat (if there is any).
  - Point to hats if some ss are wearing them or carrying them.
  - Ask them if they have any pets e.g., cats, dogs, birds etc.
  - Tell them if you have any pets.

##### Review of the previous session

- Ask ss, "What did we learn in the last class?" Help them say.
- Praise ss who answer correctly.
- Encourage ss who need to answer correctly

##### Presentation of the session

- Tell ss to look at the pictures at page no. 40.
- Tell them, "Say the names of the pictures in English?" [Help them if necessary.]
- Point to the pictures serially from left to right and say the names of the pictures properly.

- Tell them to listen to the names and repeat after you. [First, do it in a chorus for each of the words and then do it with randomly chosen ss individually.]
- Write the words on the board and underline the middle sound.
- Take the word card 'bag', and say the word aloud.
- Then pronounce '/æ/' aloud putting a finger on the middle letter 'a', and they say '/æ/' and the word /bæg/.
- Ask ss to repeat after you like /bæg/--/æ/--/æ/--/bæg/. Do it at least two times.
- Do the same steps to pronounce the middle sounds of the words (mat, hat, cat).

### **Practice activities**

- Ask ss to practise the middle sounds of the words following the process: /bæg/--/æ/--/æ/--/bæg/, /mæt/--/æ/--/æ/--/mæt/, /hæt/--/æ/--/æ/--/hæt/
- Tell them to practise in turns. Monitor and support if necessary.
- Ask pair 1 to practise 'bag' with/ after you as a class. Do it three or four times. Now ask individual students to pronounce it after you.
- Ask another member of the pair to say it after one student says. Repeat it with other pairs.
- Repeat the above process with mat, hat and cat with respective pairs.

### **Assessing learning**

- In class, tell them to pronounce the words in chain drill." S1 will say the 1st word, S2 will say the 2nd word, S3..... The whole class will continue it in turns in pairs following Activity B.
- Ask the whole class to practise all four words as a class and individually.

### **Feedback**

- Help the students who can't pronounce them properly. Encourage ss who can pronounce them.

### **Summary of the session**

- Ask ss, "What have we learnt today?" Help them to respond properly.

### **Concluding the session**

- Say "See you later in the next class. Bye."

## Lesson 1: Say the middle sounds/æ/and/e/

Session	Class-wise attainable competencies
Session 45: C, D, E Page: 41	1.1 Recognising the differences between initial, middle and final sounds of familiar words in spoken interactions  3.1 Saying the initial, middle and final sounds of words with proper pronunciation

**Teaching aids:** Audio/video clip/QR code, Picture card, Word card

### Session Procedures

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings with a smiling face.</li> <li>• Do a warm-up activity related to the content of the session.           <ul style="list-style-type: none"> <li>- Point to ss' pens and ask them, "What it is called?"</li> <li>- Point to a hen (if there is any around/ on the field or any picture of a hen).</li> <li>- Point to any red objects if some ss are wearing red colour dress or carrying red colour objects.</li> </ul> </li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, "What did we learn in the last class?" Help them say.</li> <li>• Ask them to look at the items of activity C at page no. 41 and pronounce.</li> <li>• Praise ss who answer correctly.</li> <li>• Encourage ss who need support to answer correctly.</li> <li>• Pronounce each of the items and ask ss to repeat after you in chorus and individually.</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Tell ss to look at the pictures (activity D) at page no. 41.</li> <li>• Tell them, "Say the names of the pictures in English?" [Help them if necessary.]</li> <li>• Point to the pictures serially from left to right and say the names of the pictures properly.</li> <li>• Tell them to listen to the names and repeat after you. [First, do it in a chorus for each word and then do it with randomly chosen ss individually.]</li> <li>• Write the words on the board and underline the middle sound.</li> </ul>

- Take the word card 'pen', and say the word aloud.
- Then pronounce '/e/' aloud putting a finger on the middle letter 'e', and they say '/e/' and the word /pen/.
- Ask ss to repeat after you like /pen/--/e/--/e/--/pen/. Do it at least two times.
- Do the same steps to pronounce the middle sounds of the words (pen, hen, red, net).

### Practice activities

- Ask pair 1 to practise 'pen' with/ after you as a class. Do it three or four times. Now ask individual students to pronounce after you.
- Ask another member of the group to say after one student says. Repeat it with other group members.
- Repeat the above process with hen, red and net with respective groups.
- Ask ss to practise the middle sounds of the words following the process: /pen/--/e/--/e/--/pen/, /hen/--/e/--/e/--/hen/, /red/--/e/--/e/--/red/, /net/--/e/--/e/--/net/
- Tell them to practise in turns. Monitor and support if necessary.
- Ask pair 1 to practise 'pen' with/ after you as a class. Do it three or four times. Now ask individual students to pronounce it after you.
- Ask another member of the pair to say it after one student says. Repeat it with other pairs.
- Repeat the above process with pen, hen, red, net with respective pairs.

### Assessing learning

- In class, tell them to pronounce the words in chain drill." S1 will say the 1st word, S2 will say the 2nd word, S3..... The whole class will continue it in turns in groups following Activity E.
- Ask the whole class to practise all four words as a class and individually.

### Feedback

- Help the students who can't pronounce them properly. Encourage ss who can pronounce them properly.

### Summary of the session

- Ask ss, "What have we learnt today?" Help them respond properly.

### Concluding the session

- Say "See you later in the next class. Bye!"

## Lesson 1: Say the middle sounds/æ/and /e/

Session	Class-wise attainable competencies
Session 46: F, G, H Page: 42	1.1 Recognising the differences between initial, middle and final sounds of familiar words in spoken interactions  3.1 Saying the initial, middle and final sounds of words with proper pronunciation

**Teaching aids:** Audio/video clip/QR code, Picture card, Word card

**Session Procedures**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings with a smiling face.</li> <li>• Do a warm-up activity related to the content of the session. <ul style="list-style-type: none"> <li>- Ask ss look at activity F.</li> <li>- Tell them to listen as you recite aloud and clearly.</li> <li>- Recite one line at a time and ask them to copy after you finish.</li> <li>- Tell them to identify which words sound the same e.g., den and hen, ten, men and den, red and hen etc.</li> <li>- Appreciate those who can do the above task and help those who can't.</li> </ul> </li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, "What did we learn in the last class?" Help them say.</li> <li>• Ask them to look at the items of activity C, D and E on page 41 and pronounce them.</li> <li>• Praise ss who can recall and answer correctly.</li> <li>• Encourage ss who need to answer correctly.</li> <li>• Pronounce each of the items and ask ss to repeat after you in chorus and individually.</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Tell ss to look at the word pairs (Activity G) at page 42.</li> <li>• Pronounce each pair, tell them to listen and repeat after you. [First, do it in a chorus for each of the word pairs and then do it with randomly chosen ss individually.]</li> <li>• Write the words on the board and underline the middle sound.</li> </ul>

<ul style="list-style-type: none"> <li>• Discuss each item from top to bottom (1 to 5), focusing on the sounds /æ/ and /e/</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Ask ss to follow you pronouncing the sounds as a group and individually.</li> <li>• Tell them to identify if the middle sounds in the word pairs are the same or not. If they are the same, write S and if different, write D. [Help them if necessary.]</li> <li>• Divide ss into pairs.</li> <li>• Repeat the above process including 5 pairs of words with ss.</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• In class, tell them to pronounce the words in chain drill.” S1 will say the 1st pair, S2 will say the 2nd pair, S3....The whole class will continue it in turns in groups following Activity G.</li> <li>• Ask the whole class to practise all five pairs as a class and individually.</li> <li>• Write each word on the board. Then pronounce it. Ask ss to listen carefully and pronounce after you.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Help ss who can’t pronounce them properly. Encourage ss who can pronounce them properly.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What have we learnt today?” Help them respond properly.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Say “See you later in the next class. Bye.”</li> </ul>

## Lesson 2: Say the middle sounds /ɪ/ and /i:/

Session	Class-wise attainable competencies
Session 47: A, B, C  Page: 43	1.1 Recognising the differences between initial, middle and final sounds of familiar words in spoken interactions  3.1 Saying the initial, middle and final sounds of words with proper pronunciation

**Teaching aids:** Textbook/Audio/video clip/QR code.

**Session Procedures**

**Session Duration: 45 minutes**

## Teaching Learning Activity

### Introduction

- Exchange greetings with a smiling face.
- Discuss some basic familiar concepts of vowel sounds.
- Do a warm-up activity related to the content of the session.
  - Point to a tin or pin (if there is any).
  - Show them pills if possible.
  - Ask them if they or their family members take any pills.

### Review of the previous session

- Ask ss, “What did we learn in the last class?” Help them say.
- Praise ss who answer correctly.
- Encourage ss who need to answer correctly

### Presentation of the session

- Tell ss to look at the pictures at page no. 43.
- Tell them, “Say the names of the pictures in English?” [Help them if necessary.]
- Point to the pictures serially from left to right and say the names of the pictures properly.
- Tell them to listen to the names and repeat after you. [First do it in a chorus for each word and then do it with randomly chosen ss individually.]
- Write the words on the board and underline the middle sound.
- Take the word card ‘tin’, and say the word aloud.
- Then pronounce ‘/i/’ aloud putting a finger on the middle letter ‘i’, and they say ‘/i/’ and the word /tin/.
- Ask ss to repeat after you like /tin/--/ i /--/ i /--/tin/. Do it at least two times.
- Do the same steps to pronounce the middle sounds of the words (tin, pin, hill, pill).

### Practice activities

- Ask ss to practise the middle sounds of the words following the process: /tin/--/ i /--/ i /--/tin/, / pin /--/ i i /--/i/--/ pin /, /hil/--/ i /--/ i /--/hil/,/pil/--/ i /--/ i /--/pil/
- Tell them to practise in turns. Monitor and support if necessary.
- Ask pair 1 to practise ‘tin’ with/ after you as a class. Do it three or four times. Now ask individual students to pronounce after you.
- Ask another member of the pair to say after one student says. Repeat it with other pairs.
- Ask ss to follow you pronouncing the sounds in pairs and individually.

<ul style="list-style-type: none"> <li>Repeat the above process with pin, hill and pill with respective groups.</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>Tell ss to pronounce the words in chain drill.” S1 will say the 1st word, S2 will say the 2nd word, S3..... The whole class will continue it in turns in groups following Activity C.</li> <li>Ask the whole class to practise all four words as a class and individually.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>Help the students who can’t pronounce them properly. Encourage ss who can pronounce them.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>Ask ss, “What have we learnt today?” Help them to respond properly.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>Say “See you later in the next class. Bye.”</li> </ul>

## Lesson 2: Say the middle sounds /ɪ/ and /i:/

Session	Class-wise attainable competencies
Session 48: D, E, F, G  Page: 43, 44	1.1 Recognising the differences between initial, middle and final sounds of familiar words in spoken interactions  3.1 Saying the initial, middle and final sounds of words with proper pronunciation

**Teaching aids:** Audio/video clip/QR code

**Session Procedures**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Exchange greetings with a smiling face.</li> <li>Do a warm-up activity related to the content of the session.                             <ul style="list-style-type: none"> <li>Show them pictures in activity D and ask, “What is it called?”</li> <li>Do the above activity for each of the pictures with different ss.</li> </ul> </li> </ul>



**Review of the previous session**

- Ask ss, “What did we learn in the last class?” Help them say.
- Ask them to look at the items of activity A-C at page no. 41 and pronounce.
- Praise ss who answer correctly.
- Encourage ss who need to answer correctly.
- Pronounce each of the items and ask ss to repeat after you in chorus and individually.

**Presentation of the session**

- Pronounce the words in activity E and ask ss to repeat after you. Do this activity with each of the words.
- Tell them to listen to the words and repeat after you. [First, do it in a chorus for each of the words and then do it with randomly chosen ss individually.]
- Write the words on the board and underline the middle sound. Ask ss to do this in their book.
- Write the words on the board and underline the middle sound ‘/i:/’.
- Take the word card ‘bean’, and say the word aloud.
- Then pronounce ‘/i:/’ aloud putting a finger on the middle letter ‘ea’, and they say ‘/i:/’ and the word /bi:n/. Draw their attention to the middle letters of the following words: sleep, sheep, feed.
- Ask ss to repeat after you like /bi:n/--/i:/--/i:/--/bi:n/. Do it at least two times.
- Do the same steps to pronounce the middle sounds of the words (bean, sleep, sheep, feed). Ask ss to follow you in pairs and individually.
- Repeat the above process with sleep, sheep and feed with respective groups.

**Practice activities**

- Tell ss to look at the word pairs (Activity F) at page 44.
- Pronounce each of the words and tell ss to repeat after you first in chorus and then with randomly chosen ss individually.
- Ask ss to practise the middle sounds of the words comparatively, following the process:
  - /slɪp/ -- /ɪ/ -- /ɪ/ -- /slɪp/ and /sli:p/ -- ?/i:/ -- /i:/ -- //sli:p/,
  - /fi:d/ -- /i:/ -- /i:/ -- /fi:d/ and /fɪn/ -- /ɪ/ -- /ɪ/ -- /fɪn/
  - /bi:n/ -- /i:/ -- /i:/ -- /bi:n/ and /bɪn/ -- /ɪ/ -- /ɪ/ -- /bɪn/
- Follow the above process with the remaining word pairs in activity F.

<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Tell ss to pronounce the words in chain drill. Tell randomly chosen students to individually identify if the middle sounds in the word pairs (Activity G) are the same or not. If they are the same, write S; if different, write D. [Help them if necessary.]</li> <li>• Discuss each item from top to bottom (1 to 4).</li> <li>• Ask the whole class to practise all four words as a class and individually.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Help the students who can’t pronounce them properly. Encourage ss who can pronounce them properly.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What have we learnt today?” Help them respond properly.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Say “See you later in the next class. Bye.”</li> </ul>

### Lesson 3: Rhyme - Row, Row, Row Your Boat

Session	Class-wise attainable competencies
Session 49: A, B Page: 45	2.1 Listening to and comprehending rhymes, cartoons and digital contents in English for enjoyment

**Teaching aids:** Audio/video clip/QR code

**Session Procedures**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings with a smiling face.</li> <li>• Do a warm-up activity related to the content of the session. <ul style="list-style-type: none"> <li>- Ask ss to tell names of a few familiar animals like dog, cat, hen, duck, cow etc.</li> <li>- Ask them if they know how these animals make sounds.</li> <li>- Ask them to mimicry. If needed, you can also help them by mimicking the sounds.</li> </ul> </li> </ul>

**Review of the previous session**

- Ask ss, “What did we learn in the last class?” Help them say.
- Ask them to look at the items of activities A-G on pages 43 - 44 and do some of them.
- Praise ss who answer correctly.
- Encourage ss who need to answer correctly.

**Presentation of the session**

- Point to the pictures one by one in activity A of the book and ask students to tell the names in Bangla first and then in English [Help if needed].
- Pronounce the words in activity A and ask ss to repeat after you. Do this activity with each of the words.
- Tell them to listen to the words and repeat after you. [First, do it in a chorus for each of the words and then do it with randomly chosen ss individually.]
- Ask ss to match the words with the pictures.
- Confirm the answers with other ss by asking them.

**Practice activities**

- Read the rhyme aloud twice or play the audio/video if possible.
- Ask ss if they like the rhyme.
- Ask ss if they can mimicry the sounds of the animals whose names they hear in the rhyme. Appreciate them if they can and help them if they need support.
- Appreciate ss' participation.

**Assessing learning**

- Tell ss to pronounce the words showing the picture. Tell randomly chosen students to individually identify match the pictures with the words.
- Ask the class if they can make sounds of the animals. Tell randomly chosen students for making sounds of the animals individually.

**Feedback**

- Help the students who can't pronounce the names and make the sounds of the animals properly. Encourage ss who can do the above activities properly.

**Summary of the session**

- Ask ss, “What have we learnt today?” Help them respond properly.

**Concluding the session**

- Say “See you later in the next class. Bye.”

## Lesson 3: Rhyme - Row, Row, Row Your Boat

Session	Class-wise attainable competencies
Session 50: C Page: 46	6.1 Reading and comprehending rhymes, cartoons and digital contents in English for enjoyment

**Teaching aids:** Textbook/Audio/video clip/QR code.

### Session Procedures

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings with a smiling face.</li> <li>• Do a warm-up activity related to the content of the session.                             <ul style="list-style-type: none"> <li>- Ask ss to tell a few lines from a rhyme that they know.</li> <li>- Give them appropriate feedback considering their performance.</li> </ul> </li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What did we learn in the last class?” Help them say.</li> <li>• Ask them to look at the items of activities A-B at page no. 45 and do some of them.</li> <li>• Praise ss who answer correctly.</li> <li>• Encourage ss who need to answer correctly.</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Point to the rhyme in activity C.</li> <li>• Now read the first four lines and ask them to listen to you attentively. [Play audio if possible.]</li> <li>• Ask them to repeat each line after you in chorus.</li> <li>• Ask them to repeat the four lines after you in chorus.</li> <li>• Ask them if they have any questions on anything including meaning, music or pronunciation, or intonation.</li> <li>• If they ask questions, appreciate them and answer.</li> <li>• Confirm the answers with other ss by asking them.</li> <li>• Do the same steps for the second stanza.</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Tell ss to look at the second stanza of the rhyme (line 4 to 8) at page 46.</li> <li>• Read the rhyme aloud twice or play the audio/video if possible.</li> </ul>

- Ask ss if they like the song and if they can recite these 4 lines.
- Ask them to repeat the four lines after you in chorus
- Divide ss into pairs. S1 will read the 1st line, S2 will read the 2nd line. Then S1 will read the 3rd line and S2 will read the 4th line. This will continue.
- Tell them to practise in turns. Monitor and support ss if necessary.
- Appreciate ss' participation praising those who can do it and encouraging those who need to do it correctly.

### Assessing learning

- Tell ss to pronounce the words for the rhyme. Tell randomly chosen students to individually pronounce the words.
- Ask randomly chosen ss to individually recite the four lines.
- Ask the class if they can find which line rhymes with which line and which lines don't rhyme.
- Tell randomly chosen students to find which line rhymes with which line and which lines don't rhyme.

### Feedback

- Help the students who can't recite the poem and understand the words properly. Encourage ss who can do the above activities properly.

### Summary of the session

- Ask ss, "What have we learnt today?" Help them respond properly.

### Concluding the session

- Say "See you later in the next class. Bye."

## Lesson 3: Rhyme - Row, Row, Row Your Boat

Session	Class-wise attainable competencies
Session 51: C, D Page: 46	6.1 Reading and comprehending rhymes, cartoons and digital contents in English for enjoyment

Teaching aids: Textbook/Audio/video clip/QR code.

**Session Procedures**

**Session Duration: 45 minutes**

## Teaching Learning Activity

### Introduction

- Exchange greetings with a smiling face.
- Do a warm-up activity related to the content of the session.
  - Ask ss to tell a few lines from a rhyme that they know.
  - Give them appropriate feedback considering their performance.

### Review of the previous session

- Ask ss, “What did we learn in the last class?” Help them say.
- Ask them to look at the items of Activities C at page no. 46 and do some of them.
- Praise ss who answer correctly.
- Encourage ss who need to answer correctly.

### Presentation of the session

- Point to the rhyme in activity C.
- Now read the first four lines and ask them to listen to you attentively. [Play audio if possible.]
- Ask them to repeat each line after you in chorus.
- Read the second four lines and ask them to listen to you attentively
- Ask them to repeat each line after you in chorus.
- Now read the 3rd stanza (lines 9 to 12).
- Ask them to repeat the four lines after you in chorus.
- Ask them if they have any questions on anything including meaning, music or pronunciation, or intonation.
- If they ask questions, appreciate them and answer.
- Confirm the answers with other ss by asking them.
- Do the same steps for the second stanza.

### Practice activities

- Tell ss to look at the 4th stanza of the rhyme (line 13 to 16) at page 46.
- Read the rhyme aloud twice or play the audio/video if possible.
- Ask ss if they like the song and if they can recite these 4 lines.
- Ask them to repeat the four lines after you in chorus.
- Divide ss into pairs. S1 will read the 1st line, S2 will read the 2nd line. Then S1 will read the 3rd line and S2 will read the 4th line. This will continue.
- Tell them to practise in turns. Monitor and support ss if necessary.
- Appreciate ss' participation. Praise those who can do it and encourage those who need to do it correctly.

**Assessing learning**

- In class, tell them to pronounce the words for the rhyme. Tell randomly chosen ss to individually pronounce the words.
- Ask randomly chosen ss to recite the four lines individually.
- Ask the class if they can find which line rhymes with which line and which lines don't rhyme.
- Tell randomly chosen students to find which line rhymes with which line and which lines don't rhyme.
- Ask them to share any such rhyme in Bangla if they know. If they do not know, you can share one or two rhymes and recite it aloud.

**Feedback**

- Help the students who can't recite the poem and understand the words properly. Encourage ss who can do the above activities properly.

**Summary of the session**

- Ask ss, "What have we learnt today?" Help them respond properly.

**Concluding the session**

- Say "See you later in the next class. Bye."

**Lesson 4: Say the middle sounds /ɑ:/ and /ʌ/**

Session	Class-wise attainable competencies
Session 52: A, B, C, D Page: 47, 48	1.1 Recognising the differences between initial, middle and final sounds of familiar words in spoken interactions  3.1 Saying the initial, middle and final sounds of words with proper pronunciation

**Teaching aids:** Audio/video clip/QR code.

**Session Procedures**

**Session Duration: 45 minutes**

**Teaching Learning Activity****Introduction**

- Exchange greetings with a smiling face.
- Discuss some basic familiar concepts of vowel sounds.

- Do a warm-up activity related to the content of the session.
  - Ask ss if they know about street singer, identity card, important organs of a human body etc.
  - Provide answers and explain.
  - Also ask them if they know about hut, bud, hush etc.
  - Provide the answer in the latter part of the class.

### **Review of the previous session**

- Ask ss, "What did we learn in the last class?" Help them say.
- Praise ss who answer correctly.
- Encourage ss who need to answer correctly

### **Presentation of the session**

- Tell ss to look at the pictures in activity A at page no. 47.
- Tell them, "Say the names of the pictures in English?" [Help them if necessary.]
- Point to the pictures serially from left to right and say the names of the pictures clearly and properly.
- Tell them to listen to the words and repeat after you in activity B. [First do it in a chorus for each of the words and then do it individually with randomly chosen ss.]
- Write the words on the board and underline the middle sound.
- Take the word card 'cart', and say the word aloud.
- Then pronounce '/a:/' aloud putting a finger on the middle letter 'a', and they say '/a:/' and the word /ka:t/.
- Ask ss to repeat after you like /ka:t/--/a:/--/a:/--/ka:t/. Do it at least two times.
- Do the same steps to pronounce the middle sounds of the words (heart, bard, card).
- Ask ss to follow you pronouncing the sounds in pairs and individually.

### **Practice activities**

- Ask ss to practise the middle sounds of the words following the process: ka:t/--/a:/--/a:/--/ka:t/, ha:t/--/a:/--/a:/--/ha:t/, / ba:d/--/a:/--/a:/--/ba:d/, ka:d/--/a:/--/a:/--/ka:d/
- Tell them to practise in turns. Monitor and support if necessary.
- Ask pair 1 to practise 'ka:t' with/ after you as a class. Do it three or four times. Now ask individual students to pronounce it after you.
- Ask another member of the pair to say it after one student says. Repeat it with other pairs.



<ul style="list-style-type: none"> <li>Repeat the above process with cart, heart, bard, card with respective pairs.</li> <li>Tell ss to look at the pictures in activity C at page no. 47.</li> <li>Tell them, "Say the names of the pictures in English?" [Help them if necessary.]</li> <li>Repeat the above process that you did for activity B for activity C.</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>In class, tell them to pronounce the words in chain drill." S1 will say the 1st word, S2 will say the 2nd word, S3..... from activity A. The whole class will continue it in turns in pairs following Activities B and C.</li> <li>Ask the whole class to practise activity C as a class and individually.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>Help the students who can't pronounce them properly. Encourage ss who can pronounce them.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>Ask ss, "What have we learnt today?" Help them to respond properly.</li> </ul>
<p><b>Concluding the session:</b></p> <ul style="list-style-type: none"> <li>Say "See you later in the next class. Bye."</li> </ul>

## Lesson 4: Say the middle sounds /ɑ:/ and /ʌ/

Session	Class-wise attainable competencies
Session 53: E, F, G Page: 48, 49	1.1 Recognising the differences between initial, middle and final sounds of familiar words in spoken interactions  3.1 Saying the initial, middle and final sounds of words with proper pronunciation  8.1 Recognising and using a range of words in day-to-day communication

**Teaching aids:** Audio/video clip/QR code.

**Session Procedures**

**Session Duration: 45 minutes**

**Teaching Learning Activity**

### **Introduction**

- Exchange greetings with a smiling face.
- Do a warm-up activity related to the content of the session.
  - Ask them to look at the pictures in activity E.

### **Review of the previous session**

- Ask ss, “What did we learn in the last class?” Help them say.
- Ask them to look at Activities A - D items at pages no. 47 - 48 and pronounce them.
- Praise ss who can recall and answer correctly.
- Encourage ss who need to answer correctly.
- Pronounce each item and ask ss to repeat after you in chorus and individually.

### **Presentation of the session**

- Tell ss to look at the word pairs (Activity F) at page 49.
- Tell them to identify if the middle sounds in the word pairs are the same or not. If they are the same, write S; if different, write D. [Help them if necessary.]
- Discuss each of the items from top to bottom (1 to 6).
- Tell them to listen to the words and repeat after you in Activity F. [First do it in a chorus for each of the words and then do it individually with randomly chosen ss.]
- Write the words on the board and underline the middle sound.

### **Practice activities**

- Ask ss to follow you pronouncing the sounds as a group and individually.
- Tell them to identify if the middle sounds in the word pairs are the same or not. If they are the same, write S and if different, write D. [Help them if necessary.]
- Divide ss into pairs.
- Repeat the above process in case of six pairs of words with ss.

### **Assessing learning**

- Tell ss to pronounce the words in chain drill.” S1 will say the 1st pair, S2 will say the 2nd pair, S3....The whole class will continue it in turns in groups following Activity G.
- Ask the whole class to practise all six pairs as a class and individually.
- Write each word on the board. Then pronounce it. Ask ss to listen carefully and pronounce after you.

<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Help ss who can't pronounce them properly. Encourage ss who can pronounce them properly.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, "What have we learnt today?" Help them respond properly.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Say "See you later in the next class. Bye."</li> </ul>

## Lesson 5: Numbers 91-100

Session	Class-wise attainable competencies
Session 54: A, B Page: 50	4.1 Recognising words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers and reading them aloud following proper pronunciation

**Teaching aids:** Audio/video clip/QR code

**Session Procedures**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings with a smiling face.</li> <li>• Do a warm-up activity related to the content of the session. <ul style="list-style-type: none"> <li>- Ask them to look at the pictures in activity on page 50 and have some idea.</li> </ul> </li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, "What did we learn in the last class?" Help them say.</li> <li>• Ask them to look at activities E – G items on pages 48 - 49 and pronounce them.</li> <li>• Praise ss who can recall and answer correctly.</li> <li>• Encourage ss who need to answer correctly.</li> <li>• Pronounce each item and ask ss to repeat after you in chorus and individually.</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Tell ss to look at the pictures (activity A) at page 50.</li> <li>• Tell them to identify objects. [Help them if necessary.]</li> <li>• Ask them to count and match their counting against the number written beside them.</li> <li>• Write the word on the board in number e.g., 91.</li> </ul>

<ul style="list-style-type: none"> <li>• Tell ss to pronounce the number aloud.</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Pronounce each number, tell ss to listen and repeat after you. [First, do it in a chorus for each of the numbers and then do it with randomly chosen ss individually.]</li> <li>• Repeat pronouncing each of the 10 numbers with different ss</li> <li>• Ask individual ss to come to the front and pronounce numbers individually.</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• In class, tell them to pronounce the numbers in chain drill.” S1 will say the 1st number, S2 will say the 2nd number, S3..... The whole class will continue it in turns in groups following Activity B.</li> <li>• Ask the whole class to practise all 10 numbers as a class and individually.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Help ss who can’t pronounce them properly. Encourage ss who can pronounce them properly.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What have we learnt today?” Help them respond properly.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Say “See you later in the next class. Bye.”</li> </ul>

## Lesson 5: Numbers 91-100

Session	Class-wise attainable competencies
Session 55: C, D Page: 50, 51	4.1 Recognising words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers and reading them aloud following proper pronunciation  7.2 Writing cardinal numbers in figures, in words and writing ordinal numbers correctly to use them in written communication

**Teaching aids:** Audio/video clip/QR code/wooden or plastic number

**Session Procedures**

**Session Duration: 45 minutes**

<b>Teaching Learning Activity</b>
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings with a smiling face.</li> <li>• Do a warm-up activity related to the content of the session. Ask them to look at the pictures in activity D at page no. 51 and have some idea.</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What did we learn in the last class?” Help them say.</li> <li>• Ask them to look at activities A and B on page 50 and pronounce them.</li> <li>• Praise ss who can recall and answer correctly.</li> <li>• Encourage ss who need to answer correctly.</li> <li>• Pronounce each item and ask ss to repeat after you in chorus and individually.</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Tell ss to look at wooden or plastic numbers.</li> <li>• Ask ss to take a number card or wooden or plastic number in figure from 0 to 9.</li> <li>• Ask them to make a pair and then form numbers from 91 to 100.</li> <li>• Ask the pair to tell the number aloud</li> <li>• Repeat the process with several pairs.</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Ask several pairs to pronounce each number, tell ss to listen to peers and repeat after them.</li> <li>• Repeat pronouncing each of the 10 numbers with different ss.</li> <li>• Ask ss to look at the picture in Activity D.</li> <li>• Ask them to write the missing numbers in the blank bubbles following the pattern. Help them to identify to pattern if they find it difficult.</li> <li>• Write 81 in words on board.</li> <li>• Ask ss to write 82 to 85 in words on their notebook.</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• In class, tell them to pronounce the number from 81 to 100 randomly. The whole class will continue it one after another.</li> <li>• Ask ss to write numbers (91 - 100) individually.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Help ss who can't pronounce them properly. Encourage ss who can pronounce them properly. Also help those who can't write them properly. Encourage those who can write them properly.</li> </ul>

**Summary of the session**

- Ask ss, “What have we learnt today?” Help them respond properly.

**Concluding the session**

- Say “See you later in the next class. Bye.”

## Lesson 5: Numbers 91-100

Session	Class-wise attainable competencies
Session 56: E, F Page: 51	4.1 Recognising words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers and reading them aloud following proper pronunciation  7.2 Writing cardinal numbers in figures, in words and writing ordinal numbers correctly to use them in written communication

**Teaching aids:** Audio/video clip/QR code/Wooden or plastic number

**Session Procedures**

**Session Duration: 45 minutes**

**Teaching Learning Activity**

**Introduction**

- Exchange greetings with a smiling face.
- Do a warm-up activity related to the content of the session, e.g., ask about their age, date of birth, etc.

**Review of the previous session**

- Ask ss, “What did we learn in the last class?” Help them say.
- Ask them to look at activity D on page 51 and pronounce them.
- Praise ss who can recall and answer correctly.
- Encourage ss who need to answer correctly.
- Pronounce each item and ask ss to repeat after you in chorus and individually.

**Presentation of the session**

- Tell ss to look at the basket containing numbers.
- Each card will have a pair of numbers that are closer to each other in pronunciation e.g., 13 – 30, 14-40 etc.
- Ask ss to take a number card or wooden or plastic number and pronounce them.
- Ask them to repeat after you first in chorus and then individually.

**Practice activities**

- Ask ss one after another to take a number card and pronounce each of them.
- Tell ss to listen to peers and repeat after them.
- Ask ss to look at Activity E
- Repeat pronouncing each of the 7 number pairs aloud and clearly.
- Write the first pair in figures and words on the board and pronounce them twice.
- Ask students to repeat after you.
- Draw their attention by underlining the differences in spelling and pronunciation, e.g. Thirty and Thirteen.
- Ask them to write other six pairs on their notebook and pronounce.
- Divide them into 5 groups and ask them to write numbers 1-30, 31-50, 51-70, 71-90 and 91-100 and present before the class.

**Assessing learning**

- In class, tell them to pronounce the seven pairs of numbers randomly. The whole class will continue it one after another. Look at their notebook and listen to their pronunciation.

**Feedback**

- Help ss who can't pronounce and write them properly. Encourage ss who can pronounce and write them properly.

**Summary of the session**

- Ask ss, "What have we learnt today?" Help them respond properly.

**Concluding the session**

- Say "See you later in the next class. Bye."

**Lesson 6: Ordinal numbers**

Session	Class-wise attainable competencies
Session 57: A Page: 52	9.1 Recognising and using capitalisation

**Teaching aids:** Audio/video clip/QR code/ a calendar

**Session Procedures**

**Session Duration: 45 minutes**

<b>Teaching Learning Activity</b>
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings with a smiling face.</li> <li>• Do a warm-up activity related to the content of the session, e.g. ask about different months in English.</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What did we learn in the last class?” Help them say.</li> <li>• Ask them to look at activities E and F on page 51 and pronounce the numbers.</li> <li>• Praise ss who can recall and answer correctly.</li> <li>• Encourage ss who need to answer correctly.</li> <li>• Pronounce each item and ask ss to repeat after you in chorus and individually.</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Ask ss to look at the calendar.</li> <li>• Ask, ‘Have you seen a calendar?’, ‘How does it work?’</li> <li>• After getting an answer, tell ss that we are going to learn about calendar today.</li> <li>• Ask them to identify the months on the calendar.</li> <li>• Read the names of the months aloud with correct pronunciation. Read at least two times.</li> <li>• Ask ss to tell the names of the month when they were born.</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Choose any student’s month of birth.</li> <li>• Write the name of the month on the board.</li> <li>• Highlight the capital letter of the month on the board.</li> <li>• Ask ss to write the name of the month of their birth.</li> </ul>
<ul style="list-style-type: none"> <li>• Ask them to capitalise the first letter of each month.</li> <li>• Tell them when and how to use capitalisation in English spelling.</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Ask ss randomly to come to the board and write the name of a month.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Help ss who can’t write them properly. Encourage ss who can write them properly.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What have we learnt today?” Help them respond properly.</li> </ul>



**Concluding the session**

- Say “See you later in the next class. Bye.”

**Lesson 6: Ordinal numbers**

Session	Class-wise attainable competencies
Session 58: B Page: 53	4.1 Recognising words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers and reading them aloud following proper pronunciation

**Teaching aids:** Audio/video clip/QR code

**Session Procedures**

**Session Duration: 45 minutes**

Teaching Learning Activity
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**Introduction**

- Exchange greetings with a smiling face.
- Do a warm-up activity related to the content of the session, e.g. ask about different months in English.

**Review of the previous session**

- Ask ss, “What did we learn in the last class?” Help them say.
- Ask them to look at activity A at page no. 52 and identify the months.
- Ask ss randomly to tell the names of the months
- Praise ss who can recall and answer correctly.
- Encourage ss who need to answer correctly.

**Presentation of the session**

- Ask ss to look at the text.
- Tell them the names of the months are marked in red colour, and the first letter of the names of month is capital.
- Read the text at least twice. Ask ss to read after you.
- Then tell ss, there are some words like first, second, third, etc. in the text marked in red colour. These are called ordinal numbers.
- Say the ordinal numbers aloud putting finger on the text, ask ss to repeat after you.
- Ask them to identify the months in the poem.
- Draw their attention to the order of the months.

<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Divide ss into groups. In groups, one student will say and the other ss will listen putting finger on the text. Change ss’ roles.</li> <li>• Then ask ss to read in pairs.</li> <li>• Monitor and support if necessary.</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Choose the months of birth of some students.</li> <li>• Tell ss to come to the front and tell the names randomly.</li> <li>• Once the names of the months are told, ask other ss to tell which months come before which months, and who was born before whom.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Help ss who can’t read them properly. Encourage ss who can read them properly.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What have we learnt today?” Help them respond properly.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Say “See you later in the next class. Bye.”</li> </ul>

## Lesson 6: Ordinal numbers

Session	Class-wise attainable competencies
Session 59: C Page: 53	4.1 Recognising words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers and reading them aloud following proper pronunciation  7.2 Writing cardinal numbers in figures, in words and writing ordinal numbers correctly to use them in written communication

**Teaching aids:** Textbook, audio/video clip/QR code/ordinal number card

**Session Procedures**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings with a smiling face.</li> <li>• Do a warm-up activity related to the content of the session, e.g. ask about the number of brothers and sisters, who is senior and who is junior, etc.</li> </ul>

**Review of the previous session**

- Ask ss, “What did we learn in the last class?” Help them say.
- Ask them to look at activity B on page 53 and identify the months.
- Ask ss randomly to tell the names of the months.
- Praise ss who can recall and answer correctly.
- Encourage ss who need to answer correctly.

**Presentation of the session**

- Ask ss to look at the table in activity C on page 53.
- Read all the cardinal and ordinal numbers one by one first in chorus and then with randomly chosen ss individually.
- Write those numbers on the board one by one.
- Draw their attention to how the spelling of ordinal numbers changes from related cardinal numbers e.g., five→ fifth, nine → ninth, etc., and also show how to write ordinal number in short form.

**Practice activities**

- Divide ss into groups. Provide ordinal number cards (in words and short form) in each group.
- Tell ss one student will take a card and show to the group; other students in the group will say the numbers aloud, and write the ordinal number in their khata, (If S shows the card having ordinal number in word, the other ss will write the ordinal number in short form.)
- Then ask ss to do the same activity in pairs. Monitor and support ss if necessary.

**Assessing learning**

- Show the number card (ordinal), and ask ss to write its ordinal number.
- Ask ss to write the ordinal numbers on their book.

**Feedback**

- Help ss who can't write them properly. Encourage ss who can write them properly.

**Summary of the session**

- Ask ss, “What have we learnt today?” Help them respond properly.

**Concluding the session**

- Say “See you later in the next class. Bye.”

## Lesson 6: Ordinal numbers

Session	Class-wise attainable competencies
Session 60: D, E Page: 54	5.1 Understanding simple texts for specific information

**Teaching aids:** Textbook, audio/video clip/QR code

**Session Procedures**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings with a smiling face.</li> <li>• Do a warm-up activity related to the content of the session, e.g. ask about the number of brothers and sisters, who is senior and who is junior, etc.</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What did we learn in the last class?” Help them say.</li> <li>• Ask them to look at activity C on page 53 and read and write the ordinal numbers.</li> <li>• Ask ss randomly to come to the board and write some relevant cardinal and ordinal numbers e.g., five and fifth, eight and eighth, nine and ninth etc.</li> <li>• Praise ss who can recall and answer correctly.</li> <li>• Encourage ss who need to answer correctly.</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Ask ss to look at the bookshelf in activity D on page 54.</li> <li>• Ask ss to identify books belonging to different subject-specific shelves.</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Make pairs and ask one pair to come to the board.</li> <li>• Ask other ss to tell the name of the shelf no. where subject-specific books are kept.</li> <li>• Ask the pair to listen and write them on the board.</li> <li>• One ss will tell the name and number of the shelf and other ss will write on board.</li> <li>• Repeat the same process with other pairs.</li> <li>• Ask ss to prepare a list for making a bookshelf. [If needed, help ss].</li> </ul>

**Assessing learning**

- Tell ss to make a bookshelf at their place/ home individually or in a group.
- Invite friends to visit your library.
- Take a photo of the library and present it in the class. [Take parents' help if needed.]

**Feedback**

- Help ss to tell the name of the shelf and write on the board. Encourage ss who can do the task properly.

**Summary of the session**

- Ask ss, "What have we learnt today?" Help them respond properly.

**Concluding the session**

- Say "See you later in the next class. Bye."

Assess students using the following relevant performance indicators at the end of each session of **Unit-4** and keep record.

Class-wise Attainable Competency	Performance Indicators	Performance Level		
		Good	Very Good	Excellent
1.1 Recognising the differences between initial, middle and final sounds of familiar words in spoken interactions	02.03.01.01 Identify the differences between initial sounds of familiar words.	Identify the differences between initial sounds of familiar words by repeating them after teacher	Identify the differences between initial sounds of familiar words by uttering them independently	Identify the differences between initial sounds of familiar words properly
	02.03.01.02 Identify the differences between middle sounds of familiar words.	Identify the differences between middle sounds of familiar words by repeating them after teacher	Identify the differences between middle sounds of familiar words by uttering them independently	Identify the differences between middle sounds of familiar words properly
	02.03.01.03 Identify the differences between final sounds of familiar words.	Identify the differences between final sounds of familiar words by repeating them after teacher	Identify the differences between final sounds of familiar words by uttering them independently	Identify the differences between final sounds of familiar words properly

2.1 Listening to and comprehending rhymes, cartoons and digital contents in English for enjoyment	02.03.06.01 Respond to rhymes, cartoons and digital contents with joy	Respond to rhymes, cartoons and digital contents	Respond to rhymes, cartoons and digital contents with joy	Respond to rhymes, cartoons and digital contents with TPR
	02.03.06.02 Obtain specific information through listening rhymes, cartoons and digital contents.	Obtain information through listening rhymes, cartoons and digital contents with assistance	Obtain specific information through listening rhymes, cartoons and digital contents independently	Obtain specific information through rhymes, cartoons and digital contents properly and independently
3.1 Saying the initial, middle and final sounds of words with proper pronunciation	02.03.07.01 Say the initial sounds of words with proper pronunciation	Say the initial sounds of words by repeating after teacher	Say the initial sounds of words independently	Say the initial sounds of words with proper pronunciation.
	02.03.07.02 Say the middle sounds of words with proper pronunciation	Say the middle sounds of words by repeating after teacher	Say the middle sounds of words independently	Say the middle sounds of words with proper pronunciation
	02.03.07.03 Say the final sounds of words with proper pronunciation	Say the final sounds of words by repeating after teacher	Say the final sounds of words	Say the final sounds of words with proper pronunciation

4.1 Recognising words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers and reading them aloud following proper pronunciation	02.03.12.01 Recognise words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers properly	Recognise words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers with assistance	Recognise words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers independently	Recognise words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers with proper pronunciation
	02.03.12.02 Read aloud words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers properly	Read aloud words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers properly with assistance	Read aloud words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers properly independently	Read aloud words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers properly with proper pronunciation
5.1 Understanding simple texts for specific information	02.03.14.01 Come up with specific information from simple texts	Come up with specific information from simple texts with assistance	Come up with the specific information from simple texts independently	Come up with the specific information properly and independently by reading simple text



6.1 Reading and comprehending rhymes, cartoons and digital contents in English for enjoyment	02.03.15.01 Read/describe rhymes, cartoons and digital contents	Read/describe rhymes, cartoons and digital contents through question-answer	Read/describe rhymes, cartoons and digital contents independently	Read/describe rhymes, cartoons and digital contents fluently
7.2 Writing cardinal numbers in figures, in words and writing ordinal numbers correctly to use them in written communication	02.03.16.01 Write cardinal numbers in figure and in words neatly and legibly	Write cardinal numbers in figure and in words with assistance	Write cardinal numbers in figure and in words independently	Write cardinal numbers in figure and in words neatly and legibly
	02.03.16.02 Use ordinal numbers in connection with cardinal numbers correctly in written texts	Use ordinal numbers in connection with cardinal numbers in written text with assistance	Use ordinal numbers in connection with cardinal numbers in written text independently	Use ordinal numbers in connection with cardinal numbers in written text neatly and legibly
8.1 Recognising and using a range of words in day-to-day communication	02.03.18.01 Use a range of words in day-to-day communication properly	Use familiar words in limited day-to-day communication	Use a range of words in day-to-day communication	Use a range of words in day-to-day communication properly
9.1 Recognising and using capitalisation and punctuation marks for meaningful communication	02.03.19.01 Use capital letters in simple sentences correctly	Use capital letters in simple sentences with assistance	Use capital letters in simple sentences independently	Use capital letters in simple sentences correctly
	02.03.19.02 Use punctuation marks in simple sentences correctly	Use punctuation marks in simple sentences with assistance	Use punctuation marks in simple sentences independently	Use punctuation marks in simple sentences correctly

## Unit: 5

### Their Days

<b>Total lessons: 5</b>	<b>Total sessions: 16</b>	<b>Each session duration: 45 minutes</b>
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Lesson	Session
Lesson 1	S 61: A, B
	S62: C, D
	S63: E
Lesson 2	S64: A, B
	S65: C, D
	S66: E, F
Lesson 3	S67: A
	S68: B, C
	S69: D, E
	S70: F, G
Lesson 4	S71: A
	S72: B, C
	S73: D, E
	S74: F, G
	S75: H
Lesson 5	S76: A, B, C

# Unit: 5

## Their Days

### Lesson 1: Joyful school time 1

Session	Class-wise attainable competencies
Session 61: A, B Page: 56, 57	4.2 Reading aloud simple sentences with proper stress, intonation and punctuation. 9.1 Recognising and using capitalisation and punctuation marks for meaningful communication.

**Teaching aids:** Pictures of the activities at A, and audio/video clip / QR code

**Session Procedures**

**Session Duration: 45 minutes**

#### Teaching Learning Activity

##### Introduction

- Exchange greetings saying “Good morning” with a smiling face.
- Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”
- Do something engaging ss to warm up the session.

##### Review of the previous session

- Ask ss, “What did we learn from the last class?” Encourage them to say.

##### Presentation of the session

- Ask ss to open the book at page 56.
- Showing the picture of the Activity A ask ss, “look at the picture. What are they doing?”
- Encourage them to answer. Help them to say ‘cleaning, gardening.’
- Based on their answer, describe the picture focusing the given words in the text.
- Now, pointing the pictures, say the words aloud. Ask ss to repeat after you.
- Tell ss, “Today we are going to read the text ‘Joyful school time1’.” Then write the title on board.
- Now tell ss, “I am reading the text of Activity B aloud. Listen to the reading and follow me in your book.” [Play an audio/video/QR of the text if possible.]
- Then tell them to read with you.
- Then invite one student to read aloud.

**Practice activities**

- Divide ss into groups.
- Ask each group to read the text in Activity- B at page 56.
- Monitor and provide support when necessary.
- Ask 2/3 students to read the text aloud. Ask others to follow from their books.
- Now divide the ss into pairs.
- Ask ss to read the ‘Cleanliness plan ‘from page 57 in pairs.
- Monitor and provide support when necessary.
- Then discuss the ‘Cleanliness plan’ focusing ‘group, week and area.’
- Now explain the use of capital letters for the persons, places and things from Activity-B. [Grammar focus box.]

**Assessing learning**

- Ask 2/3 ss to read the text in Activity- B aloud.
- Then ask ss the following questions-
  - Who are in the pictures?
  - What are they doing?
- Ask 2/3 students to answer.

**Feedback**

- Help the students who can’t read properly. Encourage ss who can pronounce.

**Summary of the session**

- Ask ss, “What have we learnt today?” Help them to respond properly.

**Concluding the session**

- Say “See you later in the next class. Bye.”

## Lesson 1: Joyful school time 1

Session	Class-wise attainable competencies
Session 62: C, D  Page: 57	5.1 Understanding simple texts for specific information.

**Teaching aids:** Posters of the activity C and D

**Session Procedures**

**Session Duration: 45 minutes**

### Teaching Learning Activity

#### Introduction

- Exchange greetings saying “Good morning” with a smiling face.
- Ask ss, “How are you?” Encourage them to reply, “Fine, thank you.”
- Do something engaging ss to warm up the session.

#### Review of the previous session

- Ask ss, “What did we learn from the last class?” Encourage them to say.

#### Presentation of the session

- Showing the picture of the activity A, ask ss, “Who are in the picture? Help them to recall the information.
- Now showing Activity C and D tell them, “Today we are going to do these activities.”
- Then show the questions of Activity C. (Writing on the board/poster/projector)
- Help them to understand the question: 1 to 5
- Invite one student in front. Do a role play (ask and answer) with the student. Tell others to follow.
- Then ask ss to practise in pairs. Provide 10 minutes for doing the task.
- Monitor and help them where necessary.
- Now ask 2/3 ss to tell their answers.
- Ask others to listen.
- Praise them who answer correctly and help them who can’t answer properly.

#### Practice activities

- Showing the Activity D, explain ss the ‘fill in the blanks’ activity.
- Tell them, “Read the text of Activity-B again and fill in the blanks with the words from the boxes in Activity-D.”
- Provide 5 minutes to read the text properly. Monitor and help them if necessary.
- Now tell 2/3 ss to read out their answers.
- Ask others to listen and match.
- Praise them who write correctly and help them who can’t write properly.

#### Assessing learning

- Ask ss, “Fill in the blanks with the words from the activity B.”
  - a. Porshi is in class -----.
  - b. Porshi lives in -----.
  - c. ----- help each other

<ul style="list-style-type: none"> <li>• Now tell 2 or 3 ss to read out their answers.</li> <li>• Ask others to listen and match.</li> <li>• Praise them who write correctly and help them who can’t write properly.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Help the students who can’t ask and answer properly. Encourage ss who can ask and answer properly.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What have we learnt today?” Help them to respond properly.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Say “See you later in the next class. Bye.”</li> </ul>

## Lesson 1: Joyful school time 1

Session	Class-wise attainable competencies
Session 63: E Page: 58	5.1 Understanding simple texts for specific information

**Teaching aids:** Textbook, posters of the Activity E

**Session Procedures**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying “Good morning” with a smiling face.</li> <li>• Ask ss, “How are you?” Encourage them to reply, “Fine, thank you.”</li> <li>• Do something engaging ss to warm up the session.</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What did we learn yesterday?” Encourage them to say, “Joyful school time 1.”</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Showing the ‘Cleanliness plan’ from the activity B page at 57, ask ss, “Can anyone explain the plan? Help them to recall the information.</li> <li>• Now showing Activity E tell them, “Today we are going to prepare a cleanliness plan for ourselves.”</li> </ul>

**Practice activities**

- Then ask ss to look at Activity-E at page 58.
- Help them to understand the plan.
- Now ask ss, “Make a cleanliness plan for yourself.
- Provide 20 minutes for doing the task.
- Monitor and help them where necessary.
- Now tell 2/3 ss to present their answers.
- Ask others to listen and follow.

**Assessing learning**

- Check ss cleanliness plan with a focus on spelling, vocabulary, and concept.
- Praise them who follow the plan regularly and help them who can’t follow properly.

**Feedback**

- Help the students who can’t ask and answer properly. Encourage ss who can ask and answer properly.

**Summary of the session**

- Ask ss, “What have we learnt today?” Help them to respond properly.
- Ask ss, “Follow the plan at home. Invite your family and friends.”

**Concluding the session**

- Say “See you later in the next class. Bye.”

**Lesson 2: Joyful school time 2**

Session	Class-wise attainable competencies
Session 64: A, B Page: 59, 60	4.2 Reading aloud simple sentences with proper stress, intonation and punctuation. 9.1 Recognising and using capitalization and punctuation marks for meaningful communication.

**Teaching aids:** Pictures of the activities at A, and audio/video clip / QR code

**Session Procedures**

**Session Duration: 45 minutes**

<b>Teaching Learning Activity</b>
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying “Good morning” with a smiling face.</li> <li>• Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”</li> <li>• Do something engaging ss to warm up the session.</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What did we learn from the last class?” Encourage them to say</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Ask ss to open the page at 59.</li> <li>• Showing the pictures of the Activity A ask ss, “Look at the pictures. What are they doing?”</li> <li>• Encourage them to answer. Help them to say ‘Looking at the flowers, playing in the field, talking in the class, taking a book.’</li> <li>• Based on their answers, describe the pictures focusing the given words in the text.</li> <li>• Now, pointing the pictures, say the words aloud. Ask ss to repeat after you.</li> <li>• Tell ss, “Today we are going to read the text ‘Joyful school time 2’.” Then write the title on the board</li> <li>• Now tell ss, “I am reading the text of Activity B aloud. Listen to the reading and follow me in your book.” [Play an audio/video/QR of the text if possible.]</li> <li>• Then tell them to read with you.</li> <li>• Ask 1 or 2 ss to read aloud.</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Divide ss into groups.</li> <li>• Ask each group to read the text of page 59 Activity B.</li> <li>• Monitor and provide support when necessary.</li> <li>• Ask 2/3 students to read the text aloud. Ask others to follow from their books.</li> <li>• Now divide the ss into pairs.</li> <li>• Ask ss to read the text of page 59 again in pairs.</li> <li>• Ask ss to ‘make a list of activities that Rani enjoys.’</li> <li>• Monitor and provide support when necessary.</li> <li>• Now explain the use of capital letters for the first letter in the names of the days from page 60 Activity B, Grammar focus box with examples.</li> </ul>



**Assessing learning**

- Ask 2/3 ss to read the text of page 59 aloud.
- Then ask ss the following questions-
  - Who are in the pictures?
  - What are they doing?
- Ask 2 or 3 students to answer.

**Feedback**

- Help the students who can't read properly. Encourage ss who can pronounce them.

**Summary of the session**

- Ask ss, "What have we learnt today?" Help them to respond properly.

**Concluding the session**

- Say "See you later in the next class. Bye."

**Lesson 2: Joyful school time 2**

Session	Cass-wise attainable competencies
Session 65: C, D Page: 60	9.1 Recognising and using capitalisation and punctuation marks (full stop)

**Teaching aids:** Posters of the activity C and D**Session Procedures****Session Duration: 45 minutes****Teaching Learning Activity****Introduction**

- Exchange greetings saying "Good morning" with a smiling face.
- Ask ss, "How are you?" Encourage them to reply, "Fine, thank you."
- Do something engaging ss to warm up the session.

**Review of the previous session**

- Ask ss, "What did we learn from the last class?" Encourage them to say.

**Presentation of the session**

- Showing the picture of the activity A, ask ss, "Who are in the picture? Help them to recall the information.
- Now showing Activity C and D tell them, "Today we are going to do these activities."

- Then ask ss to read the questions of Activity C.
- Help them to understand the question 1 to 4.
- Now, provide 10 minutes for reading the text in section B again and find out the answer of the questions.
- Then ask 2/3 ss to tell the answers to the questions and tell others to listen. Monitor and help them where necessary.
- Then tell the ss to write the answers to the questions. Give them 5 minutes to write. Monitor and help them where necessary.
- Now tell 2/3 ss to read out their answers. Ask others to listen and match.
- Praise them who write correctly and help them who can't write properly.

### **Practice activities**

- Showing the Activity D, explain ss the 'Correct the sentences using capital letters' activity.
- Tell ss to open activity B from the book and explain where the capital marks are using.
- Now divide ss into pairs.
- Tell each pair, 'Correct the sentences using capital letters'.
- Provide 5 minutes to read the text properly. Monitor and help them if necessary.
- Tell each pair to exchange their khata.
- Now tell 2/3 pair to read out their answers.
- Ask others to listen and match.
- Praise them who write correctly and help them who can't write properly.

### **Assessing learning**

- Ask ss, "Correct the sentences using capital letters."

mujib is a student. he lives in brahmanbaria.  
jobyer is his friend.

- Now tell 2/3 ss to read out their answers.
- Ask others to listen and match.
- Praise them who write correctly and help them who can't write properly.

### **Feedback**

- Praise them who could do. Help them who need support.

**Summary of the session**

- Ask ss, “What have we learnt today?” Help them to respond properly.

**Concluding the session**

- Say “See you later in the next class. Bye.”

**Lesson 2: Joyful school time 2**

Session	Cass-wise attainable competencies
Session 66: E, F Page: 60, 61	5.1 Demonstrating of understanding familiar words and simple sentences for specific information

**Teaching aids:** Posters of the Activity E and F

**Session Procedures**

**Session Duration: 45 minutes**

**Teaching Learning Activity****Introduction**

- Exchange greetings saying “Good morning” with a smiling face.
- Ask ss, “How are you?” Encourage them to reply, “Fine, thank you.”
- Do something engaging ss to warm up the session.

**Review of the previous session**

- Ask ss, “What did we learn yesterday?” Encourage them to say, “Joyful school time2.”

**Presentation of the session**

- Showing the picture of the activity A, ask ss, “Who are in the picture? Help them to recall the information.
- Now showing Activity E and F tell them, “Today we are going to do these activities.”

**Practice activities**

- Then ask ss to read the questions of Activity E.
- Help them to understand the activity.
- Divide ss into pairs.
- Now showing Activity E tell them, “Read the text in the section B and find the parts of speech in pairs. Use the table from Activity E.”
- Help them when necessary.

- Provide 10 minutes for doing the task.
- Monitor and help them where necessary.
- Now tell 2/3 ss to present their answers.
- Ask others to listen and follow.

**Assessing learning**

- Ask ss, “Now we are going to play a game.”
- Now showing ‘Activity F at page 61’ tell them, “Let’s make sentences with the words from the circle. You can use a word more than once. Finally, write the sentences in your notebook.”
- Help them to understand the instruction showing the given example in activity.
- Provide 20 minutes for doing the task.
- Monitor and help them where necessary.
- Now tell 2/3 ss to present their answers.
- Ask others to listen and follow.
- Ask ss to praise them who follow the plan regularly and help them who can’t follow properly.

**Feedback**

- Praise them who could do. Help them who need support.

**Summary of the session**

- Ask ss, “What have we learnt today?” Help them to respond properly.

**Concluding the session**

- Say “See you later in the next class. Bye.”

### Lesson 3: Osman’s village life

Session	Class-wise attainable competencies
Session 67: A Page: 62	4.2 Reading aloud simple sentences with proper stress, intonations and punctuation.

**Teaching aids:** Picture of the Activity A, Audio of the text.

**Session Procedures**

**Session Duration: 45 minutes**

<b>Teaching Learning Activity</b>
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying “Good morning” with a smiling face.</li> <li>• Ask ss ‘How are you?’ Encourage them to reply, “Fine, thank you.”</li> <li>• Do something engaging to warm up the session.</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What did we learn from the last class?” Encourage them to say.</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “Do you go fishing?” Encourage them to answer either in English or Bangla.</li> <li>• Then ask, “Do you have any library in your village/school?”</li> <li>• Now ask, “Do you borrow book from that library?”</li> <li>• Based on their experiential answers tell ss, “Today we are going to know about ‘Osman’s village life.’”</li> <li>• Tell ss, “Open your book at page 62.” Now, showing the picture of the Activity-A tell ss, “Look at the first picture. What are they doing?” Encourage them to say, ‘Fishing’. Stress the word ‘Fishing.’</li> <li>• Now say ss, “This is Osman and his father. They are fishing in the river.”</li> <li>• Now, say, “Look at the second picture. What is the picture about?” Encourage them to say ‘Library’. Tell ss, “Children are borrowing books from the library.” Stress the word ‘borrow’.</li> <li>• Now tell ss, “Let’s read the text of Osman’s village life. I am reading the text aloud. Listen to me and follow me from your book.” [Play an audio/video/QR of the text if possible]. Then tell them to repeat after you.</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Divide ss into groups.</li> <li>• Ask each group to read the text of Activity-A.</li> <li>• Tell ss, “When S1 reads in the group other will listen and follow.”</li> <li>• Provide 15 minutes for group reading.</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• After their reading, ask 2/3 ss to read the text aloud.</li> <li>• Then ask the following questions- <ul style="list-style-type: none"> <li>-What does Osman do every Friday?</li> <li>-What does Osman do in the river?</li> </ul> </li> <li>• Encourage ss to answer the questions.</li> </ul>

<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Help the students who still can’t read properly.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Say ss, “Today we learnt about Osman’s village life.”</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Say “See you later in the next class. Bye.”</li> </ul>

### Lesson 3: Osman’s village life

Session	Class-wise attainable competencies
Session 68: B, C  Page: 62, 63	5.1 Understanding simple texts for specific information.

**Teaching aids:** Posters or PPT of the Activity C.

<b>Session Procedures</b>	<b>Session Duration: 45 minutes</b>
Teaching Learning Activity	
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying, “Good morning” with a smiling face.</li> <li>• Ask ss, “How are you?” Encourage them to reply, “Fine, thank you.”</li> <li>• Do something engaging to warm up the session.</li> </ul>	
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What did we learn in the last class?” Encourage them to say.</li> </ul>	
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Showing the picture of the activity A, ask ss, “Who are in the picture? Help them to recall the information.</li> <li>• Now open your book at page 62 and look at Activity B.</li> <li>• Ask ss, “Read the text in the section A. Choose the correct answer to complete the sentences 1-3 in Activity-B.”</li> <li>• Provide 10 minutes for doing the task. Monitor and help them where necessary.</li> <li>• Now tell 2/3 ss to read out their answers and ask others to listen and match.</li> <li>• Praise them who wrote correctly and help them who can’t write properly.</li> </ul>	

**Practice activities**

- Showing the Poster or PPT of Activity-C, explain the matching activity to ss.
- Ask ss, “Match the words in column A with the words of similar meaning in column B.”
- Demonstrate matching the first word.
- Provide 10 minutes to complete the task. Monitor and help them if necessary.
- Now tell 2/3 ss to read out their answers and ask others to listen and match.
- Praise them who write correctly and help them who can’t match properly.

**Assessing learning**

- Ask ss, “Write True or False for the following statements from the text in Activity-A.”
  - Osman lives in the city.
  - Osman borrows books from his father.
  - Beautiful means pretty.
- Now tell 2/3 ss to read out their answers.
- Ask others to listen and match.
- Praise them who write correctly and help them who can’t write properly.

**Feedback**

- Help ss who can’t find the information properly.

**Summary of the session**

- Summarise the text and ask ss, “What information have we got about Osman’s village life today?” Help them to respond properly.

**Concluding the session**

- Say “See you in the next class. Bye.”

**Lesson 3: Osman’s village life**

Session	Class-wise attainable competencies
Session 69: D, E Page: 63	7.4 Writing short paragraphs on familiar topics using prompts or clues. 9.3 Using parts of speech correctly to identify/refer to people, objects, actions

**Teaching aids:** Picture of Activity-A, Posters of the activity D

**Session Procedures****Session Duration: 45 minutes****Teaching Learning Activity****Introduction**

- Exchange greetings saying “Good morning” with a smiling face.
- Ask ss, “How are you?” Encourage them to reply, “Fine, thank you.”
- Do something engaging ss to warm up the session.

**Review of the previous session**

- Ask ss, “What did we learn yesterday?” Encourage them to say.

**Presentation of the session**

- Showing the picture of Activity-A ask ss about Osman’s daily life. Encourage ss to answer.
- Now, open your book at page 63 and look at Activity D.
- Then, divide ss into pairs.
- Ask each pair, “Read the text in Activity-A again. Write the parts of speech in the given table (Activity-D).”
- Demonstrate an example to show how to fill in the table.
- Provide 10 minutes for doing the task. Monitor and help them where necessary.
- Now tell 2/3 ss to show their tables. Ask others to listen and match.
- Praise them who wrote correctly and help them who can’t write properly

**Practice activities**

- Now, divide ss into groups.
- Then ask ss to look at Activity E.
- Ask ss, “In groups, discuss and answer the given questions 1-5 in Activity-E. Write the answers in your notebook or khata individually.”
- Help them to understand the plan.
- Provide 20 minutes for doing the task. Monitor and help them where necessary.
- After writing the answers, tell 2/3 ss to present their answers. Ask others to listen and follow.

**Assessing learning**

- Tell ss to work in the same groups.
- Tell ss, “Now we will write a paragraph on ‘My village life.’”
- Now tell them, “Put the answers to the questions in Activity-E together to make a paragraph on “My village life”
- Tell them they can add or use more sentences if they want.



<ul style="list-style-type: none"> <li>• Ask ss to write the paragraph individually.</li> <li>• Provide 10 minutes to write the paragraph. Provide them necessary support while writing the paragraph.</li> <li>• Ask 2 or 3 ss to come to the front and read the paragraph.</li> <li>• Praise them who follow the plan regularly and help them who can't follow properly.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Help ss who still need some support to answer properly. Encourage ss who can ask and answer properly.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Tell ss, “Today we learnt how to write a paragraph on Our village/ town life.” Help them to respond properly.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Say “See you later in the next class. Stay well, bye.”</li> </ul>

### Lesson 3: Osman’s village life

Session	Class-wise attainable competencies
Session 70: F, G Page: 64	8.1 Recognising and using a range of words in day-to-day communication.

**Teaching aids:** Picture of Activity F, poster paper

**Session Procedures**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying “Good morning” with a smiling face.</li> <li>• Ask ss, “How are you?” Encourage them to reply, “Fine, thank you.”</li> <li>• Do something engaging ss to warm up the session.</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What did we learn yesterday?” Encourage them to say, “Joyful school time1.”</li> </ul>

### **Presentation of the session**

- Showing the poster of Activity-F ask ss, "What do you see in the picture?" Encourage ss to answer.
- Pointing the different parts of the tree ask ss to say the names of the parts of the tree either in English or in Bangla.
- Now introduce the words in the box.

### **Practice activities**

- Now, divide ss into groups.
- Tell ss, "Let's go outside the classroom. Observe a tree with your groups. Now draw a tree and label the names of the different parts of the tree in English."
- Provide 15 minutes for doing the task. Monitor and help them where necessary.
- Praise them who wrote correctly and help them who can't write properly. Now, tell students to work in the same groups.

### **Assessing learning**

- Tell ss to work in the same groups.
- Then ask ss to draw a picture of a fish on a poster paper.
- Ask ss, "In groups, write/label the names of the different parts of the fish on the picture."

eyes, scales, mouth, fin, nostril

- Ask ss to use the names of the parts of the fish from the box.
- Help them to understand the plan.
- Provide 20 minutes for doing the task. Monitor and help them where necessary.
- After labeling tell 1 or 2 groups to present their poster. Ask others to listen and match.

### **Feedback**

- Help ss who still need some support.
- Praise everyone for their excellent participation.

### **Summary of the session**

- Tell ss, "Today we learnt how to identify different parts of a tree and a fish." Help them to respond properly.

### **Concluding the session**

- Say "See you later in the next class. Stay well, bye."

## Lesson 4: Oyshi's city life

Session	Class wise attainable competency
Session 71: A Page: 65	4.2 Reading aloud simple sentences with proper stress, intonation and punctuation.

**Teaching aids:** Pictures of the activities at A, and audio/video clip /QR code

**Session Procedures**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying “Good morning” with a smiling face.</li> <li>• Ask ss, “How are you?” Encourage them to reply, “Fine, thank you.”</li> <li>• Do something engaging ss to warm up the session.</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Showing the different parts of a tree from page 64, ask ss, “What’s the name of it?” Help them to say “root/leaf/branch/trunk/twig.”</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Tell ss, “Open at page 65.”</li> <li>• Showing the picture of the Activity A, say to ss, “Look at the picture. What are they doing?” Help them to say, ‘using zebra crossing’, ‘roof top garden’, ‘mobile library.’</li> <li>• Based on their answers, describe the picture focusing the given words in the text.</li> <li>• Pointing the pictures, say the words aloud. Ask ss to repeat after you.</li> <li>• Now ask them, “Where do we find the activity of the pictures?” Help them to respond, ‘in the city’.</li> <li>• Tell ss, “Today we are going to read the text ‘Oyshi’s city life’.” Then write the title on the board.</li> <li>• Now tell ss, “I am reading the text of Activity A aloud. Listen to the reading and follow me in your book.” [Play an audio/video/QR code of the text if possible.]</li> <li>• Then tell them to read with you.</li> </ul>

**Practice activities**

- Divide ss into groups.
- Tell each group, “Read the text of Activity A.” [Monitor and provide support when necessary.]
- Ask 2/3 students to read the text aloud. Ask others to follow from their books.
- Now divide the ss into pairs. Ask ss to read the ‘Oyshi’s city life’ from page 65 in pairs. Monitor and provide support when necessary.
- Then discuss the ‘city life’ focusing on ‘zebra crossing, foot over bridge, roof top garden and mobile library.’
- Now explain the use of capital letters for the persons, places and things from Activity A.

**Assessing learning**

- Tell 2 or 3 ss, “Read again the text from Activity A aloud.”
- Then ask ss the following questions.
- Who are in the pictures?
- What are they doing? [Help them to answer if necessary.]

**Feedback**

- Help the students who can’t read properly. Encourage ss who can pronounce the word properly.

**Summary of the session**

- Ask ss, “What have we learnt today?” Help them to respond properly.

**Concluding the session**

- Say “See you later in the next class. Bye.”

## Lesson 4: Oyshi’s city life

Session	Class wise attainable competency
Session 72: B, C  Page: 66	5.1.2 Get the specific information provided in simple sentences.

**Teaching aids:** Posters of the activity B and C.

**Session Procedures**

**Session Duration: 45 minutes**

## Teaching Learning Activity

### Introduction

- Exchange greetings saying “Good morning” with a smiling face.
- Ask ss, “How are you?” Encourage them to reply, “Fine, thank you.”
- Do something engaging ss to warm up the session.

### Review of the previous session

- Showing the pictures of page 65 ask 2 or 3 students randomly the following questions. -
  - Who are in the pictures?
  - What are they doing? [Help them to answer if necessary.]

### Presentation of the session

- Showing the picture of the activity A, ask ss, “Who are in the picture? Help them to recall the information.
- Now showing Activity B and C tell them, “Today we are going to do these activities.”
- Then ask ss to read the questions of Activity B.
- Help them to understand the question 1 to 3.
- Provide 5-7 minutes for doing the task.
- Monitor and help them where necessary.
- Now tell 2/3 ss to read out their answers.
- Ask others to listen and match.
- Praise them who write correctly and help them who can’t write properly.

### Practice activities

- Showing the Activity C, explain to ss how to match the words in column A with the words with similar meaning in column B.
- Now tell them, “In the textbook, match the words in column A with the words with similar meaning in column B.”
- Provide 5-7 minutes to match the word properly. Monitor and help them if necessary.
- Now tell one or two students to read out their answers.
- Tell others to listen and match.
- Praise them who match correctly and help them who can’t match properly.

<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>Tell ss again, “Match the words with similar meaning.”</li> </ul> <table style="margin-left: 40px;"> <tr> <td style="text-align: center;"><b>A</b></td> <td style="text-align: center;"><b>B</b></td> </tr> <tr> <td style="text-align: center;">after</td> <td style="text-align: center;">like</td> </tr> <tr> <td style="text-align: center;">love</td> <td style="text-align: center;">nice</td> </tr> <tr> <td style="text-align: center;">beautiful</td> <td style="text-align: center;">next</td> </tr> </table> <ul style="list-style-type: none"> <li>Now tell two or three students to read out their answers.</li> <li>Ask others to listen and match.</li> <li>Praise them who match the words with similar meaning properly.</li> </ul>	<b>A</b>	<b>B</b>	after	like	love	nice	beautiful	next
<b>A</b>	<b>B</b>							
after	like							
love	nice							
beautiful	next							
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>Help ss who can’t match the words with similar meaning properly. Encourage ss who can ask and answer properly.</li> </ul>								
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>Ask ss, “What have we learnt today?” Help them to respond properly.</li> </ul>								
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>Say “See you later in the next class. Bye.”</li> </ul>								

## Lesson 4: Oyshi’s city life

Session	Class wise attainable competency
Session 73: D, E Page: 66, 67	7.4 Writing short paragraphs on familiar topics using prompts or clues.  9.4 Using declarative sentences correctly to make statements.

**Teaching aids:** Posters of the activity D and E.

**Session Procedures**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Exchange greetings saying “Good morning.” If possible, do an energiser (action song or short activity)</li> <li>Ask ss, “How are you?” Encourage them to reply, “Fine, thank you.”</li> <li>Do something engaging ss to warm up the session.</li> </ul>

**Review of the previous session**

- Showing the Activity C from page 66, ask one or two students randomly, “Match the words with the similar meaning.”

**Presentation of the session**

- Divide them into pairs.
- Explain them the Activity D: How to rearrange the words to make sentences.
- Tell them, “One is done for you.”
- Now say to the ss, “Rearrange the words to make sentences in pair.” Help them if necessary.
- Tell one pair, “Read your pair work.”
- Say to others, “Listen to their pair work about how they have rearranged the words to make sentences and match.”

**Practice activities**

- Showing the Activity E, tell them, “Look at the pictures at page 67 carefully.”
- Ask one or two students, “What are the pictures of these?” Help (if necessary) them to respond, “It’s a picture of zebra crossing/over bridge/school/a girl’s reading under a tree.”
- Now, pointing a picture of Activity E, write one sentence on the board.
- Tell them, “Write the sentence on your khata.” Help them to write properly.
- Now tell them, “Write a sentence about each picture in the blank space of your textbook.”
- Provide 20 minutes for doing the task. [Help them if necessary to write properly.]
- Then, tell one student randomly, “Share your written sentences in the class.”
- Tell others, “Listen to him/her, match with your own sentences and correct. [Monitor and help them where necessary.]

**Assessing learning**

- Showing the picture of a roof top garden/mobile library/any other relevant picture tell ss, “Write a sentence about the picture.” Help them if necessary to write properly.

**Feedback**

- Help the students who can’t write properly. Praise ss who can write properly.

**Summary of the session**

- Ask ss, “What have we learnt today?” Help them to respond properly.

**Concluding the session**

- Say “See you in the next class. Bye.”

## Lesson 4: Oyshi’s city life

Session	Class wise attainable competency
Session 74: F, G	5.1 Understanding simple texts for specific information.
Page: 67	7.4 Writing short paragraphs on familiar topics using prompts or clues.

**Teaching aids:** Picture of Activity A

**Session Procedures**

**Session Duration: 45 minutes**

**Teaching Learning Activity**

**Introduction**

- Exchange greetings saying “Good morning” with a smiling face.
- Ask ss, “How are you?” Encourage them to reply, “Fine, thank you.”
- Do something engaging ss to warm up the session.

**Review of the previous session**

- Showing the picture of a roof top garden/mobile library/any other relevant picture tell ss, “Write a sentence about the picture.” Help them if necessary to write properly.

**Presentation of the session**

- Show the picture of Activity A at page 65. Help ss to guess the lesson title by asking some relevant questions. After getting the proper answers tell the lesson title “Oyshi’s city life.”
- Now, tell them, “Open at page 67.”
- Say to them, “Today we are going to write about ‘My city life’.”
- Invite a student and tell her/him, “Read aloud the text of Activity A”.
- Tell others, “Listen to his/her reading and follow the sentences where the given clues (school name, garden, zebra crossing, shopping) are used.”



**Practice activities**

- Say to ss, “Listen to me and follow how I say about “My city life” using the given clues (school name, garden, zebra crossing, shopping).”
- Invite a student randomly and tell him/her, “Say about your city life like the sentence pattern using the given clues (school name, garden, zebra crossing, shopping).” [Speak in Bangla if necessary.]
- Tell others, “Observe his/her activity how he/she says about city life.” [Help them to say using own information properly.]
- Now tell them, “Write a short paragraph on “My city life” using the given clues (school name, garden, zebra crossing, shopping) in your khata.” [Monitor and help them if necessary.]
- Provide 5-7 minutes to write properly.
- Tell 2 or 3 students randomly, “Read aloud your paragraph.”
- Say others, “Listen to them and match the sentence pattern with your writings.” [Help them if necessary to write properly.]

**Assessing learning**

- Showing the Activity A of lesson 3 and lesson 4 from page 62 and 65, tell them, “Read the Activity A both again.
- Provide 10 minutes to read individually the both activities. [Help them if necessary to read properly.]
- Now, draw a box on the board as following:

Things and activities I like in village	Things and activities I like in city

- Write one activity that you like in village and city on the board. [Help them to identify the likings from the Activity A of lesson 3 and lesson 4.]
- Now, tell them, “Follow me how I write in the box.”

Things and activities I like in village	Things and activities I like in city
Play with friends, .....	Use zebra crossing, .....

<ul style="list-style-type: none"> <li>Tell to them, “Make a list of the things and activities you like in your village or city.” [Help them if necessary to write properly.]</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>Help the students who can’t make a list properly. Encourage ss who can make a list properly.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>Ask ss, “What have we learnt today?” Help them to respond properly.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>Say “See you later in the next class. Bye.”</li> </ul>

## Lesson 4: Oyshi’s city life

Session	Class-wise attainable competencies
Session 75: H	5.1 Understanding simple texts for specific information.
Page: 68	7.4 Writing short paragraphs on familiar topics using prompts or clues.

**Teaching aids:** Picture of Activity H, poster paper

**Session Procedures**

**Session Duration: 45 minutes**

### Teaching Learning Activity

**Introduction**

- Exchange greetings saying, “Good morning”. Play hello song.
- Ask ss, “How are you?” Encourage them to reply, “Fine, thank you.”
- Do something engaging ss to warm up the session.

**Review of the previous session**

- Showing the picture of roof top garden/mobile library/any other relevant picture tell ss, “Tell a sentence about the picture.” Help them if necessary to write properly.

**Presentation of the session**

- Showing the poster of Activity-H, ask ss, “What do you see in the picture?” Encourage ss to answer.
- Pointing the different vegetables of the shop tell ss “Identify vegetables either in English or in Bangla.”
- Now introduce the words in the box.

**Practice activities**

- Now, divide the students into groups.
- Say ss, “Let’s go to the vegetable shop (with your mother or with your teacher). Observe a vegetable shop with your groups.”
- After reaching the vegetable shop tell them, “Take notes of the name of vegetables in your notebook in English using the following words from the box.”

**cabbage, cauliflower, pumpkin, chilly, ginger, gourd, cowpea  
turnip, parable, bottle gourd, bean, turmeric, lady’s finger**

- Provide 15 minutes for doing the task.
- Monitor and help them where necessary.
- Praise them who wrote correctly and help them who can’t write properly.
- After returning from the shop, tell them, “Share your vegetable list with others in the next class.”

**Assessing learning**

- Tell ss, “Work in the same group.”
- Then show the picture of Activity H again.
- Say to ss, “In groups, write/label the names of the different types of vegetables on the picture.”

**cabbage, cauliflower, pumpkin, chilly, ginger, gourd, cowpea  
turnip, parable, bottle gourd, bean, turmeric, lady’s finger**

- Tell them, “Use the names of the different types of vegetables from the box.”
- Help them to understand the plan. [Say Bangla if necessary.]
- Provide 20 minutes for doing the task.
- Monitor and help them where necessary.
- After labeling tell 1 or 2 groups, “Present your poster.”
- Tell others to listen and match.

**Feedback**

- Help ss who still need some support. Praise everyone for their excellent participation.

**Summary of the session**

- Tell ss, “Today we learnt how to make a list of different types of vegetables.” Help them to respond properly.

**Concluding the session**

- Say “See you later in the next class. Stay well, bye.”

## Lesson 5: Rhyme: Rain Rain Go Away

Session	Class-wise attainable competencies
Session 76: A, B, C Page: 69	6.1 Reading and comprehending rhymes, cartoons, and digital contents in English for enjoyment.

**Teaching aids:** Picture of Activity A, B and audio/video clip/QR code.

**Session Procedures**

**Session Duration: 45 minutes**

**Teaching Learning Activity**

**Introduction**

- Exchange greetings saying “Good morning” with a smiling face.
- Ask ss, “How are you?” Encourage them to reply, “Fine, thank you.”
- Do something engaging ss to warm up the session.

**Review of the previous session**

- Showing the picture of Activity H say to ss, “In groups, write/label the names of the different types of vegetables on the picture.”

**cabbage, cauliflower, pumpkin, chilly, ginger, gourd, cowpea  
turnip, parable, bottle gourd, bean, turmeric, lady’s finger**

- Tell them, “Use the names of the different types of vegetables from the box.”
- Help them to understand the plan. [Say Bangla if necessary.]

**Presentation of the session**

- Showing the picture of Activity C, ask ss, “What do you see in the picture? What are they doing?”
- Based on their answers, describe the picture focusing the title of the rhyme.
- Then say, “Today we are going to read a rhyme “Rain Rain Go Away.”
- Now, ask a student randomly, “Who are in your family?” [Help him/her to respond properly.]
- Tell ss, “Make a list of all the members in your family.” Provide 2-3 minutes to make the list.
- Tell them, “Share your list with a partner who is beside you.”

**Practice activities**

- Divide them into pair.
- Tell ss “Listen to the rhyme carefully.” [Play audio/video or say the rhyme with actions (TPR).]
- Say to them, “Clap every time you hear of a family member.” Drill it more than once.
- Next, tell them, “Recite the whole rhyme after me with actions.” Drill the whole rhyme more than once.
- Say to them, “Recite the whole rhyme in the same pair.” Help (if necessary) them say the rhyme properly.
- Invite a pair in front of the class. Tell them, “Read the rhyme aloud in pairs.”
- Tell them, “One student will read the rhyme and other will repeat the rhyme with her/him.” Change their roles in pair. [Help them read the rhyme if necessary. Let them practise minimum twice.]

**Assessing learning**

- Invite all students to come out of the desk and start saying all together with actions when the teacher says ‘Start.’ [Observe the class and find out the students who can’t recite the rhyme properly.]

**Feedback**

- Support them who can’t read the rhyme properly.

**Summary of the session**

- Ask the ss, “What have we learnt today?” Help them to respond properly.

**Concluding the session**

- Say “Goodbye, my dear ss. See you in the next class.”

Assess students using the following relevant performance indicators at the end of each session of **Unit-5** and keep record.

Class-wise Attainable Competency	Performance Indicators	Performance Level		
		Good	Very Good	Excellent
4.2 Reading aloud simple sentences with proper stress, intonation and punctuation	02.03.13.01 Read aloud simple sentences with proper stress, intonation and punctuation	Read aloud simple sentences with limited use of stress, intonation and punctuation	Read aloud simple sentences using stress intonation and punctuation with assistance	Read aloud simple sentences with proper stress, intonation and punctuation independently
5.1 Understanding simple texts for specific information	02.03.14.01 Come up with specific information from simple texts	Come up with specific information from simple texts with assistance	Come up with the specific information from simple texts independently	Come up with the specific information properly and independently by reading simple text

6.1 Reading and comprehending rhymes, cartoons and digital contents in English for enjoyment	02.03.15.01 Read/describe rhymes, cartoons and digital contents	Read/describe rhymes, cartoons and digital contents through question-answer	Read/describe rhymes, cartoons and digital contents independently	Read/describe rhymes, cartoons and digital contents fluently
7.4 Writing short paragraphs on familiar topics using prompts or clues	02.03.17.01 Write short and simple paragraphs on familiar topics	Write simple sentences using clues or prompts with assistance	Write short and simple paragraphs following prompts or clues independently	Write short and simple paragraphs on familiar topics correctly using clues or prompts
8.1 Recognising and using a range of words in day-to-day communication	02.03.18.01 Use a range of words in day-to-day communication properly	Use familiar words in limited day-to-day communication	Use a range of words in day-to-day communication	Use a range of words in day-to-day communication properly
9.1 Recognising and using capitalisation and punctuation marks for meaningful communication	02.03.19.01 Use capital letters in simple sentences correctly	Use capital letters in simple sentences with assistance	Use capital letters in simple sentences independently	Use capital letters in simple sentences correctly
	02.03.19.02 Use punctuation marks in simple sentences correctly	Use punctuation marks in simple sentences with assistance	Use punctuation marks in simple sentences independently	Use punctuation marks in simple sentences correctly
9.3 Using parts of speech (noun, pronoun, verb) correctly to identify/refer to people, objects, actions	02.03.21.01 Use noun, pronoun and verb in simple sentences correctly	Use noun, pronoun and verb in simple sentences with assistance	Use noun, pronoun and verb in simple sentences independently	Use noun, pronoun and verb in simple sentences independently and correctly

<p>9.4 Using declarative sentences correctly to make statements (positive, negative)</p>	<p>02.03.22.01 Make positive and negative statements correctly</p>	<p>Make simple positive and negative statements with assistance</p>	<p>Make positive and negative statements independently</p>	<p>Make positive and negative statements correctly</p>
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# Unit: 6

## Cleanliness

<b>Total lessons: 3</b>	<b>Total sessions: 10</b>	<b>Each session duration: 45 minutes</b>
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<b>Lesson</b>	<b>Session</b>
Lesson 1	S77: A, B
	S78: C, D, E
	S79: F, G
	S80: H, I
Lesson 2	S81: A, B
	S82: C, D
	S83: E, F
Lesson 3	S84: A, B
	S85: C, D
	S86: E, F

## Unit: 6

### Cleanliness

#### Lesson 1: Good habits

Session	Class-wise attainable competencies
Session 77: A, B Page: 71	8.1 Recognising and using a range of words in day-to-day communication.

Teaching aids: Posters of the activity C.	
Session Procedures	Session Duration: 45 minutes
Teaching Learning Activity	
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying “Good morning” with a smiling face.</li> <li>• Ask ss, “How are you?” Encourage them to reply, “Fine, thank you.”</li> <li>• Do something engaging to warm up the session.</li> </ul>	
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What did we learn from the last class?” Encourage them to say “</li> </ul>	
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Show the first picture of Activity A and ask ss, “What is the picture about?”</li> <li>• Encourage them to describe the picture either in English or in Bangla.</li> <li>• Then show the next pictures and ask ss to answer.</li> <li>• Now describe the words with the pictures– Playing, dirt, washing hands.</li> <li>• Tell them, “Today we are going to learn the names of some good habits.”</li> </ul>	
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Now, divide the ss into groups.</li> <li>• Tell ss, “Open your book at page 71 and look at Activity B.”</li> <li>• Now, “Read and colour the pictures in Activity B”</li> <li>• Provide 15 minutes to complete the task. Monitor and help them if necessary.</li> <li>• Now tell 2/3 ss from each group to read the words randomly.</li> <li>• Ask others to listen and read.</li> <li>• Praise them for their active participation.</li> </ul>	

<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Now point to the pictures in Activity-B and ask ss, “Read the word for the picture and say the word aloud.”</li> <li>• Ask others to listen and match.</li> <li>• Praise them who read correctly and help them who can’t read properly.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Help the students who still can’t read the words properly.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Summarise the text and tell ss, “We have learnt some new words about good habits.”</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Say “See you later in the next class. Till then stay nice. Goodbye.”</li> </ul>

## Lesson 1: Good habits

Session	Class-wise attainable competencies
Session 78: C, D, E Page: 72	5.1 Understanding simple texts for specific information.

<b>Teaching aids:</b> Picture of the activity D, Audio of the text in Activity C.	
<b>Session Procedures</b>	<b>Session Duration: 45 minutes</b>
<b>Teaching Learning Activity</b>	
<b>Introduction</b>	
<ul style="list-style-type: none"> <li>• Exchange greetings saying “Good morning” with a smiling face.</li> <li>• Ask ss, “How are you?” Encourage them to reply, “Fine, thank you.”</li> <li>• Do something engaging to warm up the session.</li> </ul>	
<b>Review of the previous session</b>	
<ul style="list-style-type: none"> <li>• Ask ss, “What did we learn from the last class?” Encourage them to say.</li> </ul>	
<b>Presentation of the session</b>	
<ul style="list-style-type: none"> <li>• Ask ss, “What do you do at first in the morning?” Encourage them to answer ‘Wash face’ either in Bangla or in English.</li> <li>• Then ask, “What do you do before eating?” Encourage them to answer ‘Wash hands’ either in Bangla or in English.</li> </ul>	

- Now ask, “What do you do after playing?” Encourage them to answer ‘Wash hands’ either in Bangla or in English.
- Again, ask ss, “What do you do when your nails are long?” Encourage them to answer ‘Cut nails’ either in Bangla or in English.
- Now tell them the phrases- Wash face, wash hands, cut nail and ask, “When do we do these works?” Encourage them to answer, ‘every day/regularly’.
- Say, “Are these good or bad habits?” Based on their answers tell them, “Today we are going to learn about some good habits.”
- Tell ss, “Open your book at page 72 and look at Activity C.”
- Tell, “I am reading the text. Listen and follow me in your book.”

### **Practice activities**

- Now, divide the ss into groups.
- Tell ss, “ Read the text in Activity C in chain drill”.
- Provide 15 minutes to complete reading the text. Monitor and help them if necessary.
- Now, say to ss to work in the same groups.
- Tell them “Look at Activity D. Write the words under each picture.”
- Provide 10 minutes to complete the task. Monitor and help them if necessary.
- Now tell 2/3 ss from each group to read the words randomly. Ask others to listen and read.
- Praise them for their active participation.

### **Assessing learning**

- Now say to ss, “Look at Activity E. Circle ‘True’ or ‘False’ for the sentences given in Activity E.”
- Tell them to do the task individually.
- Now, ask 3/4 ss randomly to read their sentences aloud.
- Ask others to listen and match.
- Praise them who say ‘True’ or ‘False’ correctly and help them who can’t say properly.

### **Feedback**

- Help the students who still can’t understand the information properly.

**Summary of the session**

- Summarise the text and say ss, “We have learnt about the good habits.”

**Concluding the session**

- Say “See you later in the next class. Till then stay nice. Goodbye.”

**Lesson 1: Good habits**

Session	Class-wise attainable competencies
Session 79: F, G Page: 73,74	9.3 Using parts of speech correctly to identify/ refer to people, objects, actions.

**Teaching aids:** Picture of the activity D, Audio of the text in Activity-C.

**Session Procedures**

**Session Duration: 45 minutes**

**Teaching Learning Activity****Introduction**

- Exchange greetings saying “Good morning” with a smiling face.
- Ask ss, “How are you?” Encourage them to reply, “Fine, thank you.”
- Do something engaging to warm up the session.

**Review of the previous session**

- Ask ss, “What did we learn in the last class?” Encourage them to respond.

**Presentation of the session**

- Showing the picture of Activity-D ask ss, “Can you tell me the names of the pictures?” Encourage them to recall the words of Activity-D.
- Now, show them the poster of the pictures in Activity-F.
- Ask them to find the difference between the pictures from left column to right column.
- Say to ss, “Is there any differences between the pictures of these two columns?” Encourage them to answer.
- Then read the singular and plural words aloud 2-3 times.
- Now say to ss, “These are the nouns from the text. Here we learn the singular and plurals of the words.”
- Say, “To make plurals, we usually add s to the end of a word. For words ending in ch, sh, x or z add es. For words ending in y, change the y to I and add es.” [Describe the instruction in Bangla.]

### **Practice activities**

- Now, divide the ss into groups.
- Then say, “Open your book at page 73 and look at the pictures of Activity F.”
- Say to ss, “In groups read the singular and plural words in Activity F.”
- Provide 10 minutes to read the words. Monitor and help them if necessary.
- Now, divide ss into pairs and tell them to work in pairs.
- Tell ss, “S1 point on the picture and S2 say the words in singular and plural forms in pairs.”
- Provide 10 minutes to complete the task. Monitor and help them if necessary.
- Now tell 2/3 ss from each group to read the words randomly.
- Ask others to listen and read.
- Praise them for their active participation.

### **Assessing learning**

- Now say to ss, “Look at Activity-G.”
- Say to ss, “Write and say the plural forms for each word individually.”
- Say, “You have 5 minutes to write the plurals.”
- After 5 minutes ask 3 or 4 ss randomly to show their writing.
- Try to find out if anyone still cannot write the plural forms of the words and support them to recover.
- Praise them for their active participation.

### **Feedback**

- Help the students who still can't understand the information properly.

### **Summary of the session**

- Summarise the text and say to ss, “Today we have learnt to write singular and plural forms of words. Now we know when to use s and when to use es to make plurals”.

### **Concluding the session**

- Say “See you later in the next class. Till then stay nice. Goodbye.”

## Lesson 1: Good habits

Session	Class-wise attainable competencies
Session 80: H, I Page: 74, 75	5.1 Understanding simple texts for specific information.

**Teaching aids:** Pictures of Activity C and audio of the text

**Session Procedures**

**Session Duration: 45 minutes**

### Teaching Learning Activity

#### Introduction

- Exchange greetings saying “Good morning” with a smiling face.
- Ask ss, “How are you?” Encourage them to reply, “Fine, thank you.”
- Do something engaging ss to warm up the session.

#### Review of the previous session

- Ask ss, “What did we learn yesterday?” Encourage them to say, “Good habits.”
- Say to a student randomly, “Can you tell me some good habits you learnt?”

#### Presentation of the session

- Showing activity H, tell ss, “Open your book at page 74. Look at Activity H.”
- Now tell them, “Here we have 8 questions about ‘Nusair’s good habits.’”
- Read the questions and make those clear to ss.
- Then tell ss, “Today we are going to practise answering these questions from the text in Activity-C.”
- Explain the questions again if anyone does not understand them.

#### Practice activities

- Divide ss into pairs.
- Tell each pair, “Read the text of Activity C again. Find out the answers of the questions in the text.”
- Provide 10 minutes to read the text properly. Monitor and help them if necessary.
- After completing reading, invite a pair in front of the class.
- Tell them to ask and answer in pair following Activity H. [Help S1 to ask the questions and S2 to answer.] Change their roles in pair. Tell others to observe what they are doing.
- Now, tell other pairs to ask and answer in pair following Activity H. Monitor and help them if necessary.
- Provide 10 minutes to ask and answer properly.

<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Now, write the answer of the first question on the board and tell ss to follow the pattern to write their answers in their books.”</li> <li>• Tell ss, “Write the answers to the questions at Activity I in your book.”</li> <li>• Provide 10 minutes to complete their writing. Support them if necessary.</li> <li>• Ask ss randomly to show their books.</li> <li>• Praise them for their nice participations.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Help the students who can’t ask and answer properly. Encourage ss who can ask and answer properly.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What have we learnt today?” Help them to respond properly.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Say “See you later in the next class. Bye.”</li> </ul>

## Lesson 2: Steps of washing hands

Session	Class-wise attainable competencies
Session 81: A, B Page: 76	5.1 Understanding simple texts for specific information.

**Teaching aids:** Pictures of activity A & B, Sentence cards of steps 1-7

<b>Session Procedure</b>	<b>Session Duration: 45 minutes</b>
<b>Teaching Learning Activity</b>	
<b>Introduction</b>	
<ul style="list-style-type: none"> <li>• Exchange greetings saying “Good morning” with a smiling face.</li> <li>• Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”</li> </ul>	
<b>Review of the previous session</b>	
<ul style="list-style-type: none"> <li>• Ask ss “What did we learn in our last class?” [Encourage them to answer and support them if necessary.]</li> </ul>	
<b>Presentation of the session</b>	
<ul style="list-style-type: none"> <li>• Showing the pictures of Activity A, tell students, “Look at the first picture. What do you see here?” Encourage to answer ‘Water.’</li> </ul>	



- Then ask ss, “What is in the 2nd picture?” Encourage them to answer ‘Soap’.
- Now ask ss, “What’s in the next picture? Encourage them to answer ‘Tap’.
- Now ask ss, “What can you see in the next picture?” Encourage them to answer ‘Towel’.
- Based on their answers repeat the words ‘water, soap, tap, towel’ with ss.
- Now, tell ss “Today we are going learn the steps of washing our hands.”

### **Practice activities**

- Tell ss, “Open your book at page 76.”
- Now tell ss, “Look at Activity B.”
- Then tell ss, “I am reading aloud. Follow me from your book and read with me.”
- After reading explain the steps (1-7) using pictures or realia.
- Now ask 2 or 3 ss to say the steps of washing hands.
- Monitor and provide support to follow the steps of washing hands. [focusing the steps of washing hands in Activity B]
- Tell other ss to observe and follow.

### **Assessing learning**

- Divide students into groups.
- Provide the sentence cards of the steps without numbers (7 cards) to the groups and tell ss, “Arrange the steps of washing hands following Activity B.”
- After arranging, tell ss, “Demonstrate the steps in your groups.”
- Provide 10 minutes to do the task. Monitor and provide support if necessary.
- Ask 1 or 2 groups to present their work. Tell other ss to watch and match.

### **Feedback**

- Praise who could do. Help them who need support.

### **Summary of the session**

- Finally, explain the steps of washing hands to ss.

### **Concluding the session**

- Conclude today’s session saying, “Goodbye, see you in the next class.”

## Lesson 2: Steps of washing hands

Session	Class-wise attainable competencies
Session 82: C, D Page: 77	5.1 Understanding simple texts for specific information.

**Teaching aids:** Pictures of activity B, Sentence cards

**Session Procedure**

**Session Duration: 45 minutes**

### Teaching Learning Activity

#### Introduction

- Exchange greetings saying “Good morning” with a smiling face.
- Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”

#### Review of the previous session

- Ask ss “What did we learn from our last class?” [Encourage them to answer and support them if necessary.]

#### Presentation of the session

- Showing the pictures of Activity B according to the steps, ask ss, “What is happening in the picture?” (Don’t show the statements)
- Pick the answers and explain the steps with ss.
- Demonstrate the steps of washing hands to ss if necessary.
- Now, tell ss “Today we are going to learn more about the steps of washing hands.”

#### Practice activities

- Tell ss, “Open your book at page 77.”
- Now tell ss, “Look at Activity C.”
- Then tell ss, “Look at steps of washing hands. Put the steps in order. Number them from 1-6.” [Explain the instruction in Bangla if necessary.]
- Now, divide the ss into groups.
- Tell ss to arrange the steps in order and number them 1-6.
- Provide them 10 minutes to do the task. Monitor and help them if needed.
- Now ask 1 or 2 ss to show the steps of washing hands focusing the steps in Activity A. Tell other ss to observe and match.
- Praise who could do well and help ss who need support.

<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Tell ss to work in same groups.</li> <li>• Now tell ss, “Look at Activity D.”</li> <li>• Read and explain the words to ss.</li> <li>• Then tell ss, “Complete the sentences. Use the right words from the box.”</li> <li>• Provide 10 minutes to do the task. Monitor and provide support if necessary.</li> <li>• Ask 1 or 2 groups to present their work. Tell other ss to watch and match.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Praise who could do. Help them who need support.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Finally, explain the steps of washing hands to ss.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Conclude today’s session with a happy face saying, “Goodbye, see you in the next class.”</li> </ul>

## Lesson 2: Steps of washing hands

Session	Class-wise attainable competencies
Session 83: E, F Page: 78	5.1 Understanding simple texts for specific information.

**Teaching aids:** Pictures of activity B, poster paper

**Session Procedure**

**Session Duration: 45 minutes**

### Teaching Learning Activity

#### Introduction

- Exchange greetings saying “Good morning” with a smiling face.
- Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”

#### Review previous session

- Ask ss “What did we learn from our last class?” [Encourage them to answer and support them if necessary.]

**Presentation of the session**

- Showing the pictures of Activity B according to the steps, ask ss, “Who can show us the steps of washing hands?”
- Invite one student to the front and ask him/her to demonstrate the steps of washing hands.
- Now, tell ss “Today we are going to learn more about the steps of washing hands.”

**Practice activities**

- Tell ss, “Open your book at page 78.”
- Now ask ss, “What does washing hands do?” Encourage them to answer ‘Helps to be healthy’ either in Bangla or in English.
- Now ask ss, “What other things can you do to be healthy?” Encourage them to give responses either in Bangla or in English.
- Now, divide the ss into groups.
- In groups, tell ss, “Find and discuss one thing that you can you do to be healthy.”
- Now, provide poster papers and tell ss, “Draw a picture of it and write about the activity. Use the sample given in Activity-E.”
- Provide them 15 minutes to do the task. Monitor and help them if needed.
- Now ask 1 or 2 groups to show their posters. Tell others to observe.
- Praise who could do well and help ss who need support.

**Assessing learning**

- Tell ss to work in same groups.
- Tell ss, “Wash your hands in the wash block. Follow the steps given in Activity B.”
- Provide 15 minutes for doing the task. Monitor and provide support if necessary.
- Praise who could do well and help ss who need support.

**Feedback**

- Praise who could do. Help them who need support.

**Summary of the session**

- Finally, explain the steps of washing hands to ss.

**Concluding the session**

- Conclude today's session saying, “Goodbye, see you in the next class.”

## Lesson 3: When to wash your hands

Session	Class-wise attainable competencies
Session 84: A, B Page: 79, 80	5.1 Understanding simple texts for specific information.

**Teaching aids:** Pictures of activity A & B

**Session Procedure**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying “Good morning” with a smiling face.</li> <li>• Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss “What did we learn in our last class?” [Encourage them to answer and support them if necessary.]</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Showing the pictures of Activity A, tell ss, “Look at the first picture. What do you see here?” Encourage them to answer.</li> <li>• Based on ss answers, say the focused word phrase ‘using a toilet.’</li> <li>• Follow the same procedure for the remaining pictures. Repeat the word phrases.</li> <li>• Tell ss, “Open your book at page 79 and look at Activity A.”</li> <li>• Then tell ss, “Look at the pictures. Match them with the phrases.”</li> <li>• Provide 5 minutes to do the task.</li> <li>• Now, tell ss “Today we are going to learn about when to wash our hands.”</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Tell ss, “Go to page 80.”</li> <li>• Now tell ss, “Look at Activity B.”</li> <li>• Then tell ss, “Washing hands is a good habit.”</li> <li>• Now ask ss, “Do you know when to wash your hands?” Encourage them to answer.</li> <li>• Read and explain the sentences given in the box in Activity B.</li> <li>• Now divide students into groups.</li> </ul>

<ul style="list-style-type: none"> <li>• Tell ss, “Read the sentences in groups by turns.”</li> <li>• Provide 10 minutes to do read the sentences. Monitors and provides support.</li> <li>• Now ask 2 or 3 ss to read. Tell other ss to observe and match.</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Now, write the sentences on the board. And tell ss, “Write True or False for the sentences in your khata.” <ul style="list-style-type: none"> <li>a. We wash our hands before eating.</li> <li>b. Wash your hands before using toilet.</li> <li>c. Wash hands before sneezing.</li> <li>d. Wash hands before touching the wound.</li> <li>e. Wash hands before touching the garbage.</li> </ul> </li> <li>• Provide 10 minutes to do the task. Monitor and provide support if necessary.</li> <li>• Ask 3 or 4 ss to read their sentences. Tell other ss to listen and match.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Praise who could do. Help them who need support.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Finally, explain when to wash our hands.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Conclude today’s session saying, “Goodbye, see you in the next class.”</li> </ul>

### Lesson 3: When to wash your hands

Session	Class-wise attainable competencies
Session 85: C, D Page: 81	5.1 Understanding simple texts for specific information

**Teaching aids:** Pictures of activity A & B, Sentence cards

**Session Procedure**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying “Good morning dear students” with a smiling face.</li> <li>• Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”</li> </ul>

<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss “What did we learn in our last class?” [Encourage them to answer and support them if necessary.]</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Ask ss to open the book at page 81.</li> <li>• Ask them to look at Activity C.</li> <li>• Now tell ss, “Read the text in Activity B. List the activities in ‘before’ and ‘after’ column about washing hands. Use the ‘Washing hands’ table from Activity C.”</li> <li>• Explain the instruction with an example.</li> <li>• Provide 10 minutes for doing the task. Monitor and provide support if needed.</li> <li>• Ask 2 or 3 ss to present their work.</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Divide the ss into pairs.</li> <li>• Now tell each pair to look at Activity D.</li> <li>• Now ask ss to write the sentences after each picture following the first one.</li> <li>• Provide 10 minutes to write the sentences. Monitor and provide support.</li> <li>• Now ask 2 or 3 ss to read their sentences. Tell other ss to listen and match.</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Now, ask ss to make a list of activities for washing hands focusing on before and after.</li> <li>• Provide 10 minutes to do the task. Monitor and provide support if necessary.</li> <li>• Ask 3 or 4 ss to read their sentences. Tell other ss to listen and match.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Praise who could do. Help them who need support.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Finally, explain when to wash our hands.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Conclude today’s session saying, “Goodbye, see you in the next class.”</li> </ul>

## Lesson 3: When to wash your hands

Session	Class-wise attainable competencies
Session 86: E, F Page: 82	5.1 Understanding simple texts for specific information.

**Teaching aids:** Pictures of Activity B & D

**Session Procedure**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying “Good morning” with a smiling face.</li> <li>• Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss “What did we learn in our last class?” [Encourage them to answer and support them if necessary.]</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Ask ss to open the book at page 82.</li> <li>• Now tell ss, “Look at Activity E.”</li> <li>• Explain the questions 1-3. [Use Bangla if necessary.]</li> <li>• Ask ss, “Read the text from Activity B. Write the answer the questions in your notebook.”</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Divide the ss into pairs.</li> <li>• Now tell each pair to ask and answer the questions from Activity E. S1 asks questions and S2 answers. Change the turns.</li> <li>• Provide 10 minutes to write the sentences. Monitor and provide support.</li> <li>• Now ask 2 or 3 ss to read their sentences. Tell other ss to listen and match.</li> <li>• Now tell ss, “Look at Activity F.”</li> <li>• Now Ask ss, “Use the clues from Activity F to write how do we wash our hands properly.”</li> <li>• Provide 10 minutes to do the task. Monitor and provide support if necessary.</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Now, ask ss to make a list of advice how to wash our hands properly.</li> <li>• Provide 10 minutes to do the task. Monitor and provide support if necessary.</li> <li>• Ask 3 or 4 ss to read their sentences.</li> </ul>



<ul style="list-style-type: none"> <li>Tell other ss to listen and match.</li> </ul>
<b>Feedback</b> <ul style="list-style-type: none"> <li>Praise who could do. Help them who need support.</li> </ul>
<b>Summary of the session</b> <ul style="list-style-type: none"> <li>Finally, explain the advice to wash our hands properly.</li> </ul>
<b>Concluding the session</b> <ul style="list-style-type: none"> <li>Conclude today’s session saying, “Goodbye, see you in the next class.”</li> </ul>

Assess students using the following relevant performance indicators at the end of each session of **Unit-6** and keep record.

Class-wise Attainable Competency	Performance Indicators	Performance Level		
		Good	Very Good	Excellent
5.1 Understanding simple texts for specific information	02.03.14.01 Come up with specific information from simple texts	Come up with specific information from simple texts with assistance	Come up with the specific information from simple texts independently	Come up with the specific information properly and independently by reading simple text
8.1 Recognising and using a range of words in day-to-day communication	02.03.18.01 Use a range of words in day-to-day communication properly	Use familiar words in limited day-to-day communication	Use a range of words in day-to-day communication	Use a range of words in day-to-day communication properly
9.3 Using parts of speech (noun, pronoun, verb) correctly to identify/ refer to people, objects, actions	02.03.21.01 Use noun, pronoun and verb in simple sentences correctly	Use noun, pronoun and verb in simple sentences with assistance	Use noun, pronoun and verb in simple sentences independently	Use noun, pronoun and verb in simple sentences independently and correctly

## Unit: 7

### Save Our Planet

<b>Total lessons: 4</b>	<b>Total sessions: 10</b>	<b>Each session duration: 45 minutes</b>
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Lesson	Session
Lesson 1	S87: A, B, C
	S88: D, E
	S89: F, G
Lesson 2	S90: A, B
	S91: C, D, E
Lesson 3	S92: A, B
	S93: C, D
	S94: E
Lesson 4	S95: A, B
	S96: C, D

# Unit: 7

## Save Our Planet

### Lesson 1: Water Pollution

Session	Class-wise Attainable Competencies
Session 87: A, B, C Page: 83, 84	4.2 Reading aloud simple sentences with proper stress, intonation and punctuation.

**Teaching aids:** Pictures of the activities at A, B, C and audio/video clip/QR code

**Session Procedures**

**Session Duration: 45 minutes**

#### Teaching Learning Activity

##### Introduction

- Exchange greetings saying “Good morning” with a smiling face.
- Ask ss “How are you?” Encourage them to reply, “Fine , thank you.”
- Do something engaging ss to warm up the session.

##### Review of the previous session

- Ask ss the names of some of the good habits they have learnt.
- Ask the ss the steps of washing hands.

##### Presentation of the session

- Showing the picture of the activity A ask ss, “What do you see in the picture?”
- What are they doing in the picture? Encourage them to answer.
- Now ask ss to guess what the boy says to the man. Help them to answer using the bubble.
- Then again ask ss showing the pictures of activity B to describe the objects and activities.
- Based on their answers, describe the picture focusing the given words in the text.
- Now, pointing to the pictures, say the words aloud. Ask ss to repeat after you.
- Then, pointing to the words, do the same thing. Ask ss to repeat.
- Now tell the title of the session ‘Water pollution’. Then write it on the board
- Now tell ss, “I am reading the text of Activity C aloud. Listen and follow me in your book.” [Play an audio/video/QR of the text if possible.]
- Then tell them to read with you.

<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Divide ss into groups.</li> <li>• Ask each group to read the text of page 84, Activity C. Monitor and provide support when necessary.</li> <li>• Ask 2/3 students to read the text aloud. Ask others to follow</li> <li>• Now divide the ss into pairs. Ask ss to read the text in pairs.</li> <li>• Invite a pair in front of the class. Tell them to act out the dialogue of the text in pair. [Help one ss to say the dialogue of Kaniz and another ss to say the dialigue of Shihab.]</li> <li>• Finally, showing the Title of Activity C ask ss, “What do you understand by water pollution?”</li> <li>• Based on their answers describe the main idea of the topic.</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Ask 2 or 3 ss to read the text of page 84 aloud.</li> <li>• Then ask ss the following questions.</li> <li>• Why we shouldn’t throw waste into river?”</li> <li>• “How can we keep water clean?” Help ss to answer properly if necessary.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Help the students who can’t read properly. Praise ss who can pronounce the words correctly.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What have we learnt today?” Help them to respond properly.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Say “See you later in the next class. Bye.”</li> </ul>

## Lesson 1: Water Pollution

Session	Class-wise Attainable Competencies
Session 88: D, E Page: 85	5.1 Understanding simple texts for specific information.

**Teaching aids:** Pictures of the activities at A, B and audio/video clip/QR code

**Session Procedures** **Session Duration: 45 minutes**

<b>Teaching Learning Activity</b>
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying, “Good morning” with a smiling face.</li> <li>• Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Showing the picture of Activity A tell S1 randomly, “Say the two ways of water pollution.”</li> <li>• Tell again S2, “Say the two ways of stopping water pollution.” Help them to answer properly.</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Showing ss the True/False questions from the Activity D, tell them, “Read the sentences first.”</li> <li>• Then ask ss to read the text of Activity C. Now say to find out whether the statements are ‘True’ or ‘False’.</li> <li>• Tell them to circle ‘True’ or ‘False’ from Activity D</li> <li>• Provide 5 minutes to circle properly. Monitor and help them if necessary.</li> <li>• Now tell S1 to read the sentences as ‘True’ or ‘False’. Tell others to match with him/her. Based on their answers help them to find out the correct answers from Activity C.</li> <li>• Tell them, “Write the false sentences in their exercise book serially.”</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Now, invite a student with exercise book to come to the front of the class.</li> <li>• Tell her/him, “Read the false sentences from your exercise book.”</li> <li>• Tell others, “Say aloud the correct sentences using the text of Activity C.”</li> <li>• Monitor and help them if necessary.</li> <li>• Provide 5 minutes to correct the false sentences properly.</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Ask S1 randomly, “How can we keep rivers clean?” Help S1 to answer properly (if necessary).</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Help the students who can’t ask and answer properly. Praise ss who can ask and answer properly.</li> </ul>

**Summary of the session**

- Ask ss, “What have we learnt today?” Help them to respond properly.

**Concluding the session**

- Say “See you later in the next class. Bye.”

## Lesson 1: Water Pollution

Session	Class-wise Attainable Competencies
Session 89: F, G Page: 85	5.1 Understanding simple texts for specific information.

**Teaching aids:** Pictures of the activities at A

**Session Procedures**

**Session Duration: 45 minutes**

**Teaching Learning Activity**

**Introduction**

- Exchange greetings saying, “Good morning” with a smiling face.
- Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”

**Review of the previous session**

- Showing the picture of Activity A tell S1 randomly, “Say the two ways of water pollution.”
- Tell again S2, “Say the two ways of stopping water pollution.” Help them to answer properly.

**Presentation of the session**

- Showing ss the questions in the Activity F, explain ss the questions from a to f.
- Divide ss into pairs. Tell them, “S1 will ask and S2 will answer to the questions in pairs.”
- Tell each pair, “Read the text of Activity C again and find out the answers of the questions.” Provide 5 minutes to read the text properly. Monitor and help them if necessary.
- Invite a pair in front of the class. Tell them to ask and answer in pair following Activity C. [Help S1 to ask the questions and S2 to answer.] Change their roles in pair. Tell others to observe what they are doing.
- Tell other pairs to ask and answer in pair following Activity C. Monitor and help them if necessary. Provide 5 minutes to ask and answer properly.

<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>Based on their answers help them to find out the correct answers from the text of Activity C.</li> <li>Next, tell them, “Write the answers to the questions in their exercise book serially.” [Provide 5 minutes to write the answers properly.]</li> <li>Now tell S1, “Say aloud the answers to the questions. Tell others to match with him/her. [Monitor and help them if necessary.]</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>Ask S1 randomly, “How can we keep rivers clean?” Help S1 to answer properly (if necessary).</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>Help the students who can’t ask and answer properly. Praise ss who can ask and answer properly.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>Ask ss, “What have we learnt today?” Help them to respond properly.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>Say “See you later in the next class. Bye.”</li> </ul>

## Lesson 2: Uses of water

Session	Class-wise Attainable Competencies
Session 90: A, B  Page: 86	4.2 Reading aloud simple sentences with proper stress, intonation and punctuation.  8.1 Recognising and using a range of words in day-to-day communication.

**Teaching aids:** Pictures of the activities at A, B and audio/video clip/QR code

**Session Procedures**

**Session Duration: 45 minutes**

### Teaching Learning Activity

#### Introduction

- Exchange greetings saying, “Good morning” with a smiling face.
- Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”

### **Review of the previous session**

- Ask ss the ways to prevent water pollution.
- Ask them the process to differentiate true or false from the given questions in Activity D. Help them if necessary.

### **Presentation of the session**

- Showing the pictures of the activity A ask ss, “What do you see in the pictures? What is needed to do the activity?”
- Based on their answers, (focus on the uses of water) tell, “Today we are going to learn about the uses of water.”
- Next, write the title of lesson ‘Uses of water’ on the board.
- Showing the title of lesson ask ss, “What do you understand by the uses of water?”
- Based on their answers explain them how water is essential for both human and plant life.

### **Practice activities**

- Tell them, “Open your book at page 86.”
- Say to them, “I am reading aloud. Listen to me and follow.”
- Help them to repeat the text given in Activity B after you 2 or 3 times.
- Now divide them into groups. Tell one group, “Find out plant life from the pictures.”
- Tell another group, “Find out human life from the pictures.” Now tell them that anything has life needs water to live.
- Make chain with ss and tell them, “Read the sentences in the text of Activity B aloud. Help ss to pronounce all the words with perfect intonation and stress.
- Help ss to understand the meaning of the words like human, animal, plant, tree, clean, source, dangerous, ocean and all other familiar words in the Activity B.
- Make ss understand how we can use these words in everyday life.
- Help ss to understand the meaning of words and sentences. [Use Bangla if necessary.]
- Invite a student randomly to read the dialogues of Activity B.

### **Assessing learning**

- Ask ss who and what needs water to live as shown in the pictures of Activity A.
- Show them a few words from Activity B and ask them to read aloud. [The whole class will do the same.] Help him/her reply if necessary.



<b>Feedback</b>
<ul style="list-style-type: none"> <li>• Help the students who can't read and answer properly.</li> </ul>
<b>Summary of the session</b>
<ul style="list-style-type: none"> <li>• Ask ss, "What have we learnt today?" Help them to respond properly.</li> </ul>
<b>Concluding the session</b>
<ul style="list-style-type: none"> <li>• Say "See you in the next class. Bye!"</li> </ul>

## Lesson 2: Uses of water

Session	Class-wise Attainable Competencies
Session 91: C, D, E Page: 87	5.1 Understanding simple texts for specific information.

<b>Teaching aids:</b> Pictures of Activity A	
<b>Session Procedures</b>	<b>Session Duration: 45 minutes</b>
<b>Teaching Learning Activity</b>	
<b>Introduction</b>	
<ul style="list-style-type: none"> <li>• Exchange greetings saying, "Good morning" with a smiling face.</li> <li>• Ask ss "How are you?" Encourage them to reply, "Fine, thank you."</li> </ul>	
<b>Review of prior knowledge</b>	
<ul style="list-style-type: none"> <li>• Ask ss to check the pictures in Activity A and say in which activities we need water. Help them if necessary.</li> </ul>	
<b>Presentation of the session</b>	
<ul style="list-style-type: none"> <li>• Showing the Activity C, tell ss, "Read the questions and also the given clues in the boxes above. Help them to understand the question type if necessary.</li> <li>• Then tell ss, "Read the text in Activity B."</li> <li>• Next, tell them again, "Complete the sentences with the right words."</li> <li>• Then read the questions in D. Help them to understand how to get information from the text in B.</li> <li>• Then inform them that they will write these information in their exercise books in Activity E.</li> </ul>	
<b>Practice activities</b>	
<ul style="list-style-type: none"> <li>• Showing ss the questions in the Activity D, explain ss the questions from a to e.</li> <li>• Divide ss into pairs. Tell them, "S1 will ask and S2 will answer to the questions in pair."</li> </ul>	

<ul style="list-style-type: none"> <li>• Tell them , “Read the text of Activity B again and find out the answers of the questions.” Provide 5 minutes to read the text properly. Monitor and help them if necessary.</li> <li>• Invite a pair in front of the class. Tell them to ask and answer in pair following Activity B. [Help S1 to ask the questions and S2 to answer.] Change their roles in pair. Tell others to observe what they are doing.</li> <li>• Tell other pairs to ask and answer in pair following Activity B. Monitor and help them if necessary. Provide 5 minutes to ask and answer properly.</li> <li>• Next, tell them, “Write the answers to the questions in their exercise book serially.” [Provide 7-10 minutes to write the answers properly.]</li> <li>• Now tell S1, “Say the answers to the questions aloud. Tell others to match with him/her. [Monitor and help them if necessary.]</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Ask ss the meaning of the words given in the box in Activity C.</li> <li>• Ask a student randomly, “Tell the sources of water.”</li> <li>• Help him/her reply if necessary.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Help the students who can’t ask and answer properly. Praise ss who can ask and answer properly.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What have we learnt today?” Help them to respond properly.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Say “See you later in the next class. Bye.”</li> </ul>

### Lesson 3: Saving water

Session	Class-wise Attainable Competencies
Session 92: A, B Page: 88, 89	5.1 Understanding simple texts for specific information.

**Teaching aids:** Pictures of Activity A and audio/video clip/QR code

**Session Procedures**

**Session Duration: 45 minutes**

<b>Teaching Learning Activity</b>
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying, “Good morning” with a smiling face.</li> <li>• Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss to say three sources of water.</li> <li>• Ask ss three ways of uses of water.</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Tell ss, “Look at the pictures given in Activity A attentively and try to understand the actions serially.”</li> <li>• Tell ss, “I am reading aloud. Follow me from your book.”</li> <li>• Tell again, “Now read with me.”</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Now showing Activity B tell them, “Today we are going to do these activities.”</li> <li>• Then ask ss to read the questions of Activity B. Help them understand how to find out the best answer for the questions given in Activity B from the text in Activity A.</li> <li>• Divide them into pairs.</li> <li>• Tell them, “Discuss the actions of the pictures in Activity A in pairs. Share with each other how to save water when you wash face and take bath at home.” [Assign 5-6 minutes for this action. Speak in Bangla if necessary.]</li> <li>• Tell them, “In pair, S1 will tell the question from Activity B and S2 is to choose the best answer from the given three clues in the question. [Help ss to find out the right answer from the text of Activity A. If necessary tell ss to read the text again.]</li> <li>• Now tell them, “Tick the best answer (individually).”</li> <li>• Provide 5-7 minutes for doing the task. Monitor and help them where necessary.</li> <li>• Now tell one or two students randomly, “Say aloud the answers to the questions. Tell others to match with him/her. [Monitor and help them if necessary.]</li> <li>• Praise them who write correctly and help them who can’t find out the best one from the given options.</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Put the pictures on the table randomly. Ask ss to complete the action of washing and taking bath by keeping the pictures in order. Help him/her reply if required.</li> </ul>
<p><b>Feedback:</b></p> <ul style="list-style-type: none"> <li>• Help the students who can’t find out the best one from the given options.</li> </ul>

**Summary of the session**

- Ask ss, “What have we learnt today?” Help them to respond properly.

**Concluding the session**

- Say “See you later in the next class. Bye!”

## Lesson 3: Saving water

Session	Class-wise Attainable Competencies
Session 93: C, D Page: 89, 90	5.1 Understanding simple texts for specific information.

**Teaching aids:** Pictures of Activity A and audio/video clip/QR code

**Session Procedures**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying, “Good morning” with a smiling face.</li> <li>• Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss to say three sources of water.</li> <li>• Ask ss to say three steps of saving water from Activity B.</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Tell ss, “Read the text in Activity A.”</li> <li>• Tell ss, “Look at the pictures given in Activity A attentively and understand the actions serially.</li> <li>• Now showing Activity C and D tell them, “Today we are going to do these activities.”</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Showing ss the questions in the Activity C, explain ss the questions from a to e.</li> <li>• Tell them, “S1 will ask and S2 will answer to the questions in pair.”</li> <li>• Divide ss into pairs.</li> <li>• Tell each pair, “Read the text in Activity A again and find out the answers of the questions.” Provide 5 minutes to read the text properly. Monitor and help them if necessary.</li> </ul>

<ul style="list-style-type: none"> <li>• Invite a pair in front of the class. Tell them to ask and answer in pair following Activity C. Change their roles in pair. Tell others to observe what they are doing.</li> <li>• Tell other pairs to ask and answer in pair following Activity C. Monitor and help them if necessary. Provide 5 minutes to ask and answer properly.</li> <li>• Next, tell them, “Write the answers to the questions in their exercise books serially.” [Provide 7-10 minutes to write the answers properly.]</li> <li>• Now tell S1, “Say the answers to the questions aloud. Tell others to match with him/her. [Monitor and help them if necessary.]</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Showing the pictures of Activity A, tell them, “Find out the pictures from 1 to 6 which focus to save water.” Help him/her reply if necessary.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Help the students who can’t find out the pictures focusing on saving water.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What have we learnt today?” Help them to respond properly.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Say “See you in the next class. Bye!”</li> </ul>

### Lesson 3: Saving water

Session	Class-wise Attainable Competencies
Session 94: E Page: 90	5.1 Understanding simple texts for specific information.

**Teaching aids:** Pictures of Activity A and audio/video clip/QR code

**Session Procedures**

**Session Duration: 45 minutes**

#### Teaching Learning Activity

##### Introduction

- Exchange greetings saying, “Good morning” with a smiling face.
- Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”

##### Review of the previous session

- Showing the pictures of Activity A, tell them, “Find out the pictures which are focusing on saving water.” Help him/her reply if necessary.

### **Presentation of the session**

- Tell ss, “Read the text in Activity A.”
- Tell ss, “Look at the pictures given in Activity A carefully and understand the actions serially.
- Now showing Activity E tell them, “Today we are going to write about saving water.”

### **Practice activities**

- Showing ss the questions in the Activity E, explain ss the questions from a to d.
- Divide ss into pairs. Tell each pair, “Read the text in Activity A again and find out the answers of the questions.” Provide 5 minutes to read the text properly. Monitor and help them if necessary.
- Invite a pair in front of the class. Tell them to ask and answer in pair following Activity A. [Help S1 to ask the questions and S2 to answer.] Change their roles in pair. Tell others to observe what they are doing.
- Tell other pairs to ask and answer in pair following Activity E. Monitor and help them if necessary. Provide 5 minutes to ask and answer properly.
- Next, tell them, “Write the answers to the questions in their textbook/exercise books serially.” [Provide 7-10 minutes to write the answers properly.]
- Now tell S1, “Say the answers to the questions aloud. Tell others to match with him/her. [Monitor and help them if necessary.]

### **Assessing learning**

- Showing the pictures of Activity A, tell them, “Find out the pictures which are focusing on saving water.”
- Now, ask ss “How can she/he save water along with their family members following the questions in Activity E?” [Speak in Bangla if necessary.]
- Help him/her to reply if necessary.

### **Feedback**

- Help the students who can't find out the message from the pictures.

### **Summary of the session**

- Ask ss, “What have we learnt today?” Help them to respond properly.

### **Concluding the session**

- Say “See you later in the next class. Bye!”

## Lesson 4: Rhyme: Sing a rainbow

Session	Class-wise Attainable Competencies
Session 95: A, B Page: 91	2.1 Listening to and comprehending rhymes, cartoons and digital contents in English for enjoyment

**Teaching aids:** Pictures of Activity B and audio/video clip/QR code

**Session Procedures**

**Session Duration: 45 minutes**

### Teaching Learning Activity

#### Introduction

- Exchange greetings saying, “Good morning” with a smiling face.
- Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”

#### Review of the previous session

- Showing the Activity E at page 90, ask a student randomly, “When do you use water at home?” Help him/her reply if necessary.

#### Presentation of the session

- Tell them, “Look at the picture of rainbow at page 91.”
- Tell them, “In pairs, discuss how many colours are there in a rainbow.” [Say Bangla if necessary.]
- Point to the different colours of the picture and help them to say the names of colours properly.
- Say to ss, “Today we are going to recite the rhyme ‘Sing a Rainbow’.”
- Then recite the rhyme or use audio or QR code.
- Now, say to ss to repeat the rhyme after you.

#### Practice activities

- Divide the ss into groups. Ask them to recite the rhyme (Activity B) in groups.
- Now, ask ss, “Say the rhyme with Total Physical Response (TPR).” [Help if necessary].
- Invite one student randomly in front of the class. Tell them, “Recite the rhyme with action.” [Support them to recite with gestures properly.]
- Ask the whole class to practise individually when the teacher says, “Start”.
- Divide them into pairs.

<ul style="list-style-type: none"> <li>• Tell one student to recite the rhyme and another to underline the name of each colour while listening. [Help them to underline the name of each colour properly.]</li> <li>• Tell other pairs to observe their activity how a student recites and how another underlines the name of each colour while listening.</li> <li>• Tell them, “In pair, listen to the rhyme. Underline the name of each colour when you listen to it.”</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Tell 2 or 3 students randomly, “Say the names of colours in a rainbow.” [Help them say the name of each colour.]</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Help the students who can’t recite properly.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What have we learnt today?” Help them to respond properly.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Say, “See you later in the next class. Bye.”</li> </ul>

## Lesson 4: Rhyme: Sing a rainbow

Session	Class-wise Attainable Competencies
Session 96: C, D Page: 92	6.1 Reading and comprehending rhymes, cartoons and digital contents in English for enjoyment.

<b>Teaching aids:</b> Pictures of Activity A and audio/video clip/QR code	
<b>Session Procedures</b>	<b>Session Duration: 45 minutes</b>
<b>Teaching Learning Activity</b>	
<b>Introduction</b>	
<ul style="list-style-type: none"> <li>• Exchange greetings saying, “Good morning” with a smiling face.</li> <li>• Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”</li> </ul>	
<b>Review of the previous session</b>	
<ul style="list-style-type: none"> <li>• Tell 2 or 3 students randomly, “Say the names of colours in a rainbow.” [Help them say the name of each colour.]</li> </ul>	



**Presentation of the session**

- Showing the pictures from Activity B at page 92. Ask ss “What can you see in the pictures? How many colours are there in the picture?”
- Say ss “Today we are going to recite a rhyme about “Sing a Rainbow”
- Tell them, “Listen to the rhyme and observe carefully how I recite.” [Recite the rhyme with proper gesture. Play the audio/video clip of the rhyme if available.]
- Tell ss, “Follow and repeat.” Let them do it (twice at least) in chorus with appropriate gesture.

**Practice activities**

- Divide them into groups. Tell one student of the group to read aloud the rhyme first individually then in chorus.
- Monitor and help groups if necessary.
- Now, tell them, “Write the name of each colour of a rainbow in your exercise book.”
- Tell them, “Draw a rainbow using all the colours mentioned in the rhyme.”
- Tell them, “Hang your drawn rainbow on the wall.”

**Assessing learning**

- Tell 2 or 3 students randomly, “Say the names of colours in a rainbow.” [Help them say the name of each colour.]

**Feedback**

- Help the students who can’t recite properly.

**Summary of the session**

- Ask ss, “What have we learnt today?” Help them to respond properly.

**Concluding the session**

- Say, “See you in the next class. Bye!”

Assess students using the following relevant performance indicators at the end of each session of **Unit-7** and keep record.

Class-wise Attainable Competency	Performance Indicators	Performance Level		
		Good	Very Good	Excellent
2.1 Listening to and comprehending rhymes, cartoons and digital contents in English for enjoyment	02.03.06.01 Respond to rhymes, cartoons and digital contents with joy	Respond to rhymes, cartoons and digital contents	Respond to rhymes, cartoons and digital contents with joy	Respond to rhymes, cartoons and digital contents with TPR
	02.03.06.02 Obtain specific information through listening rhymes, cartoons and digital contents.	Obtain information through listening rhymes, cartoons and digital contents with assistance	Obtain specific information through listening rhymes, cartoons and digital contents independently	Obtain specific information through rhymes, cartoons and digital contents properly and independently
4.2 Reading aloud simple sentences with proper stress, intonation and punctuation	02.03.13.01 Read aloud simple sentences with proper stress, intonation and punctuation	Read aloud simple sentences with limited use of stress, intonation and punctuation	Read aloud simple sentences using stress intonation and punctuation with assistance	Read aloud simple sentences with proper stress, intonation and punctuation independently
5.1 Understanding simple texts for specific information	02.03.14.01 Come up with specific information from simple texts	Come up with specific information from simple texts with assistance	Come up with the specific information from simple texts independently	Come up with the specific information properly and independently by reading simple text

6.1 Reading and comprehending rhymes, cartoons and digital contents in English for enjoyment	02.03.15.01 Read/describe rhymes, cartoons and digital contents	Read/describe rhymes, cartoons and digital contents through question-answer	Read/describe rhymes, cartoons and digital contents independently	Read/describe rhymes, cartoons and digital contents fluently
8.1 Recognising and using a range of words in day-to-day communication	02.03.18.01 Use a range of words in day-to-day communication properly	Use familiar words in limited day-to-day communication	Use a range of words in day-to-day communication	Use a range of words in day-to-day communication properly

## Unit: 8

### Facts and Fables

<b>Total lessons: 4</b>	<b>Total sessions: 12</b>	<b>Each session duration: 45 minutes</b>
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<b>Lesson</b>	<b>Session</b>
Lesson 1	S97: A, B
	S98: C, D
	S99: E, F
	S100: G, H, I
Lesson 2	S101: A
	S102: B, C
	S103: D, E
	S104: F, G
Lesson 3	S105: A, B
	S106: C, D
	S107: E, F
	S108: G, H, I

## Unit: 8

### Facts and Fables

#### Lesson 1: The ant and the grasshopper

Session	Class-wise attainable competencies
Session 97: A, B Page: 93, 94	5.1 Demonstrating of understanding familiar words and simple sentences for specific information

**Teaching aids:** Pictures of Activity A and audio/video clip/QR code

**Session Procedures**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying “Good morning” with a smiling face.</li> <li>• Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What have we learnt from our last class?”. Encourage them to answer.</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Divide ss into groups. Tell ss “Open your book at page 93”. Show the picture given in Activity A. Ask them, “What do you see in the picture?”</li> <li>• Elicit the answers from ss. Encourage them to say, “The ant and the grasshopper.”</li> <li>• Now tell ss, “Today we are going to read a story ‘The ant and the grasshopper’.” Then write the title on the board.</li> <li>• Showing the picture at page 94 ask ss “What do you see there?” Elicit answers from ss.</li> <li>• Before showing Picture 2 at page 94, ask ss “What will happen in the next picture?” [Follow the same process to introduce Picture 2-4.]</li> <li>• Based on students’ answers, describe each picture following the text given with the picture.</li> <li>• Then tell the story in brief to the students.</li> </ul>

<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Divide ss into groups. Ask each group, “Discuss about the pictures.”</li> <li>• Encourage each student in the group to participate in the discussion.</li> <li>• Monitor group work and support ss to talk in English if necessary.</li> <li>• Now, invite 2/3 ss to say the story. Tell others to listen. Help them if necessary.</li> <li>• Finally tell the groups to read the story. Monitor their reading and help them if necessary.</li> <li>• Provide 10 minutes for reading.</li> <li>• Now tell 2/3 ss to read the story for the class. Ask others to listen and follow the story from their book.</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Put the pictures on the table in a random order. Ask ss to make the story by ordering the pictures in a sequence. Ask them to work in the same groups.</li> <li>• Ask one group to present the work. Tell other groups to match their work.</li> <li>• Then, the teacher shows the pictures one after one and asks students randomly to read the text under the pictures from their books.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Praise them who could do. Help them who need support.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Now, summarise today’s lesson. Ask ss randomly, ‘What have we learnt today?’ [Speak in Bangla if necessary] Tell the story again in brief if necessary.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Conclude today’s session by saying, “Goodbye, my dear students. See you in the next class.”</li> </ul>

## Lesson 1: The ant and the grasshopper

Session	Class-wise attainable competencies
Session 98: C, D Page: 95, 96	5.1 Demonstrating of understanding familiar words and simple sentences for specific information

**Teaching aids:** Pictures of Activity A and audio/video clip/QR code

**Session Procedures****Session Duration: 45 minutes**

<b>Teaching Learning Activity</b>
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying “good morning” with a smiling face.</li> <li>• Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What have we learnt from our last class?”. Encourage them to answer.</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Tell ss “Open your book at page 93 and 94”. Show the pictures of Activity A and B. Ask ss “What do you see in the picture? Tell the story in brief.”</li> <li>• Tell 2 or 3 ss to read the story from Activity A.</li> <li>• Ask others to listen and help.</li> <li>• Then tell the story in brief to the students following the text given with the picture.</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Showing Activity C, tell them, “Read the questions 1 to 4 first.”</li> <li>• Then make the questions clear to ss.[ Say Bangla if necessary]</li> <li>• Now ask ss to read the story from Activity A and help them to choose the correct answer.</li> <li>• Provide 5 minutes to write properly. Monitor and help them if necessary.</li> <li>• Now tell one/two ss to read out the correct answer. Ask others to listen and match. Provide support following the text. [If necessary]</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Divide ss into pairs. Ask each pair to read the questions of Activity C first. Then find the answers of the questions 1 to 4. Then discuss the answers in pair.</li> <li>• Provide 10 minutes for the work. Monitor and help them if necessary.</li> <li>• Now tell one/two pairs to read out the correct answer. Ask others to listen and match. Provide support following the text. [If necessary]</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Praise them who could do well. Help them who need support.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Now, summarise today’s lesson. Ask ss randomly, ‘What have we learnt today?’ [Speak in Bangla if necessary] Tell the story again in brief if necessary.</li> </ul>

**Concluding the session**

- Conclude today’s session by saying, “Goodbye, my dear ss. See you in the next class.”

**Lesson 1: The ant and the grasshopper**

Session	Class-wise attainable competencies
Session 99: E, F Page: 96	5.1 Demonstrating of understanding familiar words and simple sentences for specific information

**Teaching aids:** Pictures of Activity A and audio/video clip/QR code

**Session Procedures**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying “Good morning” with a smiling face.</li> <li>• Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What have we learnt from our last class?” Encourage them to answer.</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Tell ss “Open your book at page 96”. Show the picture given in Activity-A, and ask them ‘What do you see in the picture?’</li> <li>• Now tell ss, “Today we are going to do the Activity-E and F”. Then write the title on the board.</li> <li>• Now draw two columns on the board. Write <b>Summer in column A</b> and <b>Winter in column B</b>. Ask ss to copy this in their exercise books.</li> <li>• Now ask ss to read the words given in Activity E and select the words for column A and Column B. Explain in Bangla if necessary.</li> <li>• Ask 2/3 ss to say what they are going to do.</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Ask ss to do the Activity E in their exercise books.</li> <li>• Provide time to complete the task. Monitor and support ss if necessary.</li> <li>• Now, invite 2/3 ss to present their writing. Tell others to listen and match. Help them if necessary.</li> </ul>



**Assessing learning**

- Ask one or two ss to tell the story “The ant and the grasshopper.”
- Divide ss into pairs.
- Now tell them in pair they do Activity F.
- In pair S1 play the roles of the ant and S2 play the roles of the grasshopper.
- Provide 10 minutes for practising the role play in pairs. Monitor and help them if necessary.
- Ask 2/3 pairs to demonstrate the role play.
- Ask others to observe

**Feedback**

- Praise them who could do well. Help them who need support.

**Summary of the session**

- Now, summarise today’s lesson. Ask ss randomly, ‘What have we learnt today?’ [Say in Bangla if necessary] Tell the story again in brief if necessary.

**Concluding the session**

- Conclude today’s session by saying, “Goodbye, my dear students. See you in the next class.”

## Lesson 1: The ant and the grasshopper

Session	Class-wise attainable competencies
Session 100: G, H, I Page: 97	9.1 Recognising and using capitalization and punctuation marks.

**Teaching aids:** Pictures of Activity A and audio/video clip/QR code

**Session Procedures**

**Session Duration: 45 minutes**

### Teaching Learning Activity

**Introduction**

- Exchange greetings saying “Good morning” with a smiling face.
- Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”

**Review of the previous session**

- Ask ss, “What have we learnt from our last class?” Encourage them to answer.

### **Presentation of the session**

- Tell ss “Open your book at page 93 and 94”. Ask one or two students randomly, “Tell the story in brief from Activity A.” [Help them to recall the story.]
- Now tell ss, “Today we are going to do the Activity G, H, I”. Then write the title on the board.

### **Practice activities**

- Showing Activity G tell them, “Draw a sunny summer morning and a cold gloomy winter morning in your exercise book”
- Provide 15 minutes to draw properly. Monitor and help them if necessary.
- Now tell them, “Display the drawings in the classroom”.
- Provide support. [If necessary]
- Ask ss to move around and observe the work.
- Now explain the use of exclamation mark (!), question mark (?) and comma (,) from the box given in Activity G with examples.
- Divide ss into pairs for Activity H.
- Tell ss, “Read the story and underline question mark, exclamation mark and comma in pairs”.
- Provide 5 minutes for the work. Monitor and help them if necessary.
- Now tell one/two pairs to present the correct answer. Ask others to listen and match. Provide support following the text. [If necessary]

### **Assessing learning**

- Tell ss “Open your book at page 97 Activity I”.
- Ask ss to read the text first.
- Now tell them, “Put punctuation marks where necessary. Then write them in your exercise book”.
- Provide 10 minutes for the work. Monitor and help them if necessary.
- Now tell one/two ss to read out the correct answer. Ask others to listen and match.
- Provide support to follow the text. [If necessary]

### **Feedback**

- Praise them who could do well. Help them who need support.

**Summary of the session**

- Now, summarise today’s lesson. Ask ss randomly, ‘What have we learnt today?’ [Say in Bangla if necessary]
- Re-tell the story in brief if necessary.

**Concluding the session**

- Conclude today’s session by saying, “Goodbye, my dear students. See you in the next class.”

**Lesson 2: Enjoying a hill festival**

Session	Cass-wise attainable competencies
Session 101: A Page: 98-102	5.1 Demonstrating of understanding familiar words and simple sentences for specific information

**Teaching aids:** Pictures of Activity A

**Session Procedure**

**Session Duration: 45 minutes**

**Teaching Learning Activity**

**Introduction**

- Exchange greetings with a smiling face.
- Ask Ss ‘How are you?’, and encourage them to reply ‘Fine, thank you’.
- Show any warm up activity relevant to the task.

**Review of the previous session**

- Ask ss, “What did we learn in the last class?” Help them say.

**Presentation of the session**

- Divide ss into groups.
- Tell ss “Open your book at page 98”. Show the picture given in Activity A, and ask them ‘What do you see in Picture?’
- Elicit ss answer. Encourage them to say, ‘Hill people and hill festival’.
- Now tell ss, “Today we are going to read a story ‘Enjoying a hill festival’.” Then write the title on the board.
- Showing the picture at page 99 ask ss, “What do you see there?”
- Elicit ss’ answer. [Follow the same process to introduce page100-102.]

<ul style="list-style-type: none"> <li>• Based on students answers describe each picture following the text given with the pictures. Then, tell the story in brief to the students.</li> <li>• Ask ss, “Read the text with me.” (2 times)</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Now, tell ss in the same groups, “Read each line of the story from page 99 to 102.” Provide 10 minutes for reading. Help them if necessary.</li> <li>• Now, tell 2/3 ss to read the story for the class.</li> <li>• Ask others to listen and follow the story from their books.</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Put the pictures on the table in a random order. Ask ss to make the story by ordering the pictures in a sequence. Ask them to work in the same groups.</li> <li>• Ask one group to present the work. Tell other groups to match their work.</li> <li>• Then, the teacher first shows the pictures one after one following page 99 to 102 and ask students randomly to read the text under the pictures from their book.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Praise them who could do well. Help them who need support.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Now summarise the session, saying the way of proper introductions.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Conclude today’s session saying, ‘Goodbye, see you in the next class.’</li> </ul>

## Lesson 2: Enjoying a hill festival

Session	Class-wise attainable competencies
Session 102: B, C Page: 103	5.1 Demonstrating of understanding familiar words and simple sentences for specific information

**Teaching aids:** Pictures of Activity A

**Session Procedure**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings with a smiling face.</li> <li>• Ask ss “How are you?” and encourage them to reply ‘Fine, thank you’.</li> <li>• Show any warm up activity relevant to the task.</li> </ul>

**Review of the previous session**

- Ask ss, “What did we learn in the last class?” Help them say.

**Presentation of the session**

- Tell ss “Open your book at page 99”. Showing the pictures of Activity A, ask ss “What do you see in the Pictures? Tell the story in brief.”
- Tell 2/3 ss to say the story. Ask other ss to listen and help.
- Now tell ss, “Today we are going to do the Activity B and C.” Then write the title on the board.

**Practice activities**

- Divide ss into groups. Ask each group to read the questions of Activity B first. Then find the answers of the questions 1 to 4. Then discuss the answers in group.
- Provide 10 minutes for the work. Monitor and help them if necessary.
- Now tell one/two pairs to read out the correct answer.
- Ask others to listen and match their answers. Provide support following the text. [If necessary]
- Now explain the use of continuous tense from the box given in Activity B with examples.

**Assessing learning**

- Divide ss into pairs. Tell ss to read the sentences of Activity C at page 103 first.
- Then read the story from Activity A again.
- Now tell ss, “Find out the sentences of Activity C in the text and say if the sentences are ‘True’ or ‘False’.”
- Tell each pair, “Read the text of Activity A again and correct the false statements.” Now ask them to write the correct sentences in their exercise book.
- Provide 5-7 minutes to do the task properly. Monitor and help them if necessary.
- Ask one or two ss to present the correct sentences. Tell others to match their work.

**Feedback**

- Praise them who could do. Help them who need support.

**Summary of the session**

- Summarise the session saying the way of giving information using simple sentences.

**Concluding the session**

- Conclude today’s session saying, “Goodbye, see you in the next class.”

## Lesson 2: Enjoying a hill festival

Session	Class-wise attainable competencies
Session 103: D, E Page: 103,104	5.1 Demonstrating of understanding familiar words and simple sentences for specific information  9.5 Using present simple to talk about present states

**Teaching aids:** Posters of Activity D, E

**Session Procedure**

**Session Duration: 45 minutes**

### Teaching Learning Activity

**Introduction**

- Exchange greetings with a smiling face.
- Ask ss, “How are you?” and encourage them to reply, “Fine, thank you.”
- Show any warm up activity which you can.

**Review of the previous session**

- Ask ss, “What did we learn in the last class?” Help them say.

**Presentation of the session**

- Tell ss “Open your book at page 99”. Show the pictures of Activity A. Ask ss, “What do you see in the Pictures? Tell the story in brief.”
- Tell 2/3 ss to say the story.
- Ask other ss to listen and help.
- Now tell ss, “Today we are going to do the Activity D and E.” Then write the title on the board.

**Practice activities**

- Tell ss, “Look at Activity D. Here are 5 questions. Read the question first.”
- Make the questions clear to them. [If necessary]
- Ask ss, “Read the story individually and write answer to each of the questions.”
- Provide 10 minutes for the work. Monitor and help them if necessary.
- Now tell one/two ss to read out the answers. Ask others to listen and match their answers. Provide support following the text. [If necessary]
- Now explain the Verbs and Simple present; from the box given in Activity D with examples.
- Now explain the Declarative sentences from the box given in Activity E with examples.

<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Divide ss into groups.</li> <li>• Tell ss, “Act out in groups the scenes of floating flowers in the water and spraying water on each other.”</li> <li>• Provide 5 minutes to read the text properly. Monitor and help them if necessary.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Praise them who could do. Help them who need support..</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Summarise the session saying the way of giving information using simple sentences.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Conclude today’s session saying, ‘Goodbye, see you in the next class.’</li> </ul>

## Lesson 2: Enjoying a hill festival

Session	Class-wise attainable competencies
Session 104: F, G Page: 104	5.1 Demonstrating of understanding familiar words and simple sentences for specific information

**Teaching aids:** Posters of Activity F, G

**Session Procedure**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings with a smiling face.</li> <li>• Ask ss, “How are you?” and encourage them to reply, “Fine, thank you.”</li> <li>• Show any warm up activity which you can.</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What did we learn in the last class?” Help them say.</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Tell ss “Open your book at page 99”. Show the pictures of Activity-A. Ask ss, “What do you see in the Pictures? Tell the story in brief.”</li> <li>• Tell 2/3 ss to say the story.</li> <li>• Ask other ss to listen and help.</li> </ul>

- Now tell ss, “Today we are going to do the Activity-F and G.” Then write the title on the board.

### **Practice activities**

- Read aloud the text to them. Provide support following the text. [If necessary]
- Divide ss into groups.
- Now, tell ss, “Look at Activity F. Here are 4 sentences. Read the sentences first.”
- Make the sentences clear to them. [If necessary]
- Tell each group, “Read the sentences in group. Then make them negative.”
- Provide 10 minutes for the work. Monitor and help them if necessary.
- Now tell 1/2 ss to read out the answers. Ask others to listen and match their answers. Provide support following the text. [If necessary]
- Now tell ss [in the same group] “Draw a picture of the festival, color it.”(Activity G)
- Provide 10 minutes for the work. Monitor and help them if necessary.
- Now tell ss, “Display your drawing in the classroom.”
- Ask all groups to move around and enjoy the work.

### **Assessing learning**

- Tell ss, to read the story from Activity A individually and to find out the declarative sentences as much as he/she can.
- Tell them to make the sentences negative. (Excluding the sentences of Activity F)”
- Provide 10 minutes to do the task properly. Monitor and help them if necessary.
- Now tell one/two ss to read out the answers.
- Ask others to listen and match their answers.

### **Feedback**

- Praise them who could do. Help them who need support..

### **Summary of the session**

- Now summarise the session, saying the way of proper introductions.

### **Concluding the session**

- Conclude today's session saying, “Goodbye. See you in the next class.”



## Lesson 3: A wonderful boy

Session	Class-wise attainable competencies
Session 105: A, B Page: 105-108	4.2 Reading aloud simple sentences with proper stress, intonation and punctuation.  5.1 Understanding simple texts for specific information.

**Teaching aids:** Picture of Activity A, poster

**Session Procedures**

**Session Duration: 45 minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying “Good morning” with a smiling face.</li> <li>• Ask ss “How are you?” Encourage them to reply, “Fine, thank you.”</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What have we learnt from our last class?” Encourage them to answer.</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Tell ss, “Open your book at page 105.”</li> <li>• Now, divide ss into groups.</li> <li>• Then ask ss, “Look at the pictures, discuss in groups. Say the names of the persons.”</li> <li>• Tell ss, “If you do not know any or some of them, ask me.”</li> <li>• Provide 10 minutes to discuss the picture. Monitor group work and support if necessary.</li> <li>• Ask 1 or 2 ss to say the names and ask others to listen.</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Ask ss to open the book at page 106.</li> <li>• Now ss, “I am going to read aloud the text. Listen to me and follow your book.”</li> <li>• Again I am reading aloud. Repeat after me.</li> <li>• Read the text from page 106-108 with natural speed. [Read more than once]</li> <li>• Divide ss into pairs.</li> <li>• Tell ss, “Read the sentences aloud in pairs by turn.”</li> <li>• Provide 10 minutes to read. Monitor their reading and provide support if necessary.</li> </ul>

- Ask 2 or 3 ss to read aloud and ask others to listen.
- Praise ss for active participation.

**Assessing learning**

- Write the sentences on the board or show the poster.
  - A baby boy is \_\_\_\_\_ after a long time.
  - The little boy \_\_\_\_\_ the birds with his mother.
  - Life is not easy and \_\_\_\_\_ for him.
  - He has a great \_\_\_\_\_ like his father.
  - He is \_\_\_\_\_, the youngest son of the Father of the Nation, Bangabandhu Sheikh Mujibur Rahman.
- Tell ss to read the text again and fill in the blanks to complete the sentences.
- Provide 10 minutes to do the task.

**Feedback**

- Praise them who could do. Help them who need support.

**Summary of the session**

- Now, summarise today’s lesson. Ask ss randomly, ‘What have we learnt today?’ [Say in Bangla if necessary] Tell the story again in brief if necessary.

**Concluding the session**

- Conclude today’s session by saying, “Goodbye, my dear students. See you in the next class.”

### Lesson 3: A wonderful boy

Session	Class-wise attainable competencies
Session 106: C, D Page: 108, 109	5.1 Understanding simple text for specific information.

**Teaching aids:** Picture of Activity A, audio/video clip (if available)

**Session Procedures**

**Session Duration: 45 minutes**

<b>Teaching Learning Activity</b>
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying “Good morning” with a smiling face.</li> <li>• Ask ss, “How are you?” Encourage them to reply, “Fine, thank you.”</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What have we learnt from our last class?” Encourage them to answer.</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “Look at the pictures of Activity-A at page 105. Say the names of the persons.” Help them to say the names.</li> <li>• Now tell ss, “Today we are going to do Activity C, D.”</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Divide ss into groups. Ask ss to look at the questions in Activity C at page 108.</li> <li>• Make the questions clear to the ss.</li> <li>• Now, tell each group, “Read the story at Activity A again. Answer the questions.”</li> <li>• Provide 10 minutes for answering the questions.</li> <li>• Monitor and help them if necessary.</li> </ul>
<p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>• Now ask ss to look at Activity D at page 109.</li> <li>• Tell ss, “Here we have 5 incomplete sentences. You have to complete the sentences with the information from the story.”</li> <li>• Now tell ss, “Read the story individually. Fill in the gaps with the appropriate words.”</li> <li>• Provide 10 minutes for the work. Monitor and help them if necessary.</li> <li>• Now ask 2 or 3 ss to present their work.</li> <li>• Ask others to listen and match with their sentences.</li> </ul>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Praise them who could do. Help them who need support.</li> </ul>
<p><b>Summary of the session</b></p> <ul style="list-style-type: none"> <li>• Now, summarise today’s lesson. Ask ss randomly, ‘What have we learnt today?’ [Say in Bangla if necessary].</li> <li>• Re-tell the story in brief if necessary.</li> </ul>
<p><b>Concluding the session</b></p> <ul style="list-style-type: none"> <li>• Conclude today’s session by saying, “Goodbye, my dear Ss. See you in the next class.”</li> </ul>

## Lesson 3: A wonderful boy

Session	Class-wise attainable competencies
Session 107: E, F Page: 109	5.1 Understanding simple text for specific information.

**Teaching aids:** Picture of Activity A, audio/video clip (if available)

**Session Procedures**

**Session Duration: 45minutes**

Teaching Learning Activity
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings saying “Good morning” with a smiling face.</li> <li>• Ask ss, “How are you?” Encourage them to reply, “Fine, thank you.”</li> </ul>
<p><b>Review of the previous session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “What have we learnt from our last class?” Encourage them to answer.</li> </ul>
<p><b>Presentation of the session</b></p> <ul style="list-style-type: none"> <li>• Ask ss, “Who is the little boy in the story?” Encourage them to answer ‘Sheikh Russel’.</li> <li>• Now ask ss, “What is the name of Russel’s Father?” Encourage to say “Bangabandhu Sheikh Mujibur Rahman.”</li> <li>• Now tell ss, “Today we are going to learn more about Russel’s life.”</li> </ul>
<p><b>Practice activities</b></p> <ul style="list-style-type: none"> <li>• Ask ss to open the book at page 109.</li> <li>• Now, tell them to look at the questions in Activity E.</li> <li>• Read the questions and explain them to ss. Use Bangla if necessary.</li> <li>• Now, tell ss, “Read the story in Activity A again. Write answers to the questions given in Activity E.”</li> <li>• Provide 15 minutes for answering the questions.</li> <li>• Monitor and help them if necessary.</li> <li>• Now ask 2 or 3 ss to present their answers.</li> <li>• Ask others to listen and match.</li> </ul>

**Assessing learning**

- Tell ss, “We learnt about a wonderful boy. His name is Sheikh Russel. He is the youngest son of Bangabandhu Sheikh Mujibur Rahman. We read about Russel’s childhood.”
- Now, ask ss, “Can you write about your childhood?”
- Now, tell ss, “Write a few lines about your birth and early childhood. You can use the space in Activity F or your own textbook.”
- Provide 10 minutes for the work. Monitor and help them if necessary.
- Now ask 2 or 3 ss to present their work. Ask others to listen.

**Feedback**

- Praise them who could do. Help them who need support.

**Summary of the session**

- Now, summarise today’s lesson. Ask ss randomly, ‘What have we learnt today?’ [Say in Bangla if necessary].

**Concluding the session**

- Conclude today’s session by saying, “Goodbye, my dear students. See you in the next class.”

**Lesson 3: A wonderful boy**

Session	Class-wise attainable competencies
Session 108: G, H, I Page: 110 - 112	2.1 Listening to and comprehending rhymes, cartoons and digital contents in English for enjoyment

**Teaching aids:** Textbook, Audio/video clip/QR code

**Session Procedures**

**Session Duration: 45 minutes**

**Teaching Learning Activity****Introduction**

- Exchange greetings saying, “Good morning” with a smiling face.
- Ask ss ‘How are you?’ Encourage them to reply, “Fine, thank you.”

**Review of the previous session**

- Ask ss, “What did we learn from the last class?” Help them to explain their previous knowledge.

### **Presentation of the session**

- Tell ss to look at the picture at page 110.
- Ask them, “What can you see in the pictures?” Encourage them to say.
- Now tell them, “Look at Activity G.”
- Tell ss, “I am reciting the rhyme. Listen to me/the audio.”
- Then tell ss, “Now listen and repeat the rhyme after me.”
- Now recite the rhyme with TPR.
- Tell ss, “Repeat the rhyme with actions.” [Help if necessary]

### **Practice activities**

- Divide ss into groups.
- Ask them “Read each line of the rhyme in groups.”
- Provide 10 minutes for the work.
- Monitor and help them if necessary.
- Now, tell them, “Ss, now recite the rhyme in chorus in your groups.”
- Provide 10 minutes for the work.
- Ask 2 or 3 ss to recite the rhyme. Tell others to follow with TPR.
- Praise them for their nice participation.

### **Assessing learning**

- Ask ss randomly to recite the rhyme.
- Now ask 1 or 2 ss to recite the rhyme with TPR.
- Then tell ss to look at the dots in page 111.
- Tell ss, “Draw the picture from the dots.” [Tell them to join the dots serially and the picture will appear before them.] Observe and help them if necessary.
- Tell ss, “Colour the picture of Activity I at home. Write the name of the person under the picture,”

### **Feedback**

- Praise them who could do well. Help them who need support.

### **Summary of the session**

- Ask ss, “What have we learnt today?” Help them to respond properly.

### **Concluding the session**

- Say, “See you later in the next class. Bye.”

Assess students using the following relevant performance indicators at the end of each session of **Unit-8** and keep record.

Class-wise Attainable Competency	Performance Indicators	Performance Level		
		Good	Very Good	Excellent
2.1 Listening to and comprehending rhymes, cartoons and digital contents in English for enjoyment	02.03.06.01 Respond to rhymes, cartoons and digital contents with joy	Respond to rhymes, cartoons and digital contents	Respond to rhymes, cartoons and digital contents with joy	Respond to rhymes, cartoons and digital contents with TPR
	02.03.06.02 Obtain specific information through listening rhymes, cartoons and digital contents.	Obtain information through listening rhymes, cartoons and digital contents with assistance	Obtain specific information through listening rhymes, cartoons and digital contents independently	Obtain specific information through rhymes, cartoons and digital contents properly and independently
4.2 Reading aloud simple sentences with proper stress, intonation and punctuation	02.03.13.01 Read aloud simple sentences with proper stress, intonation and punctuation	Read aloud simple sentences with limited use of stress, intonation and punctuation	Read aloud simple sentences using stress intonation and punctuation with assistance	Read aloud simple sentences with proper stress, intonation and punctuation independently
5.1 Understanding simple texts for specific information	02.03.14.01 Come up with specific information from simple texts	Come up with specific information from simple texts with assistance	Come up with the specific information from simple texts independently	Come up with the specific information properly and independently by reading simple text

9.1 Recognising and using capitalisation and punctuation marks for meaningful communication	02.03.19.01 Use capital letters in simple sentences correctly	Use capital letters in simple sentences with assistance	Use capital letters in simple sentences independently	Use capital letters in simple sentences correctly
	02.03.19.02 Use punctuation marks in simple sentences correctly	Use punctuation marks in simple sentences with assistance	Use punctuation marks in simple sentences independently	Use punctuation marks in simple sentences correctly
9.5 Using tenses correctly to talk about habitual actions and describe actions	02.03.23.01 Use present simple tense correctly to talk about habitual actions	Use present simple tense with assistance	Use present simple tense to talk about habitual actions independently	Use present simple tense correctly and independently to talk about habitual actions.
	02.03.23.02 Use present continuous tense correctly to describe the continuous actions	Use present continuous tense to describe the continuous actions with assistance	Use present continuous tense to describe the continuous actions using structure	Use present continuous tense correctly to describe any continuous actions

**The end**





## Academic year 2024, English TG-3



### Respect the elders

তথ্য, সেবা ও সামাজিক সমস্যা প্রতিকারের জন্য ৩৩৩ নম্বর-এ ফোন করুন

নারী ও শিশু নির্যাতনের ঘটনা ঘটলে প্রতিকার ও প্রতিরোধের জন্য ন্যাশনাল হেল্পলাইন সেন্টারে  
১০৯ নম্বর-এ (টোল ফ্রি, ২৪ ঘন্টা সার্ভিস) ফোন করুন



**National Curriculum and Textbook Board, Bangladesh**

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