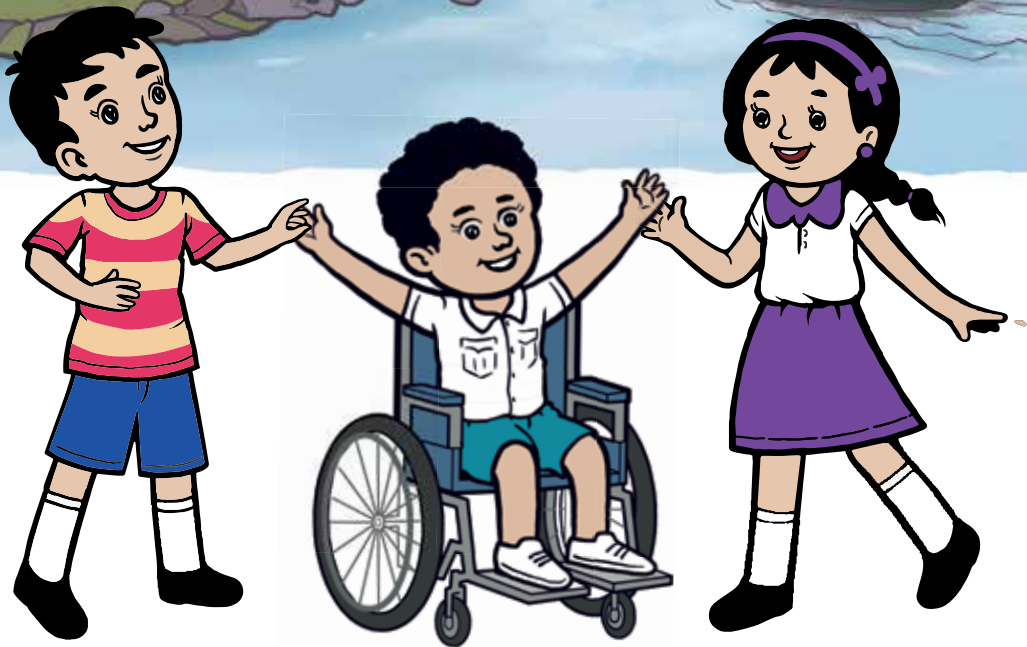


Teacher's Guide

ENGLISH FOR TODAY

CLASS TWO



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

Teacher's Guide

English for Today

Class Two

(Experimental edition)

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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 4th 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 21st 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 21st 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 শিক্ষক হিসেবে শ্রেণিকক্ষে শিক্ষার্থীদের জন্য অনুকূল পরিবেশ তৈরি করে শিক্ষার্থীদের ইংরেজি ভাষা শেখার ভীতি দূর করবেন।
- পাঠ পরিচালনার পূর্বে অবশ্যই শিক্ষক সহায়িকায় প্রদত্ত শিখন-শেখানো কার্যাবলী ভালোভাবে পড়ে সে অনুযায়ী প্রস্তুতি গ্রহণ করবেন। শিক্ষকদের সুবিধার্থে কিছু পাঠ ইংরেজি হতে বাংলায় অনুবাদ করা হয়েছে।
- পাঠের সাথে সম্পর্কিত প্রয়োজনীয় শিখন-শেখানো উপকরণসমূহ সকল শিক্ষার্থীর উপযোগী (Multi sensory) করে প্রস্তুত করবেন এবং শ্রেণি পাঠ পরিচালনার সময় শ্রেণিকক্ষে সেগুলোর ব্যবহার নিশ্চিত করবেন।
- ইংরেজি বইতে প্রদত্ত অ্যাক্টিভিটিসমূহ কিভাবে শিক্ষার্থীকেন্দ্রিক করে শ্রেণিকক্ষে অনুশীলন করা যায়, তার সুস্পষ্ট নির্দেশনা শিক্ষক সহায়িকাতে দেয়া হয়েছে, শিক্ষক সে অনুযায়ী পাঠ পরিচালনা করবেন।
- শিক্ষক শ্রেণিকক্ষে প্রমিত ইংরেজি ব্যবহার করবেন প্রয়োজনে শিক্ষার্থীদের বোধগম্যতার জন্য বাংলায় ব্যাখ্যা প্রদান করতে পারবেন। টেক্সটবুকে প্রতিটি পাঠে প্রদত্ত Classroom language/ Instructional language সমূহ শিক্ষার্থীদের বোধগম্য করার জন্য Body language/Gesture/Mime ব্যবহার করবেন, এবং কথোপকথনে শিক্ষার্থীদের Classroom language ব্যবহারে উৎসাহিত করবেন।
- শ্রেণিকক্ষে শিক্ষার্থীদের পর্যাপ্ত ইংরেজি শোনা, বলা, পড়া এবং লিখা অনুশীলনের সুযোগ নিশ্চিত করবেন।
- প্রতি পাঠের শুরুতে পূর্ববর্তী পাঠের পুনরালোচনা (Review) করবেন, পাঠ রিভিউয়ের সময় পিছিয়ে পড়া শিক্ষার্থীদের গুরুত্ব দিবেন।
- শিক্ষক সহায়িকায় প্রদত্ত Presentation of the session অংশটি মূলত Input, এই অংশে শিক্ষক প্রয়োজনীয় শিক্ষা উপকরণ ব্যবহারের মাধ্যমে শিক্ষার্থীদের পাঠের নতুন 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 জেন্ডার ইস্যু/ সেনসিটিভিটি খেয়াল করবেন।
- শিক্ষক সহায়িকাতে প্রতিটি ইউনিট শেষে পাঠের শিখন-শেখানো কার্যাবলী বিবরণীতে শিক্ষার্থীদের পাঠ মূল্যায়নের (ধারণাহিক মূল্যায়ন) কথা বলা হয়েছে। প্রদত্ত পারদর্শিতার সূচক ব্যবহার করে শিক্ষক ধারাবাহিক মূল্যায়ন করবেন এবং তথ্য সংরক্ষণ করবেন। মনে রাখতে হবে, ধারাবাহিক মূল্যায়নের অন্যতম উদ্দেশ্য হচ্ছে প্রতিটি শিক্ষার্থীর শিখন নিশ্চিত করা।
- শিক্ষক সহায়িকাতে কিছু সংখ্যক Alphabet 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 নমুনা 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 পারদর্শিতার সূচকের সাথে সম্পর্ক রেখে প্রয়োজনীয় অ্যাক্টিভিটি সংযোজন করতে পারেন। এক্ষেত্রে অবশ্যই শিক্ষক শ্রেণিকক্ষের পরিবেশ, শিক্ষার্থীদের পারজামতার মান ও পাঠের সময় বিবেচনায় নিবেন।
- পাঠ অনুশীলনে ও পাঠ মূল্যায়নে একীভূত বিষয়সমূহ (Inclusive Pedagogy) বিবেচনা করে শিখন-শেখানো কার্যক্রম পরিচালনা করবেন।
- শিক্ষক সহায়িকাতে শিখন-শেখানো কার্যাবলী পরিচালনায় বিভিন্ন ধরণের ল্যাঙ্গুয়েজ গেমস (Language Games)/ অ্যাক্টিভিটি আয়োজনের কথা উল্লেখ করা হয়েছে। শিক্ষক পাঠ পুনরালোচনা, পাঠ উপস্থাপন, পাঠ অনুশীলন ও পাঠ মূল্যায়নে প্রয়োজ্য ক্ষেত্রে ল্যাঙ্গুয়েজ গেমস (Language Games) এবং অ্যাক্টিভিটি পরিচালনা করবেন।

Some important notes on Curriculum and Pedagogy

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

Terminal competency: The competencies that learners achieve after finishing the primary education cycle.

Subject-wise competency: For each subject, the required competencies are specified as subject-wise competencies.

Class-wise attainable competency: For each grade/class, the required competencies are specified as 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, as educational objectives. 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 ideas/examples/exhibit memory of learned materials by recalling facts, terms, basic concepts and answers.

Comprehension: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, describing and stating the main ideas.

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

Attitude: The affective domain/attitude includes how we deal with things emotionally, such as feelings, values, appreciation, enthusiasm and motivations.

Observation: During the practice activities, the teacher will observe the students to support them when necessary. The teacher will also observe students' activities as part of formative assessment.

Role Play: Roleplaying is defined as acting out or performing the part of a person or character in a specific situation.

Pairwork: Two students work together on a topic to learn something, such as a language. During pair work, teachers should monitor whether students are doing their tasks according to instructions or not. Teachers have to help the students to do a pairwork effectively if necessary. After finishing pairwork, pairs are supposed to demonstrate their activities in front of the class.

Group work: In group work, more than two students work together on the same or different activities. 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, groups are supposed to present/share their work in front of the class.

Chain drill: Chain drill is a technique through which the students practice drilling/repeating sounds or others one after another. This technique starts with student₁ who selects student₂ next to him/her. Thus it continues upto the last student. It allows the learners to practice dialogue, build vocabulary and develop clearly stated ideas about a familiar topic using repetition as the primary teaching strategy.

Total physical response (TPR): This is a language teaching method 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): It is a student-centred teaching method in which students learn by actively engaging in real-world challenges and problems. It is believed that students acquire deeper knowledge through active exploration of real-world challenges and problems.

Language games: It helps students to learn the four skills-listening, speaking, reading and writing with joy. Teachers can play language games with the students in the classroom to enhance students' learning. There are different types of language games that can be applied by teachers for learning, presenting different items, practising and assessing students. Examples of some recognised language games are the Bingo game, Mime game, Guessing game, Information gap, Memory game, First letter game,

Introduce your partner game, The Alphabet game, Number game etc. Teachers are also encouraged to introduce the local games in the classroom teaching if those are relevant to the learning outcomes.

Assessing learning: It is a process for observing how far students have achieved the classwise attainable competencies. It should be directly related to the stated classwise attainable competencies and relevant performance indicators.

Assessment: Assessment is the ongoing process of making informed and consistent judgements to improve students' future learning. It should be governed for assessing the students' stated learning outcomes.

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

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

- end-of-unit or chapter tests
- end-of-term or semester exams
- scores that are used for accountability for schools and students (report card grades)

Feedback: Information about a students' performance on the basis of learning outcomes, which is used as a basis for improvement. It can be verbal, written or gestural. The purpose of the assessment and learning process is to improve a students' performance. Teacher can give feedback when necessary.

Rubric: A rubric is a set of guidelines that clearly indicate the achievement criteria across all the components of any kind of student work, from written to oral to visual. It can be used for marking assignments, class participation, or overall grades.

'ss' - students

'S1' - Student 1, S2 - Student 2, S3

'P1' - Pair 1, P2 - Pair 2

Sample time distribution for conducting session: Time: 45 minutes

Step	Teaching Learning Activity	Time
Introduction	As stated in TG	01 minute
Review of the previous session/ prior knowledge	Do	03 minutes
Presentation of the session	Do	15 minutes
Practice activities	Do	15 minutes
Assessing learning	Do	6 minutes
Feedback	Do	2 minutes
Summary of the session	Do	2 minutes
Concluding the session	Do	1 minute

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Unit 10 Story Time	Lesson 1	Session 97: A, B	167
		Session 98: C, D	168
		Session 99: E	169
	Lesson 2	Session 100: A, B	170
		Session 101: C, D, E	172
		Session 102: F, G, H	173
Total Unit-10	Total Lessons- 51	Total Sessions-102	

Unit 1

Greetings, Introductions and Farewells

Total Lessons: 3	Total Sessions: 5	Each Session Duration: 45 minutes
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Lesson	Session
Lesson 1	Session 01: A, B
	Session 02: C, D
Lesson 2	Session 03: A, B
Lesson 3	Session 04: A, B
	Session 05: C

Unit 1

Greetings, Introductions and Farewells

Session	Attainable Competency (ies)
Session 1: A, B Page: 2	1.2 Understanding simple dialogues about classroom activities for effective communication

Lesson 1: Greetings

Teaching aids: Picture of activity A, B, softball 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?’, and encourage them to reply ‘Fine, thank you’.

Review of prior knowledge: Ask ss, “What do we say for greetings in the morning in English?”

- Help them to say, “Good morning.”

Presentation of the Session: Invite 8-10 students in front of the class.

- Tell them to make a circle.
- Using a soft ball, tell S1 to throw the ball to any student standing in the circle and say, “Hello, S2 good morning. I am (own name). What’s your name?”
- Catching the ball, help S2 to answer by saying, “Hello, S1 good morning. My name is S2.”
- Continue this game with the remaining students of the circle.
- Tell others to observe.

Practice activities: Show the pictures of Activity B and ask ss, “What do you see in the picture?” “What are they doing?”

- Based on their answers, describe the picture focusing the dialogue.
- Now tell ss “Listen to the sentences of Activity B carefully.” [Play an audio/vid-
eo/QR code of the text if possible.]
- Help them to repeat the sentences after you.
- Now divide the students into groups.
- Ask them to practise the dialogue in groups. (Tell others to listen to the dialogue and observe their activity.) Change their roles in groups.

Assessing learning: Now invite two students in front of the class. Help S1 to say the sentences of Fatiha, S2 to say the sentences of Ashim. Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support those who can't follow and answer properly. Praise the ss who can do the task.

Summary of the session: Ask Ss, "What have we learnt today?" Help them respond properly.

Concluding the session: Say, "Goodbye, my dear ss. See you in the next class."

Teaching Learning Activity

Introduction: Exchange greetings saying, "Good morning" with a smiling face.

- Ask ss "How are you?" and encourage them to reply "Fine, thank you".

Review of prior knowledge: শিক্ষার্থীদের জিজ্ঞাসা করুন, "সকাল বেলা আমরা কী বলে ইংরেজিতে শুভেচ্ছা বিনিময় করি?" তাদেরকে "Good morning" বলতে সহায়তা করুন।

Presentation of the Session: শ্রেণিকক্ষের সামনে ৮-১০ জন শিক্ষার্থীকে বৃত্তাকারে দাঁড়াতে বলুন।

- একটি কাগজের বলের সাহায্যে বৃত্তের মধ্যের একজন ছাত্রকে (S1) বলটি ছুঁড়ে অপর একজনের (S2) কাছে দিয়ে বলতে বলুন, "Hello, S2 good morning. I am (own name নিজের নাম). What's your name?"
- অপর ছাত্র (S2) বল ধরে বলতে সহায়তা করুন, "Hello, S1 good morning. My name is S2."
- এইভাবে বৃত্তের অন্যান্য শিক্ষার্থীদেরকে প্রশ্ন করা ও উত্তর দিতে সহায়তা করুন।
- শ্রেণি কক্ষের অবশিষ্ট শিক্ষার্থীদেরকে খেলাটি অনুসরণ করতে বলুন।

Practice activities: Activity B এর ছবি শিক্ষার্থীদেরকে দেখিয়ে জিজ্ঞাসা করুন, "What do you see in the picture?" "What are they doing?"

- তাদের উত্তরের আলোকে ছবি সম্পর্কে একটি ধারণা দিন।
- এবার শিক্ষার্থীদেরকে বলুন, "এসো আমরা Activity B 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 দলে ভাগ করুন।
- দলের তিনজনের মধ্যে ডায়লগটি অনুশীলন করতে বলুন। দলের অন্যদেরকে ডায়লগটি শুনতে বলুন ও পর্যবেক্ষণ করতে বলুন।
- দলে তাদের ভূমিকা বদল করতে বলুন।

Assessing learning: এবার ২ জন শিক্ষার্থীকে সামনে আসতে বলুন। একজন ছাত্রকে (S1) Fatiha এর বাক্যগুলি বলতে বলুন এবং অপর একজন (S2) কে Ashim এর বাক্যগুলি বলতে বলুন। Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support those who can't follow and answer properly. Praise the ss who can do the task.

Summary of the session: শিক্ষার্থীদেরকে জিজ্ঞাসা করুন "সকাল বেলা আমরা কী বলে ইংরেজিতে শুভেচ্ছা বিনিময় করি?" সম্ভাব্য উত্তর হবে Good morning

Concluding the session: Say, "Goodbye, my dear ss. See you in the next class."

(হাত নেড়ে বাই বাই করতে বলুন।)

Lesson 1: Greetings

Session	Attainable Cmpetency (ies)
Session 2: C, D Page: 3	1.2 Understanding simple dialogues about classroom activities for effective communication

Teaching aids: Audio/video clip/QR code.

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity
<ul style="list-style-type: none"> ● Introduction: Do the same as session 1 of Unit 1 Lesson 1.
<p>Review of the previous session: Ask Ss, “What did we learn in the last class?”</p> <ul style="list-style-type: none"> ● Ask a student randomly “What do we say for greetings in the morning in English? Help them to say, “Good morning.” Now make a group of 3 members. ● Ask each group to practise. ● In group, tell S1 to greet S2 saying, “Good morning. What’s your name?” ● Help S2 to respond, “Good morning. My name is S2.” ● In this way, monitor and help them to continue the dialogue in the group. ● Say to another student, “Hello, good morning. I am (own name). What’s your name?” ● Help them to answer properly.
<p>Presentation of the Session: Show completed Activity C on the board/poster/PPT.</p> <ul style="list-style-type: none"> ● Read aloud the phrases that you write on the board/poster/PPT. ● Tell them to listen and repeat the phrases that you write on the board/poster/PPT. ● Now, tell one/two students randomly to say the sentences correctly.
<p>Practice activities: Tell them to say the sentences in pairs using their names or friends names in the blank.</p>
<p>Assessing learning: Now, invite one or two groups randomly in front of the class. Tell them to act out the dialogue following Activity D. Give feedback if necessary. Assess students using the relevant performance indicators included at the end of the unit.</p>
<p>Feedback: Support those who can’t follow and answer properly. Praise the ss who can do the task.</p>
<p>Summary of the session: Ask ss, “What have we learnt today?” Help them to respond properly.</p>
<p>Concluding the session: Say, “Goodbye, my dear ss. See you in the next class.”</p>

Teaching Learning Activity
Introduction: Do the same as session 1 of Unit 1 Lesson 1.
<p>Review of the previous session: শিক্ষার্থীদেরকে জিজ্ঞাসা করুন, “গত ক্লাসে আমরা কী শিখেছি?”</p> <ul style="list-style-type: none"> • যে কোন একজন শিক্ষার্থীকে জিজ্ঞাসা করুন, “সকাল বেলা আমরা কী বলে ইংরেজিতে শুভেচ্ছা বিনিময় করি?” তাদেরকে “Good morning” বলতে সহায়তা করুন। • অন্য যে কোন একজন ছাত্রকে বলুন, “Hello, good morning. I am (own name নিজের নাম). What’s your name?” • বলতে সহায়তা করুন, “Hello, good morning. My name is”
<p>Presentation of the Session: Activity C পূরণ করে board/poster/PPT এর মাধ্যমে শিক্ষার্থীদেরকে প্রদর্শন করুন।</p> <ul style="list-style-type: none"> • Activity C তে পূরণকৃত শব্দসহ বাক্যগুলো শিক্ষার্থীদেরকে উচ্চস্বরে পড়ে শোনান। • শিক্ষার্থীদেরকে বাক্যগুলো মনোযোগ দিয়ে শুনতে বলুন। • আপনার সাথে তাদেরকে শব্দগুলো সঠিকভাবে বলতে সহায়তা করুন। • Tell them to complete the sentences. They can use their name or friend’s name in the blank. (তাদেরকে তাদের নিজের নাম ও বন্ধুর নাম ব্যবহার করে বলতে সহায়তা করুন।)
<p>Practice activities: এবার শ্রেণিকক্ষের ২ জন শিক্ষার্থীকে দাঁড় করিয়ে একজন ছাত্রকে (S1) অপর একজনের (S2) কাছে জিজ্ঞাসা করতে বলুন, “Hello, S2. My name is (own name/নিজের নাম). What’s your name?”</p> <ul style="list-style-type: none"> • অপর ছাত্র (S2)কে বল ধরে বলতে সহায়তা করুন, “Hello, S1 good morning. My name is S2.” • এইভাবে অন্যান্য শিক্ষার্থীদেরকে জোড়ায় প্রশ্ন করা ও উত্তর দিতে সহায়তা করুন।
<p>Assessing learning: এবার ২ জন শিক্ষার্থীকে সামনে ডেকে Activity D এর আলোকে অভিনয় করতে বলুন। Give feedback if necessary. Assess students using the relevant performance indicators included at the end of the unit.</p>
<p>Feedback: Support those who can’t follow and answer properly. Praise the ss who can do the task.</p>
<p>Summary of the session: শিক্ষার্থীদেরকে জিজ্ঞাসা করুন যে Where do you live? এবং How about you? এর জবাবে ইংরেজিতে কী বলতে হয়? সম্ভাব্য উত্তর হবে I live in</p>
<p>Concluding the session: Say, “Goodbye, my dear ss. See you in the next class.”</p>

Lesson 2: Introductions

Session	Attainable competency (ies)
Session 3: A, B Page: 4	1.4 Understanding short and simple questions and answers about family members

Teaching aids: Audio/video clip/QR code.

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity
Introduction: Do the same as session 1 of Unit 1 Lesson 1.
Review of the previous session: Do the same as session 2 of Unit 1 Lesson 1.
<p>Presentation of the Session: Now tell Ss “Listen to the sentences of Activity A carefully.” [Play an audio/video/QR code of the text if possible.]</p> <ul style="list-style-type: none"> • Help them to repeat the sentences after you. • Now tell one/two students randomly to say the sentences correctly.
<p>Practice activities: Show the pictures of Activity B and ask Ss, “What do you see in the pictures?” “What are they doing?”</p> <ul style="list-style-type: none"> • Based on their answers, describe the pictures focusing on the dialogue. • Divide them into pairs. • In pairs, tell S1 to ask and help S2 to answer followed by Activity B. • In this way, monitor and help them to continue the dialogue in pairs. • Invite one or two pairs randomly in front of the class to present the dialogue in pairs.
Assessing learning: Now, invite one or two pairs randomly in front of the class. Tell them to act out the dialogue following Activity B. Give feedback if necessary. Assess students using the relevant performance indicators included at the end of the unit.
Feedback: Support who can't follow and answer properly. Praise the ss who can do the task.
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.”

Teaching Learning Activity
Introduction: Do the same as session 1 of Unit 1 Lesson 1.
Review of the previous session: Do the same as session 2 of Unit 1 Lesson 1.

<p>Presentation of the Session: এবার শিক্ষার্থীদেরকে বলুন, “এসো আমরা Activity A এর বাক্যগুলিকে শুনি।” বাক্যগুলি নিজে বলুন/audio/video/QR code এর সহায়তায় শিক্ষার্থীদেরকে শুনতে সহায়তা করুন।</p> <ul style="list-style-type: none"> এবার শিক্ষার্থীদেরকে বাক্যগুলি আপনার সাথে বলতে সহায়তা করুন।
<p>Practice activities: শিক্ষার্থীদেরকে এবার জোড়ায় ভাগ করুন।</p> <ul style="list-style-type: none"> এবার ২ জন শিক্ষার্থীকে সামনে ডেকে Activity B এর আলোকে অভিনয়/Act out করতে সহায়তা করুন। শিক্ষার্থীদেরকে Activity B এর আলোকে তাদের নাম ব্যবহার করে বলতে প্রয়োজনীয় সহায়তা করুন।
<p>Assessing learning: কয়েক জোড়া শিক্ষার্থীকে সামনে ডেকে Activity B এর আলোকে সংলাপগুলো বলতে বলুন এবং প্রয়োজনীয় সহায়তা দিন। Assess students using the relevant performance indicators included at the end of the unit.</p>
<p>Feedback: Support those who can't follow and answer properly. Praise the ss who can do the task.</p>
<p>Summary of the session: শিক্ষার্থীদেরকে জিজ্ঞাসা করুন যে How old are you? এবং How about you? এর জবাবে ইংরেজিতে কী বলতে হয়? সম্ভাব্য উত্তর হবে I am (age)</p>
<p>Concluding the session: Say “Goodbye, my dear Ss. See you in the next class.”</p>

Lesson 3: Farewells

Session	Attainable competency (ies)
Session 4: A, B Page: 5	1.2 Understanding simple dialogues about classroom activities for effective communication 3.2 Exchanging greetings and farewells in conversations in day-to-day life for effective communication

Teaching aids: Text book/Audio/Video clip/QR code/PPT.

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction: Exchange greetings with a smiling face.</p> <p>Say ss, “Let’s listen to a song.”</p> <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"> Invite ss to sing the song with action.
<p>Review of the prior knowledge: Ask ss, “What do we say at farewell?” Help them to say “Goodbye.”</p> <ul style="list-style-type: none"> Praise the ss who answer correctly.

<p>Presentation of the Session: “Listen to the sentences of Activity A carefully.” [Play an audio/video/QR code of the text if possible.]</p> <ul style="list-style-type: none"> • Help them to repeat the sentences after you. • Now tell one/two students randomly to say the sentences correctly.
<p>Practice activities: Divide them into pairs.</p> <ul style="list-style-type: none"> • In pairs, tell S1 to ask and help (if necessary) S2 to answer following Activity B. • In this way, monitor and help them to continue the dialogue using their real name in pairs. • Invite one or two pairs randomly in front of the class to present the dialogue in pairs.
<p>Assessing learning: Now invite one or two pairs randomly in front of the class. Tell them to act out the dialogue following Activity B. Give feedback if necessary. Assess students using the relevant performance indicators included at the end of the unit.</p>
<p>Feedback: Help the students who can’t recite properly. Praise the ss who can do the task.</p>
<p>Summary of the session: Ask ss, “What have we learnt today?” Help them to respond properly.</p>
<p>Concluding the session: Say, “See you in the next class. Bye.”</p>

Lesson 3: Farewells

Session	Attainable Competency (ies)
Session 5: C Page: 6	2.1 Listening to 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>Introduction: Exchange greetings with a smiling face.</p> <ul style="list-style-type: none"> • Say Ss, “Let’s listen to a song.” <div style="text-align: center;"> <p><i>[Goodbye, goodbye! It’s the end of the day. Goodbye, goodbye! Now it’s time to play!]</i></p> </div> <p>Play a video/audio clip if available or show a hand-puppet singing goodbye song by yourself or any warm-up activity.</p>

Review of prior knowledge: Ask ss, “What do we say at farewell?” Help them to say “Goodbye.”

- Praise the ss who answer correctly.

Presentation of the Session: Tell them to look at the pictures on page 6.

- Tell them, “Say the names of the animals in the pictures in English?” [Help them if necessary.]
- Point to the pictures serially from left to right and say the names of the animals properly.
- Tell them to listen to the names and repeat after you.
- Say to ss, “Today we are going to recite a rhyme in the class.”
- 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.]
- Say to ss, “Follow and repeat.” Let them do it (twice at least) in chorus with appropriate gestures.

Practice activities: Tell ss altogether, “Recite and act out the rhyme with me.”

- Say with Total Physical Response (TPR), “Bye bye, butterfly.” Help them to respond, “Bye bye butterfly.”
- Say, “Take care, Polar bear!” Help them to respond to, “Take care, Polar bear!”
- Recite the whole rhyme with TPR following the same way.
- Invite two students randomly in front of the class. Tell them “Recite the rhyme with action.” [Support them to recite with gestures properly.]
- Divide ss into pairs.
- Now let them recite the rhyme in pairs. [Monitor and support them to recite with gestures properly.]
- Divide ss into groups and ask them “Practise the rhyme in groups with gesture.”
- Ask them, “Practise in group with gestures one by one.”

Ask the whole class to practise individually when the teacher says ‘start’.

Assessing learning: In group, tell them “Recite the rhyme in chain drill.” S1 will say the 1st line, S2 will say the 2nd line and S3..... The whole class will continue it in turns in groups. Ask the ss randomly, “What do we say at farewell? Help them to respond “Bye/See you later/See you soon.” Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Help the students who can’t recite properly. Praise the ss who can do the task.

Summary of the session: Ask ss, “What have we learnt today?” Help them to respond to 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-1 and keep record.

Class-wise attainable competency	Performance Indicator	Performance Level		
		Good	Very Good	Excellent
1.2	02.02.02.01 Exchange common expressions for greetings and farewells	Exchange common expressions for greetings and farewells.	Exchange common expressions for greetings and farewells with gesture.	Exchange common expressions for greetings and farewells with proper pronunciation & intonation.
	02.02.02.02 Take part in simple conversation on classroom activities.	Take part in simple conversations on classroom activities	Take part in simple conversation on classroom activities with gesture	Take part in simple conversation on classroom activities with appropriate gesture & pronunciation.
1.4	02.02.04.01 Ask short and simple questions about family members.	Ask short and simple questions about family members with assistance.	Ask short and simple questions about family members independently.	Ask short and simple questions about family members for getting specific information.
	02.02.04.02 Answer to short and simple questions about family members.	Answer to short and simple questions about family members with assistance.	Answer to short and simple questions about family members.	Answer to short and simple questions about family members with proper information.

2.1	02.02.05.01 Repeat Listen & recite the rhyme after teacher.	Listen & recite the rhyme after teacher.	Listen & recite the rhyme with joy.	Listen & recite the rhyme with joyful. TPR
	02.02.05.02 Respond to cartoons/ digital contents.	Respond to cartoons and digital contents	Respond to cartoons and digital contents with joy.	Respond to cartoons and digital contents with joyful expressions.
3.2	02.02.07.01 Take part in simple conversation in day-to-day life exchanging greetings and farewells.	Take part in simple conversation in day-to-day life exchanging greetings and farewells.	Take part in simple conversation in day-to-day life exchanging greetings and farewells with proper gesture.	Take part in simple conversation in day-to-day life exchanging greetings and farewells with appropriate gesture, pronunciation, & intonation.

Unit 2

The Alphabet, Words and Numbers

Total Lessons: 13	Total Sessions: 26	Each Session Duration: 45 minutes
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Lesson	Session
Lesson 1	Session 06: A, B
	Session 07: C, D
	Session 08: E, F, G
Lesson 2	Session 09: A, B
	Session 10: C, D, E
Lesson 3	Session 11: A, B
	Session 12: C, D
	Session 13: E, F, G
Lesson 4	Session 14: A, B
	Session 15: C, D, E
Lesson 5	Session 16: A, B, C
	Session 17: D
Lesson 6	Session 18: A, B
	Session 19: C, D
	Session 20: E, F, G
Lesson 7	Session 21: A, B, C
Lesson 8	Session 22: A, B
	Session 23: C, D
	Session 24: E, F, G
Lesson 9	Session 25: A, B, C
Lesson 10	Session 26: A, B
	Session 27: C, D
	Session 28: E, F, G
Lesson 11	Session 29: A, B, C
Lesson 12	Session 30: A, B, C
Lesson 13	Session 31: A, B, C

Unit 2

The Alphabet, Words and Numbers

Lesson 1: Words with a A—eE

Session	Attainable competency
Session 06: A, B Page: 7	4.1 Recognizing words, cardinal numbers in figures and in words and reading them aloud following proper pronunciation

Teaching aids: Picture of Activity A, B; letter cards/ wooden letters/ plastic letters; word cards; audio/video clip (if available)

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction:</p> <ul style="list-style-type: none"> Exchange greetings saying “Good morning. How are you?” (শিক্ষার্থীদের সাথে “Good morning. How are you?” বলে শুভেচ্ছা বিনিময় করবেন।) <p>Review of the prior knowledge:</p> <ul style="list-style-type: none"> Tell ss ‘Let’s sing the Alphabet song’. [Play an audio if possible.] (শিক্ষার্থীদের বলবেন ‘Let’s sing the Alphabet song’। সম্ভব হলে অডিও ব্যবহার করবেন।) Then, ask ss to remember the English alphabet that they learnt in class 1. [Support Ss if necessary.] (তারপর তাদেরকে স্মরণ করতে বলবেন প্রথম শ্রেণিতে তারা কোন কোন English letters শিখেছে। শিক্ষার্থীদের বলতে প্রয়োজনে সহায়তা করবেন।) Tell ss “Today we are going to learn the words with aA—eE” (এরপর শিক্ষার্থীদের বলবেন “Today we are going to learn the words with aA—eE”) <p>Presentation of the session:</p> <ul style="list-style-type: none"> Tell ss ‘Open your book at page 7’. Show the picture given in Activity-A, and ask them ‘What can you see in the picture?’ Tell ss to think about the objects in the picture. (শিক্ষার্থীদের বলবেন ‘Open your book at page 7’। তারপর Activity-A এ প্রদত্ত ছবি দেখিয়ে জিজ্ঞাসা করবেন ‘What can you see in the picture?’ প্রত্যেক শিক্ষার্থীকে ছবির বিষয়বস্তু নিয়ে চিন্তা করতে বলবেন।) Ask ss to say the name of the objects in the picture in English. Tell them to speak in Bangla if necessary. (এবার ছবিতে কী কী দেখছে তা শিক্ষার্থীদেরকে ইংরেজিতে বলতে বলবেন। প্রয়োজনে শিক্ষার্থীদের বাংলায় বলতে বলুন।) Now, say the name of objects properly and ask ss to repeat after you. Focus on pronouncing the words with aA—eE.

(শিক্ষক এবার ছবির বিভিন্ন বস্তুগুলোর নাম ইংরেজিতে প্রমিতভাবে উচ্চারণ করবেন এবং শিক্ষার্থীদের তা শুনে সমস্বরে বলতে বলবেন। এক্ষেত্রে শিক্ষক অবশ্যই Words with aA—eE সম্পর্কিত বস্তুগুলোর নাম উচ্চারণ করবেন।)

- Tell ss that today we will learn about ‘ant, boat, crow, deer, ear’, and know how to pronounce them properly in English’.
(তারপর শিক্ষার্থীদের বলবেন আজকে আমরা ant, boat, crow, deer, ear শব্দগুলো কীভাবে প্রমিত উচ্চারণে পড়তে হয় তা শিখবো।)
- Ask students to look at the pictures of Activity-B. Encourage them to say the names of the pictures.
(এবার শিক্ষার্থীদের পাঠ্যবইয়ের Activity-B এর ছবিগুলো দেখতে বলবেন। ছবির বিষয়ে বলতে উৎসাহিত করবেন।)
- Then, show the letter cards of Small letters (a—e) and Capital letters (A—E). Ask Ss whether the letters are familiar to them, and ask some Ss to say the names of the letters. Then pronounce the letters properly.
(তারপর শিক্ষার্থীদের Small letters (a—e) এবং Capital letters (A—E) সম্মিলিত বর্ণকার্ড দেখিয়ে এগুলো তাদের পরিচিত কিনা তা জিজ্ঞাসা করবেন এবং কয়েকজন শিক্ষার্থীকে বর্ণগুলোর নাম বলতে বলবেন। এরপর শিক্ষক প্রতিটি বর্ণ প্রমিত উচ্চারণে পড়ে শোনাবেন।)
- Now, show ‘ant, boat, crow, deer, ear’ picture cards with words, and ask Ss whether they can read the words. Listen to some students how they pronounce the words. Then, spell and pronounce the words properly and ask Ss to repeat after you. Now, indicate the words beneath the pictures and read aloud the words properly. Ask Ss to listen and repeat after you.
(এবার শিক্ষার্থীদের ant, boat, crow, deer, ear ছবিযুক্ত word card দেখিয়ে শব্দগুলো পড়তে পারে কিনা জিজ্ঞাসা করবেন। কয়েকজন শিক্ষার্থীর নিকট থেকে শব্দগুলো পড়া শুনবেন। এরপর শিক্ষক ছবিযুক্ত word card এর শব্দগুলো বানান করে প্রমিত উচ্চারণে বলবেন, সাথে শিক্ষার্থীদের সমস্বরে বলতে বলবেন। এবার শিক্ষক ছবির নিচে শুধু শব্দগুলোর ওপর আঙ্গুল রেখে/ চিহ্নিত করে শব্দগুলো পড়ে শোনাবেন এবং শিক্ষার্থীদের সমস্বরে বলতে বলবেন।)

Practice activities:

- **Group Work:** Divide ss into groups. Provide them with word cards and picture cards of ‘ant, boat, crow, deer, ear’. Ask them to discuss in groups and match the pictures with the words properly. Monitor the group work and support them if necessary.
(শিক্ষার্থীদের কয়েকটি দলে ভাগ করবেন। প্রতিটি দলে ant, boat, crow, deer, ear ছবিযুক্ত picture card ও সংশ্লিষ্ট word card সরবরাহ করবেন। তারপর শিক্ষার্থীদের দলে আলোচনা করে picture এর সাথে সংশ্লিষ্ট word কার্ডটি মিল করতে বলবেন। ঘুরে ঘুরে দলগত কাজ পর্যবেক্ষণ করবেন এবং প্রয়োজনে শিক্ষার্থীদের সহায়তা করবেন।)
- **Pairwork:** Divide ss into pairs. One student will point at the pictures (ant, boat, crow, deer, ear), and the other will say the English word properly. Tell them to practice in turns. Monitor pair work and support Ss if necessary.
(এবার শিক্ষার্থীদের জোড়ায় ভাগ করবেন। একজন শিক্ষার্থী ant, boat, crow, deer, ear ছবিযুক্ত কার্ডটি দেখাবে, অন্য শিক্ষার্থী ছবি দেখে সংশ্লিষ্ট শব্দ প্রমিত উচ্চারণে বলবে। পর্যায়ক্রমে জোড়ায়

জোড়ায় সকলে কাজটি করবে। শিক্ষক ঘুরে ঘুরে শিক্ষার্থীদের উচ্চারণ শুনবেন এবং প্রয়োজনে সহায়তা প্রদান করবেন।)

- Now, change the pairs inviting new partners. In pairs, one student will show the word cards (ant, boat, crow, deer, ear), and the other student will spell the words and read them aloud. Tell them to practice in turns. Monitor pair work and provide support to them if necessary.

(এবার, অন্য শিক্ষার্থীদের নিয়ে নতুন জোড়া করবেন। জোড়ায় একজন শিক্ষার্থীকে ant, boat, crow, deer, ear এর word card দেখাতে বলবেন, অন্য শিক্ষার্থীকে শব্দগুলো বানান করে প্রমিত উচ্চারণে পড়তে বলবেন। পর্যায়ক্রমে জোড়ায় জোড়ায় সকলে কাজটি করবে। ঘুরে ঘুরে শিক্ষার্থীরা প্রমিত উচ্চারণে পড়তে পারছে কিনা তা পর্যবেক্ষণ করুন, প্রয়োজনে সহায়তা প্রদান করুন।)

Assessing learning:

- Stick or put the pictures and word cards of ant, boat, crow, deer and ear on the board randomly. Then invite one student and ask him to match the word with the picture. Then tell him to read aloud the word. Invite more Ss to do this. Praise Ss saying ‘Thank you. Well done.’ for their participation.
- (পুশপিন বোর্ডে ant, boat, crow, deer, ear ছবিযুক্ত কার্ড ও সংশ্লিষ্ট word card গুলো এলোমেলো করে স্টেটে রাখবেন। তারপর একজন করে শিক্ষার্থীকে বোর্ডের সামনে ডাকবেন এবং picture এর সাথে সংশ্লিষ্ট word কার্ড টি মিল করতে বলবেন। মিলকরণ শেষে সকলের উদ্দেশ্যে শব্দগুলো উচ্চারণে পড়ে শোনাতে বলবেন। শিক্ষার্থীদের অংশগ্রহণের জন্য Thank you, Well done বলে প্রশংসা করবেন।)
- Now, divide ss into small groups to play a game. Show the word cards of ‘ant, boat, crow, deer, ear’ and ask the groups to raise hands if they can spell and pronounce the word first. Ensure ss participation in playing this game with a competitive attitude. Or, Ask individual students randomly to spell and pronounce the word properly. Praise ss saying ‘Thank you. Well done.’ for their participation.
(এবার শিক্ষার্থীদের নিয়ে ছোটদলে একটি খেলা খেলবেন। শিক্ষার্থীদের বলবেন- আপনি ant, boat, crow, deer, ear এর word card গুলো দেখাবেন এবং যে দলের শিক্ষার্থীরা আগে বানান করে প্রমিত উচ্চারণে পড়তে পারবে তাদের হাত তুলতে বলবেন। খেলায় সবার সক্রিয় অংশগ্রহণ নিশ্চিত করবেন যাতে শিক্ষার্থীদের মধ্যে দ্রুত বানান করে শব্দটি প্রমিত উচ্চারণে পড়ার প্রতিযোগী মনোভাব সৃষ্টি হয়; অথবা, দৈবচয়নের ভিত্তিতে কয়েকজন শিক্ষার্থীকে শব্দগুলো বানান করে প্রমিত উচ্চারণে পড়তে বলবেন। শিক্ষার্থীদের অংশগ্রহণের জন্য Thank you, Well done বলে প্রশংসা করবেন।) Assess students using the relevant performance indicators included at the end of the unit.

Feedback:Support the students who cannot say the words properly. Reassess and make sure they are learning. (যেসব শিক্ষার্থী শব্দগুলো প্রমিত উচ্চারণে পড়তে পারেনি তাদেরকে প্রয়োজনীয় ফলাবর্তন দিয়ে সহায়তা করবেন। পুনরায় মূল্যায়ন করে তাদের শিখন নিশ্চিত করবেন।) Praise the ss who can do the task.

Summary of the session: Now, summarise today’s lesson. Ask ss randomly, ‘What have we learnt today?’ Help them to say the words with Aa – Ee.
(এখন পাঠের সারসংক্ষেপ করবেন। দৈবচয়ন পদ্ধতিতে কয়েকজন শিক্ষার্থীকে জিজ্ঞাসা করবেন ‘What have we learnt today?’ প্রয়োজনে Aa – Ee বর্ণ দিয়ে শুরু শব্দগুলো বলতে সহায়তা করবেন।)

Concluding the session: Conclude today's session by saying, 'Goodbye, my dear ss. See you in the next class.' ('Goodbye, my dear ss. See you in the next class.' বলে আজকের পাঠটি শেষ করবেন।)

Lesson 1: Words with a A—e E

Session	Attainable competency (ies)
Session 07: C, D Page: 8	7.4 Writing familiar words and simple sentences in correct spelling

Teaching aids: Picture of Activity D; letter cards/ wooden letters/ plastic letters; audio/video clip (if available)

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction: Exchange greetings with a smiling face. (শিক্ষার্থীদের সাথে হাসিমুখে শুভেচ্ছা বিনিময় করবেন।)</p>
<p>Review of the previous session:</p> <ul style="list-style-type: none"> • Tell ss 'Let's sing the alphabet song'. Play an audio if possible. (শিক্ষার্থীদের বলবেন 'Let's sing a song'। সম্ভব হলে অডিও ব্যবহার করবেন।) • Review Activity-B, Page-7, before tracing and writing the words. [Provide support to them to recall if necessary.] (আজকের পাঠের শব্দগুলো লিখার আগে গতকালের পাঠের Activity-B, Page-7 পুনরালোচনা করবেন। শিক্ষার্থীদের গতকালের পাঠের বিষয়বস্তু বলতে প্রয়োজনে সহায়তা করবেন।) • Tell them we learnt how to write English letters in class 1. (শিক্ষার্থীদের বলবেন আমরা প্রথম শ্রেণিতে কীভাবে ইংরেজি বর্ণগুলো লিখতে হয় তা শিখেছি।)
<p>Presentation of the session:</p> <ul style="list-style-type: none"> • Tell ss "Today we are going to learn how to write the words (ant, boat, crow, deer, ear)." Make ss understand that we will write the words by moving our hands. (শিক্ষার্থীদের বলবেন আজকে আমরা ant, boat, crow, deer, ear শব্দগুলো কীভাবে লিখতে হয় তা শিখবো। তাদের বলবেন আমরা হাত ঘুরিয়ে শব্দগুলো সঠিকভাবে লিখবো।) • Now, draw lines on the board (like Activity-C), and write the word 'ant' using dotted lines. Say the word aloud. Tell ss to look at how you hold the pen/chalk, and write the word. (এখন Activity-C এর মতো করে লাইনগুলো বোর্ডে আঁকবেন এবং ডটেড লাইনগুলো যোগ করে 'ant' শব্দটি লিখবেন। লিখার পর 'ant' শব্দটি সরবে উচ্চারণ করবেন। বোর্ডে লিখার সময় শিক্ষক কীভাবে কলম/চক ধরছেন এবং লিখছেন তা শিক্ষার্থীদের দেখতে বলবেন।)

- Then, tell ss ‘Open your books at page 8’. Show the Activity-C, Page-8. (তারপর, শিক্ষার্থীদের বলবেন ‘Open your books at page 8’। তারপর Activity-C, Page-8 শিক্ষার্থীদের দেখাবেন।)
- Tell ss to complete tracing the first three dotted words (ant, boat, crow) in their books. Monitor the class, and support Ss if necessary. Praise Ss. (শিক্ষার্থীদের পাঠ্যবইয়ে প্রথম তিনটি শব্দের (ant, boat, crow) ডটেড লাইনগুলো মিলিয়ে লিখতে বলবেন। শিক্ষার্থীদের কাজগুলো ঘুরে ঘুরে পর্যবেক্ষণ করবেন এবং প্রয়োজনে সহায়তা করবেন। শিক্ষার্থীদেরকে তাদের কাজের জন্য প্রশংসা করবেন।)

Practice activities:

- Now, tell ss to complete writing the rest of the words of Activity-C individually in their books.
(এখন, প্রত্যেক শিক্ষার্থীকে Activity-C এর বাকি শব্দগুলো তাদের পাঠ্যবইয়ের নির্দিষ্ট স্থানে লিখে অনুশীলন করতে বলবেন।)
- Ensure everyone is writing; monitor their writing and provide support if necessary. Praise Ss.
(প্রত্যেক শিক্ষার্থী যেন শব্দগুলো সঠিকভাবে লিখতে পারে তা ঘুরে ঘুরে পর্যবেক্ষণ করবেন এবং প্রয়োজনে সহায়তা করবেন। শিক্ষার্থীদেরকে তাদের কাজের জন্য প্রশংসা করবেন।)

Assessing learning:

- Tell ss that they know how to write the words- ‘ant, boat, crow, deer, ear’. Now, they will do an activity rearranging the letters to make words. Show how to rearrange the first word ‘ant’ given in Activity-D. Then ask ss to rearrange the letters for the rest of the words given in Activity-D. Or, provide letter cards/ plastic letters/ wooden letters of the words ‘ant, boat, ball, ear, deer, crow’ in groups, and ask them to rearrange the letters correctly to make words.
(শিক্ষার্থীদের বলবেন তারা ‘ant, boat, crow, deer, ear’ শব্দগুলো কীভাবে লিখতে হয় তা শিখেছে। এখন বর্ণ সাজিয়ে সঠিক শব্দ কীভাবে তৈরি করতে হয়, সেই অ্যাক্টিভিটি তারা করবে। শিক্ষার্থীদের Activity-D এর ‘ant’ শব্দটির বর্ণগুলো সঠিকভাবে rearrange করে দেখাবেন। তারপর শিক্ষার্থীদের Activity-D এর বাকি শব্দগুলোর সংশ্লিষ্ট বর্ণ সঠিকভাবে rearrange করে শব্দ তৈরি করতে বলবেন। অথবা, শিক্ষার্থীদের দলে ‘ant, boat, ball, ear, deer, crow’ শব্দগুলোর সংশ্লিষ্ট বর্ণকার্ড/ প্লাস্টিক / কাঠের বর্ণ সরবরাহ করবেন এবং তাদেরকে শব্দগুলোর সংশ্লিষ্ট বর্ণ সঠিকভাবে rearrange করে শব্দ তৈরি করতে বলবেন।)
- Then, divide ss into pairs. One student says the words or shows the pictures, and the other student writes the words in their exercise book accordingly. Change their role in turns. [Provide support to them if necessary.] (তারপর, শিক্ষার্থীদের জোড়ায় ভাগ করবেন। একজন শিক্ষার্থী শব্দটি বলবে বা ছবি দেখাবে, অন্য শিক্ষার্থী শব্দটি শুনে বা ছবি দেখে সংশ্লিষ্ট শব্দটি তাদের খাতায় লিখবে। এভাবে জোড়ায় শিক্ষার্থীর ভূমিকা পরিবর্তন করে কাজটি করতে বলবেন। প্রয়োজনে সহায়তা করবেন।)

<ul style="list-style-type: none"> • Then, invite a few ss in front of the class. Say one word and ask them to write that word on the board. You can invite them randomly to write. Or, ask ss to write the word individually in their exercise book. (এরপর, কয়েকজন শিক্ষার্থীকে ক্লাসের সামনে ডেকে নিয়ে আসবেন। যেকোন একটি শব্দ বলবেন এবং তাদেরকে বোর্ডে সংশ্লিষ্ট শব্দটি লিখতে বলবেন। শিক্ষার্থীদের দ্বৈবচয়নের ভিত্তিতে লিখার জন্য আহ্বান করবেন। অথবা, শব্দগুলো শিক্ষার্থীদের নিজের খাতায় লিখতে বলবেন।) • Praise ss at the end. (শিক্ষার্থীদেরকে তাদের কাজের জন্য প্রশংসা করবেন।) • Assess students using the relevant performance indicators included at the end of the unit.
<p>Feedback: Support the ss who cannot write the words. Reassess and make sure they are learning. (যেসব শিক্ষার্থী শব্দগুলো সঠিকভাবে লিখতে পারেনি তাদেরকে প্রয়োজনীয় ফলাবর্তন দিয়ে সহায়তা করবেন। পুনরায় মূল্যায়ন করে তাদের শিখন নিশ্চিত করবেন।)</p> <p>Praise the ss who can do the task.</p>
<p>Summary of the session: Now, summarise today’s lesson. Ask ss randomly, ‘What have we learnt today?’ (এখন পাঠের সারসংক্ষেপ করবেন। দ্বৈবচয়ন পদ্ধতিতে কয়েকজন শিক্ষার্থীকে জিজ্ঞাসা করবেন ‘What have we learnt today?’)</p>
<p>8. Concluding the session: Now, conclude today’s session by saying, ‘Goodbye, my dear Ss. See you in the next class.’ (‘Goodbye, my dear Ss. See you in the next class.’ বলে আজকের পাঠ শেষ করবেন।)</p>

Lesson 1: Words with a A—e E

Session	Attainable competency (ies)
Session 08: E, F, G Page: 9	4.1 Recognising words, cardinal numbers in figures and in words and reading them aloud following proper pronunciation 7.4 Writing familiar words and simple sentences in correct spelling

Teaching aids: Picture of Activity E; Picture cards; worksheets; audio/video clip (if available)

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction: Exchange greetings with a smiling face. (শিক্ষার্থীদের সাথে হাসিমুখে শুভেচ্ছা বিনিময় করবেন।)</p>

Review of the previous session:

- Start the session with the alphabet song. Play an audio if possible.
(শিক্ষার্থীদের সাথে নিয়ে একটি ছড়াগান গেয়ে শুরু করবেন। সম্ভব হলে অডিও ব্যবহার করবেন।)
- Then, ask ss “What did we learn yesterday?” [Support ss, if necessary. Allow them to say in Bangla]
(তারপর, শিক্ষার্থীদের জিজ্ঞাসা করবেন “What did we learn yesterday?” শিক্ষার্থীদের বলতে প্রয়োজনে সহায়তা করবেন। ইংরেজিতে বলতে না পারলে বাংলায় বলতে বলুন।)
- Review Activity-D, Page-7, before writing the words. [Provide support to them to recall if necessary.]
(আজকের পাঠের শব্দগুলো লিখার আগে গতকালের পাঠের Activity-D, Page-7 পুনরালোচনা করবেন। শিক্ষার্থীদের বলতে প্রয়োজনে সহায়তা করবেন।)
- Tell, today we are going to play a game with the learnt words.
(শিক্ষার্থীদের বলবেন আজকে আমরা শেখা শব্দগুলো দিয়ে মজার খেলা খেলবো।)

Presentation of the session:

- Before playing the game, tell ss that we will do the Activity E first.
(খেলা শুরু করার আগে শিক্ষার্থীদের প্রথমে Activity-E করতে বলবেন।)
- Then, tell ss ‘Open your book at page 8’. Show the Activity-E, Page-8.
(তারপর, শিক্ষার্থীদের বলবেন ‘Open your book at page 8’। তারপর Activity-E, Page-8 শিক্ষার্থীদের দেখাবেন।)
- Show ss how to write the words in the boxes. Write ‘deer’ in the boxes as an example, and ask ss to follow you.
(কীভাবে বক্সে শব্দটি লিখতে হবে তা শিক্ষার্থীদের দেখাবেন। উদাহরণ হিসেবে ‘deer’ শব্দটি বক্সে লিখে দেখাবেন এবং শিক্ষার্থীদের তা অনুসরণ করতে বলবেন।)

Practice activities:

- Now, tell ss to write the rest of the words of Activity-E individually in their books.
(এখন, শিক্ষার্থীদের Activity-E এর বাকি শব্দগুলো তাদের বইয়ের নির্দিষ্ট স্থানে লিখতে বলবেন।)
- Ensure everyone is writing; monitor their writing and provide support if necessary.
(শিক্ষার্থীদের লিখা ঘুরে ঘুরে পর্যবেক্ষণ করবেন এবং প্রত্যেকের লিখতে পারা নিশ্চিত করবেন। প্রয়োজনে শিক্ষার্থীদের সহায়তা করবেন।)
- Now, ask ss to do Activity F. Ask ss to read the words first, then match them with the related pictures they like.
(এবার, শিক্ষার্থীদের Activity-F করতে বলবেন। প্রথমে শিক্ষার্থীদের শব্দগুলো পড়তে বলবেন। তারপর সংশ্লিষ্ট যে ছবিটি তাদের পছন্দ তার সাথে দাগ টেনে মিলাতে বলবেন।)
- Ensure everyone is matching the words with the pictures; monitor their activity and provide support if necessary.
(প্রত্যেক শিক্ষার্থী যেন শব্দের সাথে ছবির মিলকরণের কাজটি করে, সেটি ঘুরে ঘুরে পর্যবেক্ষণ করে নিশ্চিত করবেন। প্রয়োজনে শিক্ষার্থীদের সহায়তা করবেন।)
- Now, tell ss how to play a game with the learnt words ‘dog, cat and crow’.
(এবার শিক্ষার্থীদের ‘dog, cat and crow’ শব্দগুলো দিয়ে কীভাবে খেলাটি খেলতে হবে তা বলবেন।)

- **For playing the game:** Distribute letter cards/ wooden letters/ plastic letters of the words 'dog, cat and crow' to each student. Now, say the word 'dog', and ask ss to stand in a line in front of the class who have a related letter card/ wooden letter/ plastic letter of that word. ss will stand in a sequence holding their letters to make the 'dog' correctly. Then ask ss to make a sound like a dog. Do the same process for the other words 'cat and crow'.

(খেলাটি খেলার জন্য শিক্ষার্থীদের নিকট 'dog, cat and crow' শব্দসমূহের letter cards/ wooden letters/ plastic letters সরবরাহ করবেন। এখন 'dog' শব্দটি উচ্চারণ করবেন এবং যেসব শিক্ষার্থীদের 'dog' সংশ্লিষ্ট বর্ণ কার্ড রয়েছে তাদের শ্রেণিকক্ষের সামনে এসে লাইনে দাঁড়াতে বলবেন। শিক্ষার্থীরা তাদের হাতে রাখা বর্ণ কার্ডটি দৃশ্যমান করে ধারাবাহিকভাবে সাজিয়ে দাঁড়াতে যাতে 'dog' শব্দটি সঠিকভাবে তৈরি হয়। তারপর শিক্ষার্থীদের 'dog' এর মতো sound করতে বলবেন। 'cat and crow' শব্দসমূহ নিয়ে খেলার ক্ষেত্রে একই পদ্ধতি অনুসরণ করবেন।)

- Praise ss for their active participation in playing this game.

(খেলায় শিক্ষার্থীদের সক্রিয় অংশগ্রহণের জন্য প্রশংসা করবেন।)

Assessing learning:

- Say the words 'deer, crow, ear, boat, ant' aloud, and ask Ss to raise a hand if they can write the words. Then, invite randomly a few Ss in front of the class to write the words on the board.

('deer, crow, ear, boat, ant' শব্দগুলো সরবে উচ্চারণ করবেন এবং যেসব শিক্ষার্থীরা লিখতে পারবে তাদের হাত তুলতে বলবেন। দ্বৈবচয়ন পদ্ধতিতে কয়েকজন শিক্ষার্থীকে ডেকে এনে বোর্ডে লিখতে দিবেন।)

- Then, show the pictures of 'deer, crow, ear, boat, ant', and ask ss to write the word individually in their exercise books.

(তারপর শিক্ষার্থীদের 'deer, crow, ear, boat, ant' এর ছবি দেখাবেন এবং শিক্ষার্থীদের ছবি সংশ্লিষ্ট শব্দসমূহ তাদের খাতায় লিখতে বলবেন।)

- Check students' learning when students are writing the words in their exercise book.

(শিক্ষার্থীরা শব্দগুলো তাদের খাতায় সঠিকভাবে লিখতে পারছে কিনা তা পর্যবেক্ষণ করবেন।)

Praise Ss at the end. (শিক্ষার্থীদের তাদের কাজের জন্য প্রশংসা করবেন।)

- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support the students who cannot write the words in the boxes or in exercise books. Reassess and make sure they are learning.

(যেসব শিক্ষার্থী শব্দগুলো বক্সে/খাতায় সঠিকভাবে লিখতে পারেনি তাদেরকে প্রয়োজনীয় ফলাবর্তন দিয়ে সহায়তা করবেন। পুনরায় মূল্যায়ন করে তাদের শিখন নিশ্চিত করবেন।)

Praise the ss who can do the task.

Summary of the session: Now, summarise today's lesson. Ask Ss randomly, "What have we learnt today?"

(এখন পাঠের সারসংক্ষেপ করবেন। দ্বৈবচয়ন পদ্ধতিতে কয়েকজন শিক্ষার্থীকে জিজ্ঞাসা করবেন, "What have we learnt today?")

Concluding the session: Conclude today’s session by saying, “Goodbye, my dear ss. See you in the next class.”

(“Goodbye, my dear ss. See you in the next class.” বলে আজকের পাঠ শেষ করবেন।)

Lesson 2: Numbers 1-5

Session	Attainable competency (ies)
Session 9: A, B Page: 10	4.1 Recognising words, cardinal numbers in figures and in words and reading them aloud following proper pronunciation

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

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction: Do the same as the session 1 of Lesson 1.</p> <ul style="list-style-type: none"> Say ss, “Let’s listen to a Number song <i>One two three four five, Once I caught a fish alive. Six, seven, eight, nine ten Then I let it go again.</i>] Play an audio if possible. [If audio is not available, sing a song with the ss with TPR.]
<ul style="list-style-type: none"> Review of prior knowledge: Ask ss altogether, “What did we learn yesterday?” Showing the picture of Ant/Boat/Crow/Deer and Elephant ask the ss, “What is the first letter of the word?” The possible answer should be A/B/C/D/E.
<p>Presentation of the Session: Showing page 10 tell the Ss “Open this page. Show me this page.”</p> <ul style="list-style-type: none"> Showing the Activity A, ask the ss “What do you see in the picture?” Now tell them “Count the different types of kites in the picture and say the number.” Help them to count the different types of kites (1-5). Tell them, “Today we are going to learn how to count and read the numbers from 1 to 5 in words and figures.”
<ul style="list-style-type: none"> Pointing to the 1st picture of Activity B, ask one student, “How many kites are there in the picture?” Help them to read aloud cardinal numbers in figures and words properly. In this way, pointing to the other pictures of Activity B, help them to read aloud the cardinal numbers in figures and words properly. Now ask one/two students randomly “How many kites are there in the picture?”

Practice activities: Now, practice in groups. One student shows the pictures of kites and then asks, “How many kites are there in the picture?” Support other students to reply altogether, “1 Kite/2 Kites/3 Kites/4 Kites/5 Kites.” [Monitor group work.] Drill the activity in group 2/3 times.

Assessing learning: Ask one student randomly, “Listen to the sound of numbers and then point to those numbers.” Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support those who can’t follow and answer properly. Praise the ss who can do the task.

Summary of the session: Now, summarise today’s lesson. Ask Ss, “What have we learnt today?” Help them to answer.

Concluding the session: Say “Goodbye all. See you in the next class.”

Lesson 2: Numbers 1-5

Session	Attainable competency (ies)
Session 10: C, D, E Page: 11	4.1 Recognising words, cardinal numbers in figures and in words and reading them aloud following proper pronunciation 7.2 Writing cardinal numbers in figures and in words correctly to use them in written communication

Teaching aids: Picture of activity C, D, number cards or wooden or plastic numbers, word cards of one to five.

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity
Introduction: Do the same as the Session 1 of Lesson 2.
<p>Review of the previous session: Ask ss altogether, “What did we learn yesterday?”</p> <ul style="list-style-type: none"> • Showing the pictures of kites, ask a student randomly, “How many kites are there in the picture?” • Possible answers should be “1 Kite/2 Kites/3 Kites/4 Kites/5 Kites.”
<p>Presentation of the session: Tell ss “Today we are going to learn how to read and write the numbers from 1 to 5.”</p> <ul style="list-style-type: none"> • Tell ss “Look at the Activity-C of page 11 and read the numbers with me. (one to five) Do it 2/3 times. • Help them read aloud cardinal numbers in words properly.

- Now, draw four rolled lines on the board.
- Next, trace the word ‘one’ using dots like Activity-C on the board. Tell others to follow.
- Then, invite S1 to write ‘one’ using dots like Activity-C on the board. Tell others to follow.
- Next tell them, “Write the word ‘one’ using dotted lines on the book.”
- Do the same process to write the numbers “two to five.”

Practice activities: Tell ss again “Look at the pictures of Activity D carefully.”

- Now, tell ss “Count the pictures of flowers in each line and read the numbers.”
- Tell them, “Match the counted flowers with the number.” [Ensure everyone is doing the activity properly.]
- After that, tell them, “Write the numbers in words in the blank spaces.”

Assessing learning: Using number cards of 1 to 5 and word cards of one to five, play a game with the ss in the class.

- Then, invite Ss randomly in front of the class. Tell them, “Match the number cards of 1 to 5 with their word cards.”[Activity E]
- Tell them to show their activities in the class.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support the students who can’t read, count and match the cardinal number (1-5) neatly and legibly. Praise the ss who can do the task.

Summary of the session: Now, summarise today’s lesson. Ask Ss, ‘What have we learnt today?’ Help them to answer.

Concluding the session: Say, “Goodbye all. See you in the next class.”

Lesson 3: Words for f F—j J

Session	Attainable competency (ies)
Session 11: A, B Page: 12	4.1 Recognising words, cardinal numbers in figures and in words and reading them aloud following proper pronunciation

Teaching aids: Picture of Activity A, B; letter cards/ wooden letters/ plastic letters; word cards; audio/video clip (if available)

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity

Introduction:

- Exchange greetings saying “Good morning. How are you?”

Review of the prior knowledge:

- Ask ss to remember the English words that they learnt in the previous class. [Support Ss if necessary]
- Tell ss, “Today we are going to learn the words with “f F-j J”

Presentation of the session:

- Tell ss ‘Open your book at page 12. Show the picture given in Activity-A, and ask them ‘What can you see in the picture?’
- After a few minutes, ask ss to say the names of the picture objects in English. Encourage them to say in Bangla if necessary.
- Then, say the names of the objects properly and ask Ss to repeat after you. Focus on pronouncing the words with “f F-j J”
- Tell Ss that today we will learn the words ‘frog, garlic, honey, island, jute, and know how to pronounce them properly in English’.
- Show students letter cards of ‘f F-j J’ and ask students the names of the letters. Help them if necessary.
- Now, ask students to look at the pictures of Activity-B. Encourage them to say the names of the pictures.
- Now, show ‘frog, garlic, honey, island, jute’ picture cards with words and ask Ss to read the words. Listen to some students how they pronounce the words.
- After that pronounce the words ‘frog, garlic, honey, island, jute’ properly and ask Ss to listen.
- Then, spell and pronounce the words properly and ask Ss to listen and repeat after you.
- Now, indicate the words below the pictures and read aloud the words properly. Ask Ss to listen and repeat after you.
- Now, point to the words randomly and ask students to read the words.

Practice activities:

- **Group Work:** Divide students into groups. Provide them with word cards and picture cards of ‘frog, garlic, honey, island, jute’. Ask them to discuss in groups and match the pictures with the words properly. Monitor the group work and support them if necessary.
- **Pairwork:** Divide ss into pairs. One student will point to the pictures (frog, garlic, honey, island, jute) and the other will say the English word properly. Tell them to practice in turns. Monitor pair work and support Ss if necessary. Now, change the pairs inviting new partners. In pairs, one student will show the word cards (frog, garlic, honey, island, jute) the other student will spell the word and read it aloud. Tell them to practice in turns. Monitor pair work and provide support to them if necessary.

Assessing learning:

- Stick or put the picture and word cards of ‘frog, garlic, honey, island, jute’ on the board randomly. Then invite one student and ask him to match the word with the picture. Then tell him to read aloud the word. Invite more ss to do this. Praise ss saying ‘Thank you. Excellent.’ for their participation.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback:

Support the students who cannot say the words properly. Reassess and make sure they are learning. Praise the ss who can do the task.

Summary of the session: Now, summarise today’s lesson. Ask ss randomly, ‘What have we learnt today?’ Help them to say the words with ‘f F—j J’.

Concluding the session: Conclude today’s session by saying, ‘Goodbye, my dear ss. See you in the next class.’

Lesson 3: Words with f F—j J

Session	Attainable competency (ies)
Session 12: C, D Page: 13	7.4 Writing familiar words and simple sentences in correct spelling

Teaching aids: Picture of Activity D; letter cards/ wooden letters/ plastic letters; audio/video clip (if available)

Session Procedures**Session Duration: 45 minutes**

Teaching Learning Activity

Introduction:

Exchange greetings with a smiling face.

Review of the previous session:

- Tell ss ‘Let’s sing the alphabet song’. Play an audio if possible.
- Review Activity-B Page- 12 by asking Ss to read the words, before tracing and writing the words. [Provide support to them to recall if necessary.]

Presentation of the session:

- Tell ss that today we are going to learn how to write the words (frog, garlic, honey, island, jute). Make ss understand that we will write the words properly.
- Now, draw lines on the board (like Activity-C), and write the word ‘frog’ using dotted lines. Say the word aloud. Tell ss to look at how you hold the pen/chalk, and write the word.
- Then, tell ss ‘Open your book at page 12. Show the Activity-C, Page-12.

<ul style="list-style-type: none"> • Tell Ss to complete tracing the first three dotted words (frog, garlic, honey) in their books. Monitor the class, and support ss if necessary. Praise ss.
<p>Practice activities:</p> <ul style="list-style-type: none"> • Now, tell ss to complete writing the rest of the words of Activity-C individually in their book. • Ensure everyone is writing; monitor their writing and provide support if necessary. Praise Ss.
<p>Assessing learning: [Please, fill up the provided checklist or take notes on students’ learning progress. Teachers can use different techniques to assess students’ learning considering students’ levels, needs and classroom context.]</p> <ul style="list-style-type: none"> • Tell ss that they know how to write the words- frog, garlic, honey, island, jute. Now, they will do an activity rearranging the letters to make words. Show how to rearrange the first word ‘frog’ given in Activity-D. Then ask Ss to rearrange the letters for the rest of the words given in Activity-D. • Then, divide ss into pairs. One student says the words or shows the pictures, and the other student writes the words in their exercise books accordingly. Change their role in turns. [Provide support to them if necessary.] • Then, invite a few ss in front of the class. Say one word and ask them to write that word on the board. You can invite them randomly to write. Or, ask ss to write the word individually in their exercise books. • Check students’ learning using the following assessment indicators. • Assess students using the relevant performance indicators included at the end of the unit.
<p>Feedback: Support the students if one cannot write the words. Reassess and make sure they are learning. Praise the ss who can do the task.</p>
<p>Summary of the session: Now, summarise today’s lesson. Ask ss randomly, ‘What have we learnt today?’</p>
<p>Concluding the session: Now, conclude today’s session by saying, ‘Goodbye, my dear ss. See you in the next class.’</p>

Lesson 3: Words with f F—j J

Session	Attainable competency (ies)
Session 13: E, F, G Page: 14	4.1 Recognising words, cardinal numbers in figures and in words and reading them aloud following proper pronunciation 7.4 Writing familiar words and simple sentences in correct spelling

Teaching aids: Picture of Activity E; Picture cards; worksheets; audio/video clip (if available)

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction: Exchange greetings with a smiling face.</p>
<p>Review of the previous session:</p> <ul style="list-style-type: none"> • Start the session with the alphabet song. Play an audio if possible. • Then, ask ss “What did we learn yesterday?” [Support Ss, if necessary. Allow them to say in Bangla]
<ul style="list-style-type: none"> • Review Activity-D, Page- 13, before writing the words. [Provide support to them to recall if necessary.] • Tell, today we are going to play a game with the learnt words.
<p>Presentation of the session:</p> <ul style="list-style-type: none"> • Before playing the game, tell Ss that we will do Activity-E first. • Then, tell ss ‘Open your book at page 14’. Show the Activity-E, Page-14. • Do one example on the board how to match and circle. • Tell Ss to read and match the pictures with the words. Then tell them to circle their favorite animal/animals.
<p>Practice activities:</p> <ul style="list-style-type: none"> • Now, tell Ss to write words under the pictures of Activity-F in their book. Do one example on the board how to write the words. • Now, for playing the game: Distribute letter cards/ wooden letters/ plastic letters of the words ‘frog, cat, goat, hen’ to each student. Now, say the word ‘frog’, and ask Ss to stand in a line in front of the class who have a related letter card/ wooden letter/ plastic letter of that word. Ss will stand in a sequence holding their letters to make the ‘frog’ correctly. Then ask Ss to make a sound like a dog. Do the same process for the other words ‘cat, goat, hen’. • Praise Ss for their active participation in playing this game.
<p>Assessing learning:</p> <ul style="list-style-type: none"> • Say the words ‘frog, garlic, honey, island, jute aloud, and ask Ss to raise a hand who can write the words. Then, invite randomly a few Ss in front of the class to write the words on the board. • Then, show the pictures ‘frog, garlic, honey, island, jute’ and ask Ss to write the word individually in their exercise books. • Check students’ learning when students are writing the words in their exercise books. • Praise Ss at the end.

- Check students' learning using the following assessment indicators.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support the students who cannot write the words in the boxes or exercise books. Reassess and make sure they are learning. Praise the ss who can do the task.

Summary of the session: Now, summarise today's lesson. Ask ss randomly, 'What have we learnt today?'

Concluding the session: Conclude today's session by saying, 'Goodbye, my dear ss. See you in the next class.'

Lesson 4: Numbers 6-10

Session	Attainable competency (ies)
Session 14: A, B Page: 15	4.1 Recognising words, cardinal numbers in figures and in words and reading them aloud following proper pronunciation

Teaching aids: Picture of activity A, B

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity

Introduction: Do the same as the session 1 of Lesson 2.

Review of the previous session: Ask ss, "What did we learn yesterday?"

- Showing the pictures of different objects from the previous page of 14, ask some students randomly, "What is it?"
- Possible answer should be "fish/jute/hen/island/goat/insects/garlic/frog/jug/honey."

Presentation of the Session: Showing **Activity A**, ask ss, "What do you see in the picture?"

- Now, show them page 15. Tell "Open this page. Show me this page." -
- Tell them, "Look at the pictures and discuss with friend who is next to your right side." Help them to talk about the pictures.
- Tell Ss "Count the fruits and vegetables in the picture."
- Encourage them to say the names and numbers of the objects focusing on 6 to 10.
- Tell them "Today we are going to learn how to count and read the numbers from 6 to 10 in words and figures."

<ul style="list-style-type: none"> Pointing to the 1st picture of Activity B, ask one student, “How many objects are there in the picture?” Help them to read aloud cardinal numbers in figures and words properly.
<ul style="list-style-type: none"> In this way, pointing to the other pictures of Activity B, helps them to read aloud cardinal numbers in figures and words properly. Allow time to respond. Pointing to the picture, ask one or two students randomly, “How many objects (Brinjal) are there in the picture?” Drill the activity more than once.
<p>Practice activities: Tell S1, “Show in group the pictures of objects (brinjals) and then ask, “How many objects (brinjals) are there in the picture?”</p> <ul style="list-style-type: none"> Help other students to reply correctly. Drill the activity in the group more than once.
<p>Assessing learning: Ask one student randomly, “Listen to the sound of numbers and then point to those numbers.” Assess students using the relevant performance indicators included at the end of the unit.</p>
<p>Feedback: Support those who can’t follow and answer properly. Praise the ss who can do the task.</p>
<p>Summary of the session: Now, summarise today’s lesson. Ask Ss, “What have we learnt today?” Help them to answer.</p>
<p>Concluding the session: Say “Goodbye all. See you in the next class.”</p>

Lesson 4: Numbers 6-10

Session	Attainable competency (ies)
Session 15: C, D, E Page: 16	4.1 Recognising words, cardinal numbers in figures and in words and reading them aloud following proper pronunciation 7.2 Writing cardinal numbers in figures and in words correctly to use them in written communication

Teaching aids: Picture of activity C, D, wooden/plastic letters

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity

Introduction: Do the same as the session 1 of Lesson 2.

Review of the previous session: Ask all ss, “What did we learn yesterday?”

Showing the pictures of brinjals, ask a student randomly, “How many objects (brinjals) are there in the picture?” Possible answer should be “6/7/8/9/10.”

Presentation of the session: Tell ss “Today we are going to learn how to read and write the numbers from 6 to 10.”

- Tell ss “Look at the Activity-C on page 16 and read the numbers with me. (six to ten). Do it 2/3 times.
- Help them read aloud cardinal numbers in words properly.
- Now, draw four rolled lines on the board.
- Next, trace the word ‘six’ using dots like **Activity-C** on the board. Tell others to follow.
- Then, invite S1 to write ‘six’ using dots like **Activity-C** on the board. Tell others to follow.
- Next, tell other students “Write the word ‘six’ using dotted lines on the book.”
- Do the same process to write the number “seven to ten.”

Practice activities: Tell ss again, “Read and rearrange the letters using wooden/plastic letters.” [Activity D]

- Tell them “Make words with the rearranged letters.” [Help them to rearrange the letters if necessary.]
- Tell them, “Write the numbers in words in the blank of the textbook.”
- Tell S1, S2, S3 “Read the words.” Help other students to read the words properly.
- After that, tell them “Match the rearranged words with the figures.” [Ensure everyone is doing the activity properly.]

Assessing learning:

- Using wooden/plastic letters, play a game with the Ss in the class.
- Then, invite the Ss randomly in front of the class. Tell them, “Match the rearranged letters with the figures.”
- Next, tell them “Write the numbers from 1 to 10 in words.”
- Tell a student randomly, “Read the written numbers from 1 to 10 in word.”
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support the students who can't read, count and match the cardinal numbers (6-10) neatly and legibly. Praise the ss who can do the task.

Summary of the session: Now, summarise today's lesson. Ask Ss, ‘What have we learnt today?’ Help them to answer.

Concluding the session: Say “Goodbye all. See you in the next class.”

Lesson 5: Rhyme

Session	Attainable competency (ies)
Session 16: A B C Page: 17	2.1 Listening to 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>Introduction:</p> <ul style="list-style-type: none"> Exchange greetings with a smiling face. Let's listen to a hello song.” <p style="text-align: center;"> <i>[Hello, Hello Hello, my friend Happy to meet you Happy to meet you</i> </p> <p style="text-align: center;"> <i>Hello, Hello Hello, my friend Happy to meet you Happy to meet you today]</i> </p> <p>Play a video/audio clip if available or show a hand puppet singing a goodbye song by yourself or any warm-up activity.</p>
<p>Review of prior knowledge:</p> <ul style="list-style-type: none"> Ask Ss, “What did we learn in the last class?” Help them to say. Praise the Ss who answer correctly.
<p>Presentation of the Session:</p> <ul style="list-style-type: none"> Tell them to look at the pictures at page 17. Ask ss, “What are they doing in the picture?” [Help them if necessary.]
<ul style="list-style-type: none"> 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. Say ss, “Today we are going to recite the rhyme ‘Little Seed’. First, Tell Ss, “Listen to the rhyme. Then recite the Rhyme or Use audio or QR code. Now, ask Ss to repeat the Rhyme after you.
<p>Practice activities:</p> <ul style="list-style-type: none"> Divide the ss into groups. Ask them to recite the Rhyme (Activity B) in groups. Now, ask Ss to say the Rhyme with Total Physical Response (TPR), the rhyme, and help if necessary.

- Invite two students 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 practice individually when the teacher says ‘start’. Ask the whole class to practice individually when the teacher says ‘start’.

Assessing learning: In groups, tell them “Recite the rhyme in chain drill.” S1 will say the 1st line S2 will say the 2nd line S3..... The whole class will continue it in turns in groups following Activity B.

- Ask one group to come in front and act out the rhyme properly following Activity C. Ask other ss to observe the acting.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Help the students who can’t recite properly. Praise the ss who can do the task.

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 5: Rhyme

Session	Attainable competency (ies)
Session 17: D Page: 17	2.1 Listening to 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.

- Say 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 a goodbye song by yourself or any warm-up activity.

<p>Review of prior knowledge: Asks, “What did we learn in the last class?” Help them to say.</p> <ul style="list-style-type: none"> • Praise the Ss who answer correctly.
<p>Presentation of the Session: Ask one or two Ss to recite the rhyme ‘Little Seed.’ Ask ss “What is the boy and the girl doing?” Help them to answer,</p> <ul style="list-style-type: none"> • Today we are going to do a project work: plant a seed in the ground or in a tub. Take care and draw pictures of different stages.
<p>Practice activities:</p> <ul style="list-style-type: none"> • Divide ss into groups. Provide each group with seed, soil, tub and water. • Ask them to plant the seeds in the tub, take care and draw pictures of different stages by observing the tub.
<p>Assessing learning:</p> <ul style="list-style-type: none"> • Ask each group to come to front and display their drawing in the classroom. • Then ask them to move around and see each other’s drawings. • Assess students using the relevant performance indicators included at the end of the unit.
<p>Feedback: Help the students who can’t recite properly. Praise the ss who can do the task.</p>
<p>Summary of the session: Ask Ss, “What have we learnt today?” Help them to respond properly.</p>
<p>Concluding the session: Say “See you later in the next class. Bye.”</p>

Lesson 6: Words with k K—o O

Session	Attainable competency (ies)
Session18: A, B Page: 18	4.1 Recognising words, cardinal numbers in figures and in words and reading them aloud following proper pronunciation

Teaching aids: Picture of Activity A, B; letter cards/ wooden letters/ plastic letters; word cards; audio/video clip (if available)

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction:</p> <ul style="list-style-type: none"> • Exchange greetings saying “Good morning. How are you?”

Review of the prior knowledge:

- Tell ss ‘Let’s sing the Alphabet song’. [Play an audio if possible.]
- Ask ss to remember the English words that they learnt in the previous class. [Support Ss if necessary]
- Tell ss today we are going to learn the words with “k K—o O”

Presentation of the session:

- Tell ss ‘Open your books at page 18’. Show the picture given in **Activity-A**, and ask them ‘What can you see in the picture?’ Tell ss to think about the objects in the picture.
- Now, ask ss to say the name of the picture objects in English. Encourage them to speak in Bangla if necessary.
- Now, say the name of objects properly and ask Ss to repeat after you. Focus on pronouncing the words with ‘k K - o O’.
- Tell ss that today we will learn the words ‘kitten, ladder, monkey, nest, orange’, and know how to pronounce them properly in English’.
- Ask students to look at the pictures of Activity-B. Encourage them to say the name of the pictures.
- Now, show kitten, ladder, monkey, nest, and orange picture cards with words, and ask ss whether they can read the words. Listen to some students how they pronounce the words. Then, spell and pronounce the words properly and ask ss to repeat after you. Now, indicate the words beneath the pictures and read aloud the words properly. Ask ss to listen and repeat after you.

4. Practice activities:

- **Group Work:** Divide students into groups. Provide them with word cards and picture cards of ‘kitten, ladder, monkey, nest, orange’. Ask them to discuss in groups and match the pictures with the words properly. Monitor the group work and support them if necessary.
- **Pairwork:** Divide ss into pairs. One student will point to the pictures’ ‘kitten, ladder, monkey, nest, orange’, and the other will say the English word properly. Tell them to practice in turns. Monitor pair work and support Ss if necessary.
- Now, change the pair inviting a new partner. In pairs, one student will show the word cards ‘kitten, ladder, monkey, nest. The other student will spell the word and read it aloud. Tell them to practice in turns. Monitor pair work and provide support to them if necessary.

Assessing learning:

- Stick or put the picture and word cards of ‘kitten, ladder, monkey, nest, orange’ on the board randomly. Then invite one student and ask him to match the word with the picture. Then tell him to read aloud the word. Invite more ss to do this. Praise Ss saying ‘Thank you. Well done.’ for their participation.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback:Support the students who cannot say the words properly. Reassess and make sure they are learning. Praise the ss who can do the task.

Summary of the session: Now, summarise today’s lesson. Ask Ss randomly, ‘What have we learnt today?’ Help them to say the words with ‘k K—o O’

Concluding the session: Conclude today’s session by saying, ‘Goodbye, my dear ss. See you in the next class.’

Lesson 6: Words with k K—o O

Session	Attainable competency (ies)
Session 19: C, D Page: 19	7.4 Writing familiar words and simple sentences in correct spelling

Teaching aids: Picture of Activity D; letter cards/ wooden letters/ plastic letters; audio/video clip (if available)

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction: Exchange greetings with a smiling face.</p>
<p>Review of the previous session:</p> <ul style="list-style-type: none"> • Tell ss ‘Let’s sing the Alphabet song’. Play an audio if possible. • Review Activity-B, Page- 6, before tracing and writing the words. [Provide support to them to recall if necessary.]
<p>Presentation of the session:</p> <ul style="list-style-type: none"> • Tell ss that today we are going to learn how to write the words (kitten, ladder, monkey, nest, orange). Make Ss understand that we will write the words by moving our hands. • Now, draw lines on the board (like Activity-C), and write the word ‘kitten’ using dotted lines. Say the word aloud. Tell Ss to look at how you hold the pen/chalk, and write the word. • Then, tell ss ‘Open your book at page 19’. Show the Activity-C, Page-19.
<p>Practice activities:</p> <ul style="list-style-type: none"> • Tell ss to complete tracing the rest dotted words (ladder, monkey, nest, orange) in their book. Monitor the class, and support Ss if necessary. Praise Ss. • Ensure everyone is writing; monitor their writing and provide support if necessary. Praise Ss.

Assessing learning:

- Tell ss that they know how to write the words- ‘kitten, ladder, monkey, nest, orange’. Now, they will do an activity rearranging the letters to make words. Show how to rearrange the first-word ‘ant’ given in Activity-D. Then ask Ss to rearrange the letters for the rest of the words given in Activity-D. Or, provide letter cards/ plastic letters/ wooden letters of the words ‘kitten, ladder, monkey, moon, nest, orange’ in groups, and ask them to rearrange the letters correctly to make words.
- Then, invite a few Ss in front of the class. Say one word and ask them to write that word on the board. You can invite them randomly to write. Or, ask Ss to write the word individually in their exercise books.
- Praise ss at the end.
- Check students’ learning using the following assessment indicators.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support the students who cannot write the words. Reassess and make sure they are learning. Praise the ss who can do the task.

Summary of the session: Now, summarise today’s lesson. Ask ss randomly, ‘What have we learnt today?’

Concluding the session: Now, conclude today’s session by saying, ‘Goodbye, my dear ss. See you in the next class.’

Lesson 6: Words with kK—oO

Session	Attainable competency (ies)
Session 20: E, F, G Page: 20	4.1 Recognising words, cardinal numbers in figures and in words and reading them aloud following proper pronunciation 7.4 Writing familiar words and simple sentences in correct spelling

Teaching aids: Picture of Activity E; Picture cards; worksheets; audio/video clip (if available)

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity

Introduction:

Exchange greetings with a smiling face.

Review of the previous session:

- Start the session with the alphabet song. Play an audio if possible.
- Then, ask ss “What did we learn yesterday?” [Support Ss, if necessary. Allow them to say in Bangla]
- Review Activity-D, Page- 19, before writing the words. [Provide support to them to recall if necessary.]
- Tell, today we are going to play a game with the learnt words.

3. Presentation of the session:

- Before playing the game, tell Ss that we will do Activity-E first.
- Then, tell Ss ‘Open your book at page 20’. Show the Activity-E,
- Do one example on the board how to match and draw the picture they like.
- Tell ss to read and match the pictures with the words. Then tell them to draw their favorite element.

Practice activities:

- Now, tell ss to write words in the boxes beside the pictures of Activity-F in their book. Do one example on the board how to write the words.
- **Now, for playing the game:** Put all the word cards in the basket. Ask Ss randomly to come in front and pick up one-word card then show the word by miming it.
- Praise Ss for their active participation in playing this game.

Assessing learning:

- Say the words ‘kitten, ladder, monkey, nest, orange’ aloud, and ask Ss to raise a hand who can write the words. Then, invite randomly a few Ss in front of the class to write the words on the board.
- Then, show the pictures ‘kitten, ladder, monkey, nest, orange’, and ask Ss to write the word individually in their exercise books.
- Check students’ learning when students are writing the words in their exercise books.
- Praise Ss at the end
- Check students’ learning using the following assessment indicators.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support the students who cannot write the words in the boxes or exercise books. Reassess and make sure they are learning. Praise the ss who can do the task.

Summary of the session: Now, summarise today’s lesson. Ask Ss randomly, ‘What have we learnt today?’

Concluding the session: Conclude today’s session saying, ‘Goodbye, my dear Ss. See you in the next class.’

Lesson 7: Numbers 11-15

Session	Attainable competency (ies)
Session 21: A, B, C Page: 21	2.1 Listening to rhymes, cartoons and digital contents in English for enjoyment 7.2 Writing cardinal numbers in figures and in words correctly to use them in written communication

Teaching aids: Picture of activity A, number cards or wooden or plastic numbers in figures 1 to 5.

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction: Do the same as the session 1 of Lesson 2.</p>
<p>Review of the previous session: Ask Ss altogether, “What did we learn yesterday?”</p> <ul style="list-style-type: none"> Showing the pictures of different objects from the previous page of 20 ask a student randomly, “What is it?” Possible answer should be “moon/lotus/net/kite/owl/monkey.”
<p>Presentation of the Session: Showing Activity A, ask Ss, “What do you see in the picture?”</p> <ul style="list-style-type: none"> Now, show them page 20. Tell ss “Open this page. Show me this page.” Tell them, “Look at the pictures and discuss with the friend who is next to your right side.” Help them to talk about the pictures. Tell ss “Listen to me how I count.” Tell them, “Say with me and count the objects in the picture.” Encourage them to say the name and number of the objects. Tell them “Today we are going to learn how to count, read and write the numbers from 11 to 15.” Pointing to the picture of Activity A, ask S₁, S₂, S₃ ... “What are these?” Allow time to respond. Ask S₁, S₂, and S₃ ... again, “How many deer/jackfruits/monkeys/leaves/coconuts are there in the picture?” Drill the activity more than once.
<p>Practice activities: Showing the number cards/numbers of Activity B tell S₁, S₂, S₃ ... “Read aloud the numbers.” Help them to read the numbers from 11 to 15 properly.</p> <ul style="list-style-type: none"> Tell other students, “Read the numbers individually.” [Help other students to read correctly if necessary.] Next, tell them, “Write the numbers from 11 to 15 in the blanks of the textbook.”

Assessing learning:

- Play a game with the Ss in the class.
- Invite one pair in front of the class.
- Tell P1 “Take a number card or wooden or plastic numbers (each student) in figures 1 to 5.
- Tell them, “Make numbers like 11/12/13/14/15.”
- After that tell them, “Write down the number.”
- Help other pairs to make numbers like 11/12/13/14/15 using number cards or wooden or plastic numbers in figures 1 to 5.
- Assess students using the relevant performance indicators included at the end of the unit.
- After playing the number game, tell Ss to write the numbers from 11 to 15 in the blanks of Activity C.

Feedback: Support who can’t follow and answer properly. Praise the ss who can do the task.

Summary of the session: Now, summarise today’s lesson. Ask Ss, “What have we learnt today?” Help them to answer.

Concluding the session: Say “Goodbye all. See you in the next class.”

Lesson 8: Words with p P—t T

Session	Attainable competency (ies)
Session 22: A, B Page: 22	4.1 Recognising words, cardinal numbers in figures and in words and reading them aloud following proper pronunciation

Teaching aids: Picture of Activity A, B; letter cards/ wooden letters/ plastic letters; word cards; audio/video clip (if available)

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction:</p> <ul style="list-style-type: none"> • Exchange greetings saying “Good morning. How are you?”
<p>Review of the prior knowledge:</p> <ul style="list-style-type: none"> • Ask Ss to remember the English words that they learnt in the previous class. [Support Ss if necessary] • Tell Ss “Today we are going to learn the words with ‘pP-tT’

Presentation of the session:

- Tell Ss 'Open your book at page 21. Show the picture given in **Activity-A**, and ask them 'What can you see in the picture?'
- After a few minutes, ask Ss to say the name of the objects in English. Encourage them to speak in Bangla if necessary.
- Then, say the name of the objects properly and ask Ss to repeat after you. Focus on pronouncing the words with 'pP-tT'
- Tell Ss that today we will learn the words 'pen, quilt, robot, star, telescope', and know how to pronounce them properly in English'.
- Ask students to look at the pictures of Activity-B. Encourage them to say the name of the pictures.
- Now, show 'pen, quilt, robot, star, telescope' picture cards with words and ask Ss to read the words. Listen to some students how they pronounce the words.
- Then, spell and pronounce the words properly and ask Ss to listen and repeat after you.
- Now, indicate the words below the pictures and read aloud the words properly. Ask Ss to listen and repeat after you.
- Now, point words randomly and ask students to read the words.

Practice activities:

- **Group Work:** Divide students into groups. Provide them with word cards and picture cards of 'pen, quilt, robot, star, telescope'. Ask them to discuss in groups and match the pictures with the words properly. Monitor the group work and support them if necessary.
- **Pairwork:** Divide Ss into pairs. One student will point at the pictures 'pen, quilt, robot, star, telescope' and the other will say the English word properly. Tell them to practice in turns. Monitor pair work and support Ss if necessary.
- Now, change the pair inviting a new partner. In pairs, one student will show the word cards 'pen, quilt, robot, star, telescope' the other student will spell the words and read it aloud. Tell them to practice in turns. Monitor pair work and provide support to them if necessary.

5. Assessing learning:

- Stick or put the picture and word cards of 'pen, quilt, robot, star, telescope' on the board randomly. Then invite one student and ask him to match the words with the pictures. Then tell him to read aloud the word. Invite more Ss to do this. Praise Ss saying 'Thank you. Well done.' for their participation.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support the students who cannot say the words properly. Reassess and make sure they are learning. Praise the ss who can do the task.

Summary of the session: Now, summarise today's lesson. Ask Ss randomly, 'What have we learnt today?' Help them to say the words with 'pP-tT'

Concluding the session: Conclude today’s session saying, ‘Goodbye, my dear Ss. See you in the next class.’

Lesson 8: Words with p P—t T

Session	Attainable competency (ies)
Session 23: C, D Page: 22	7.4 Writing familiar words and simple sentences in correct spelling

Teaching aids: Picture of Activity D; letter cards/ wooden letters/ plastic letters; audio/video clip (if available)

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction: Exchange greetings with a smiling face.</p>
<p>Review of the previous session:</p> <ul style="list-style-type: none"> • Review Activity-A Page-22, before tracing and writing the words. [Provide support to them to recall if necessary.]
<p>Presentation of the session:</p> <ul style="list-style-type: none"> • Tell Ss, today we are going to learn how to write the words (pen, quilt, robot, star, telescope). Tell them we will learn how to write the words properly. • Now, draw lines on the board (like Activity-C), and write the word ‘pen’ using dotted lines. Say the word aloud. Tell Ss to look at how you hold the pen/chalk, and write the word. • Then, tell Ss ‘Open your book at page 23’. Show the Activity-C, Page-23. • Tell Ss to complete tracing the first three dotted words (pen, quilt, robot) in their books. Monitor the class, and support Ss if necessary. Praise ss.
<p>Practice activities:</p> <ul style="list-style-type: none"> • Now, tell ss to complete writing the rest of the words of Activity-C individually in their books. • Ensure everyone is writing; monitor their writing and provide support if necessary. Praise ss.
<p>Assessing learning:</p> <ul style="list-style-type: none"> • Tell ss that they know how to write the words- pen, quilt, robot, star, telescope. Now, they will do an activity rearranging the letters to make words. Show how to rearrange the first word ‘pen’ given in Activity-D. Then ask Ss to rearrange the letters for the rest of the words given in Activity-D.

- Then, divide ss into pairs. One student says the words or shows the pictures, and the other student writes the words in their exercise book accordingly. Change their role in turns. [Provide support to them if necessary.]
- Then, invite a few Ss in front of the class. Say one word and ask them to write that word on the board. You can invite them randomly to write. Or, ask ss to write the word individually in their exercise books.
- Praise ss at the end.
- Check students’ learning using the following assessment indicators.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support the students who cannot write the words. Reassess and make sure they are learning. Praise the ss who can do the task.

Summary of the session: Now, summarise today’s lesson. Ask Ss randomly, ‘What have we learnt today?’

Concluding the session: Now, conclude today’s session by saying, ‘Goodbye, my dear ss. See you in the next class.’

Lesson 8: Words with p P—t T

Session	Attainable competency (ies)
Session 24: E, F, G	4.1 Recognising words, cardinal numbers in figures and in words and reading them aloud following proper pronunciation
Page: 24	7.4 Writing familiar words and simple sentences in correct spelling

Teaching aids: Picture of Activity E; Picture cards; worksheets; audio/video clip (if available)

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction: Exchange greetings with a smiling face.</p>
<p>Review of the previous session:</p> <ul style="list-style-type: none"> • Start the session with the Alphabet song. Play an audio if possible. • Then, ask ss “What did we learn yesterday?” [Support Ss, if necessary. Allow them to say in Bangla] • Review Activity-D, Page- 23, before writing the words. [Provide support to them to recall if necessary.] • Tell, today we are going to play a game with the learnt words.

<p>Presentation of the session:</p> <ul style="list-style-type: none"> • Before playing the game, tell Ss that we will do the Activity E first. • Then, tell Ss ‘Open your book at page 24’. Show the Activity-E, Page-24. • Do one example on the board how to match and draw. • Tell Ss to read and match the pictures with the words. Then tell them to draw the object which one they like.
<p>Practice activities:</p> <ul style="list-style-type: none"> • Now, tell Ss to write words under the pictures of Activity-F in their books. Do one example on the board how to write the words. • Now, for playing the game: Put all the word cards in the basket. Ask Ss randomly to come in front and pick up one word card then show the word by miming it. • Praise Ss for their active participation in playing this game.
<p>Assessing learning:</p> <ul style="list-style-type: none"> • Say the words ‘pen, quilt, robot, star, telescope’ aloud, and ask Ss to raise a hand who can write the words. Then, invite randomly a few Ss in front of the class to write the words on the board. • Then, show the pictures ‘pen, quilt, robot, star, telescope’, and ask Ss to write the word individually in their exercise book. • Check students’ learning when students are writing the words in their exercise books. • Praise ss at the end. • Check students’ learning using the following assessment indicators. • Assess students using the relevant performance indicators included at the end of the unit.
<p>Feedback: Support the students who cannot write the words in the boxes or exercise book. Reassess and make sure they are learning. Praise the ss who can do the task.</p>
<p>Summary of the session: Now, summarise today’s lesson. Ask ss randomly, ‘What have we learnt today?’</p>
<p>Concluding the session: Conclude today’s session by saying, ‘Goodbye, my dear Ss. See you in the next class.’</p>

Lesson 9: Numbers 16-20

Session	Attainable competency (ies)
Session 25: A, B, C Page: 25	4.1 Recognising words, cardinal numbers in figures and in words and reading them aloud following proper pronunciation 7.2 Writing cardinal numbers in figures and in words correctly to use them in written communication

Teaching aids: Picture of activity A, number cards or wooden or plastic numbers in figures 16 to 20.

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity
Introduction: Do the same as the session 1 of Lesson 2.
<p>Review of the previous session: Ask ss altogether, “What did we learn yesterday?”</p> <ul style="list-style-type: none"> • Showing the pictures of different objects from the previous page of 24 ask a student randomly, “What is it?” • Possible answer should be “robot/rat/turtle/sun/telescope/queen.”
<p>Presentation of the Session: Showing Activity A, ask Ss, “What do you see in the picture?”</p> <ul style="list-style-type: none"> • Now, show them page 25. Tell “Open this page. Show me this page.” • Tell them, “Look at the pictures and discuss with the friend who is next to your right side.” Help them to talk about the pictures. • Tell Ss “Listen to me how I count.” • Tell them, “Say with me and count the objects of the picture.” • Encourage them to say the name and number of the objects. <p>• Tell them “Today we are going to learn how to count, read and write the numbers from 16 to 20.”</p> <ul style="list-style-type: none"> • Pointing to the picture of Activity A, ask S₁, S₂, S₃ ... “What are these?” Allow time to respond. • Ask S₁, S₂, and S₃ ... again, “How many cats/dolls/candles/pens/fishes are there in the picture?” Drill the activity more than once.
Practice activities: Do the same as the session 1 of Lesson 7. The number would be replaced by 16-20 from 11-15.
<p>Assessing learning:</p> <ul style="list-style-type: none"> • Play a game with the ss in the class. • Tell them, “Look at the picture of Activity C in the textbook.” • Tell them, “Write the missing numbers in the correct order in the textbook.” [Help them to write correctly.] • Now say them, “Connect the dots and lines to draw a picture.” • After that tell them, “Colour the picture.” • Let them chance to display their pictures in the class. • Assess students using the relevant performance indicators included at the end of the unit.
Feedback: Support who can't follow and answer properly. Praise the ss who can do the task.
Summary of the session: Now, summarise today's lesson. Ask ss, “What have we learnt today?” Help them to answer.
Concluding the session: Say “Goodbye all. See you in the next class.”

Lesson 10: Words with u U—z Z

Session	Attainable competency (ies)
Session 26: A, B Page: 26	4.1 Recognising words, cardinal numbers in figures and in words and reading them aloud following proper pronunciation

Teaching aids: Picture of Activity A, B; letter cards/ wooden letters/ plastic letters; word cards; audio/video clip (if available)

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction:</p> <ul style="list-style-type: none"> • Exchange greetings saying “Good morning. How are you?”
<p>Review of the prior knowledge:</p> <ul style="list-style-type: none"> • Ask ss to remember the English words that they learnt in the previous class. [Support Ss if necessary] • Tell ss “Today we are going to learn the words with ‘uU-zZ’
<p>Presentation of the session:</p> <ul style="list-style-type: none"> • Tell Ss ‘Open your book at page 26. Show the picture given at Activity-A, and ask them ‘What can you see in the picture?’ • After a few minutes, ask Ss to say the names of the pictures, objects in English. Tell them to speak in Bangla if necessary. • Then, say the name of the objects properly and ask Ss to repeat after you. Focus on pronouncing the words with ‘uU-zZ’ • Tell ss that today we will learn the words ‘uniform, vase, whale, x-ray, yoke, zebra’, and know how to pronounce them properly in English’. • Show students letter cards of ‘uU-zZ’ and ask students the names of the letters. Help them if necessary. • Ask ss to look at the pictures of Activity-B. Encourage them to say the names of the pictures. • Now, show ‘uniform, vase, whale, x-ray, yoke, zebra’ picture cards with words and ask ss to read the words. Listen to some Ss how they pronounce the words. • Then, spell and pronounce the words properly and ask Ss to listen and repeat after you. • Now, indicate the words below the pictures and read aloud the words properly. Ask ss to listen and repeat after you. • Now, point to the words randomly and ask Ss to read the words.
<p>Practice activities:</p> <ul style="list-style-type: none"> • Group Work: Divide ss into groups. Provide them with word cards and picture cards of ‘uniform, vase, whale, x-ray, yoke, zebra’. Ask them to discuss in groups and match the pictures with the words properly. Monitor the group work and Support them if necessary.

<ul style="list-style-type: none"> • Pairwork: Divide ss into pairs. One student will point at the pictures ‘uniform, vase, whale, x-ray, yoke, zebra’, and the other will say the English word properly. Tell them to practice in turns. Monitor pair work and support Ss if necessary. • Now, change the pair inviting a new partner. In pairs, one student will show the word cards (uniform, vase, whale, x-ray, yoke, zebra) the other student will spell the word and read it aloud. Tell them to practice in turns. Monitor pair work and provide support to them if necessary.
<p>Assessing learning:</p> <ul style="list-style-type: none"> • Stick or put the picture and word cards of uniform, vase, whale, x-ray, yoke, zebra on the board randomly. Then invite one student and ask him to match the word with the picture. Then tell him to read aloud the word. Invite more Ss to do this. Praise ss saying ‘Thank you. Excellent.’ for their participation. • Assess students using the relevant performance indicators included at the end of the unit.
<p>Feedback: Support the students who cannot say the words properly. Reassess and make sure they are learning. Praise the ss who can do the task.</p>
<p>Summary of the session: Now, summarise today’s lesson. Ask ss randomly, ‘What have we learnt today?’ Help them to say the words with ‘uU–zZ’</p>
<p>Concluding the session: Conclude today’s session by saying, ‘Goodbye, my dear ss. See you in the next class.’</p>

Lesson 10: Words with u U—z Z

Session	Attainable competency (ies)
Session 27: C, D Page: 27	7.4 Writing familiar words and simple sentences in correct spelling

Teaching aids: Picture of Activity D; letter cards/ wooden letters/ plastic letters; audio/video clip (if available)

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction: Exchange greetings with a smiling face.</p>
<p>Review of the previous session:</p> <ul style="list-style-type: none"> • Review Activity-B Page-26, before tracing and writing the words. [Provide support to them to recall if necessary.]

Presentation of the session:

- Tell ss that today we are going to learn how to write the words (uniform, vase, whale, x-ray, yoke, zebra).
- Now, draw lines on the board (like Activity-C), and write the word ‘uniform’ using dotted lines. Say the word aloud. Tell Ss to look at how you hold the pen/ chalk, and write the word.
- Then, tell ss ‘Open your book at page 27’. Show the Activity-C, Page-27.
- Tell ss to complete tracing the first three dotted words (uniform, vase, whale) in their book. Monitor the class, and Support Ss if necessary. Praise ss.

Practice activities:

- Now, tell ss to complete writing the rest of the words of Activity-C individually in their book.
- Ensure everyone is writing; monitor their writing and provide support if necessary. Praise ss.

Assessing learning:

- Tell ss that they know how to write the word- (uniform, vase, whale, x-ray, yoke, zebra). Now, they will do an activity rearranging the letters to make words. Show how to rearrange the first word ‘vase’ given in Activity-D. Then ask ss to rearrange the letters for the rest of the words given in Activity-D.
- Then, divide ss into pairs. One student says the words or shows the pictures, and the other student writes the words in their exercise book accordingly. Change their roles in turns. [Provide support to them if necessary.]
- Then, invite a few ss in front of the class. Say one word and ask them to write that word on the board. You can invite them randomly to write. **Or**, ask Ss to write the word individually in their exercise books.
- Praise ss at the end.
- Check students’ learning using the following assessment indicators.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support the ss who cannot write the words. Reassess and make sure they are learning. Praise the ss who can do the task.

Summary of the session: Now, summarise today’s lesson. Ask Ss randomly, ‘What have we learnt today?’

Concluding the session: Now, conclude today’s session by saying, ‘Goodbye, my dear ss. See you in the next class.’

Lesson 10: Words with uU—zZ

Session	Attainable competency (ies)
Session 28: E, F, G Page: 28	4.1 Recognising words, cardinal numbers in figures and in words and reading them aloud following proper pronunciation 7.4 Writing familiar words and simple sentences in correct spelling

Teaching aids: Picture of Activity E; Picture cards; worksheets; audio/video clip (if available)

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction: Exchange greetings with a smiling face.</p>
<p>Review of the previous session:</p> <ul style="list-style-type: none"> • Start the session with the alphabet song. Play an audio if possible. • Then, ask ss “What did we learn yesterday?” [Support ss, if necessary. Allow them to say in Bangla] • Review Activity-D, Page- 27, before writing the words. [Provide Support to them to recall if necessary.] • Tell, today we are going to play a game with the words we learnt.
<p>Presentation of the session:</p> <ul style="list-style-type: none"> • Before playing the game, tell Ss that we will do Activity-E first. • Then, tell ss ‘Open your book at page 28’. Show the Activity-E, Page-28. • Do one example on the board how to match and draw. • Tell ss to read and match the pictures with the words. Then tell them to draw the object which one they like.
<p>Practice activities:</p> <ul style="list-style-type: none"> • Now, tell Ss to read the words of Activity-F in their books. and tell them to circle their favourite pictures and then share with their friends. Do one example on the board. • Now, for playing the game: Put word cards in a basket. Ask ss randomly to come to the front and pick up one word card then show the uses of the word by miming it. • Praise ss for their active participation in playing this game.
<p>Assessing learning:</p> <ul style="list-style-type: none"> • Say the words ‘uniform, vase, whale, x-ray, yoke, zebra’ aloud, and ask ss to raise a hand who can write the words. Then, invite randomly a few ss in front of the class to write the words on the board.

- Then, show the pictures ‘uniform, vase, whale, x-ray, yoke, zebra’ and ask ss to write the word individually in their exercise books.
- Check ss’ learning when students are writing the words in their exercise books.
- Praise ss at the end.
- Check ss’ learning using the following assessment indicators.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support the students who cannot write the words in the boxes or exercise books. Reassess and make sure they are learning. Praise the ss who can do the task.

Summary of the session: Now, summarise today’s lesson. Ask ss randomly, ‘What have we learnt today?’

Concluding the session: Conclude today’s session by saying, ‘Goodbye, my dear ss. See you in the next class.’

Lesson 11: Numbers 21-25

Session	Attainable competency (ies)
Session 29: A, B, C Page: 29	4.1 Recognising words, cardinal numbers in figures and in words and reading them aloud following proper pronunciation 7.2 Writing cardinal numbers in figures and in words correctly to use them in written communication

Teaching aids: Picture of activity A, number cards or wooden or plastic numbers in figures 21 to 25.

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity
Introduction: Do the same as the session 1 of Lesson 2.
Review of the previous session: Ask Ss altogether, “What did we learn yesterday?” <ul style="list-style-type: none"> • Showing the pictures of different objects from the previous page 28 ask a student randomly, “What is it?” Possible answer should be “uniform/x-ray/whale/yoke/water/zebra.”
Presentation of the Session: Do the same as the session 1 of Lesson 9. The number would be replaced by 21-25 from 16-20. <ul style="list-style-type: none"> • Objects would be replaced by butterflies, grasshoppers, ants, flowers and bees.
Practice activities: Do the same as the session 1 of Lesson 7. The number would be replaced by 21-25 from 11-15.

Assessing learning:

- Play a game with the Ss in the class.
- Tell them, “Look at the picture of Activity C in the textbook.”
- Tell them, “Read the numbers and write the numbers in the correct order in the circle of the textbook.” [Help them to write correctly.]
- Give them chance to display their work in the class.
- Assess the Ss’ learning using the following assessment indicators.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support those who can’t follow and answer properly. Help them with their writing. Praise the ss who can do the task.

Summary of the session: Now, summarise today’s lesson. Ask ss, “What have we learnt today?” Help them to answer.

Concluding the session: Say “Goodbye all. See you in the next class.”

Lesson 12: Eating Vegetables

Session	Attainable competency (ies)
Session 30 A B C Page: 29	2.1 Listening to 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>Introduction:</p> <ul style="list-style-type: none"> • Exchange greetings with a smiling face saying “Good morning. How are you?” • Let’s listen to a song.” <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"> • Play a video/audio clip if available or show a hand puppet singing a goodbye song by yourself or any warm-up activity.
<p>Review of prior knowledge:</p> <ul style="list-style-type: none"> • Ask Ss, “What did we learn in the last class?” Help them to say. • Praise the Ss who answer correctly.

<p>Presentation of the Session:</p> <ul style="list-style-type: none"> • Tell them to look at the pictures of Activity At page 30. • Tell them, “Say the names of the vegetables they know in English?” [Help them if necessary.] • Point to the pictures and say the names of the vegetables in English properly. • Tell them to listen to the names and repeat after you. • Say Ss, “Today we are going to recite the rhyme ‘Eating Vegetables’. • First, Tell ss, “Listen to the rhyme. Then recite the Rhyme or Use audio or QR code. • Now, Ask ss to repeat the rhyme after you.
<p>Practice activities:</p> <ul style="list-style-type: none"> • Divide the ss into groups. Ask them to recite the Rhyme (Activity B) in groups. • Now, Ask ss to say the rhyme with Total Physical Response (TPR), the rhyme, and help if necessary. • Invite two students 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 practice individually when the teacher says ‘start’.
<p>Assessing learning:</p> <ul style="list-style-type: none"> • In group, tell them “Recite and Act out the rhyme following Activity C’ • Ask one group to come in front and act out the rhyme properly following Activity C. Ask other Ss to observe the acting. • Assess students using the relevant performance indicators included at the end of the unit.
<p>Feedback: Help the students who can’t recite properly. Praise the ss who can do the task.</p>
<p>Summary of the session: Ask ss, “What have we learnt today?” Help them to respond properly.</p>
<p>Concluding the session: Say “See you later in the next class. Bye.”</p>

Lesson 13: Numbers 26-30

Session	Attainable competency (ies)
Session 31: A, B, C, D	4.1 Recognising words, cardinal numbers in figures and in words and reading them aloud following proper pronunciation
Page: 31	7.2 Writing cardinal numbers in figures and in words correctly to use them in written communication

Teaching aids: Picture of activity A, number cards or wooden or plastic numbers in figures like 0,2, 3, 6, 7, 8, 9.

Session Procedures**Session Duration: 45 minutes****Teaching Learning Activity****Introduction:** Do the same as the Introduction of Lesson 2.**Review of the previous session:** Ask Ss altogether, "What did we learn yesterday?"

- Showing the pictures of different objects from the textbook on page 30, and ask a student randomly, "Recite the rhyme about Vegetables."

Presentation of the Session: Do the same as the Introduction of Lesson 9. The number would be replaced by 26-30 from 16-20.

- Objects would be replaced by dolls, carrots, mini trucks, cars and balloons.

Practice activities: Do the same as the session 1 of Lesson 7. The number would be replaced by 26-30 from 11-15.**Assessing learning:**

- Play a game with the Ss in the class.
- Distribute the number cards or wooden or plastic numbers in figures like 0, 2, 3, 6, 7, 8, and 9 among all students of the class.
- Then say a number like 28.
- Invite two students who get the cards of 2 and 8.
- Tell them to make a number within 30.
- Help them to raise their cards for showing 28 in the class.
- Following the process, give them chance to continue the game to make a number within 30.
- Next, tell them "Write the numbers from 1 to 30."
- Tell a student randomly, "Read the written numbers from 1 to 30."
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support those who can't follow and answer properly. Praise the ss who can do the task.**Summary of the session:** Now, summarise today's lesson. Ask ss, "What have we learnt today?" Help them to answer.**Concluding the session:** Say "Goodbye all. 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 Indicator	Performance Level		
		Good	Very Good	Excellent
1.1	02.02.01.01 Say the initial sounds of the words	Say /Express the initial sounds of the words with assistance.	Say the initial sounds of the words independently.	Say the initial sounds of the words properly.
	02.02.01.02 Identify the difference between the initial sounds of the familiar words	Identify the similarity/ difference between the initial sounds of the familiar words with assistance.	Identify the similarity/ difference between the initial sounds of the familiar words independently.	Identify the similarity/ difference between the initial sounds of the familiar words properly.
2.1	02.02.05.01 Listen & recite the rhyme	Listen & recite the rhyme after teacher	Listen & recite the rhyme with joy.	Listen & recite the rhyme with joyful TPR
	02.02.05.02 Respond to cartoons/digital contents	Respond to cartoons and digital contents	Respond to cartoons and digital contents with joy.	Respond to cartoons and digital contents with joyful expressions.
4.1	02.02.11.01 Read aloud words with proper pronunciation	Read words after teacher.	Read aloud words independently	Read aloud words with proper pronunciation.
	02.02.11.02 Read cardinal numbers in figures and in words	Read cardinal numbers in figures and in words after teacher.	Read aloud cardinal numbers in figures and in words independently.	Read aloud cardinal numbers in figures and in words with proper pronunciation.

7.2	02.02.15.01 Write cardinal numbers in figures	Write cardinal numbers in figures with assistance	Write cardinal numbers in figures independently	Write cardinal numbers in figures neatly and legibly
	02.02.15.02 Write cardinal numbers in words	Write cardinal numbers in words with assistance:-	Write cardinal numbers in words independently.	Write cardinal numbers in words neatly and legibly.
7.4	02.02.16.01 Write familiar words in correct spelling	Write familiar words with assistance.	Write familiar words independently.	Write familiar words in correct spelling.
	02.02.16.02 Write simple sentences in correct spelling	Write simple sentences with the help of teacher.	Write simple sentences independently.	Write simple sentences in correct spelling.

Unit-3

Commands, Instructions and Requests

Total Lessons: 3	Total sessions: 4	Each Session Duration: 45 minutes
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Lesson	Session
Lesson 1	S32: A, B, C
	S33: D, E
Lesson 2	S34: A, B, C
Lesson 3	S35: A, B

Unit-3

Commands, Instructions and Requests

Lesson 1: Classroom commands

Session	Attainable competency (ies)
Session 32: A, B & C Page: 32-33	1.3 Carrying out simple commands and instructions about familiar events with appropriate gesture

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

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity

Introduction

- Exchange greetings using Good morning, How are you? Thank you, with a smiling face.
- Start the class with a warm-up activity. Teacher plays the role of Grandpa/ Grandma
Grandpa says, "Stand-up"
Grandpa says, "Sit down"
Grandpa says, "Raise your right hand"
Grandpa says, "Close your eyes"
Grandpa says, "-----"

Students respond to the teacher's command with TPR

Review of the previous session

- Ask ss "What did we learn yesterday?" [Support them if necessary.]

Presentation of Today's session

- Showing the first picture, ask ss, "What is he doing?". Let ss say whatever they think. Then say, "He is cleaning the board." We usually say, "Clean the board" as a command. Do the same activity for all the pictures.
- Ask a S to come to front. Pointing to any picture from activity A ask him/her the command for the picture. Do it for all the pictures.

Practice activities

- Make some small groups. In groups, one S says the commands from activity B. Other ss respond to the commands with TPR. Changing the role do it 2 or 3 times.
- Now, Ask ss to practise in pairs. In pair one student says the commands from activity B. other ss respond to the commands with TPR. Now change the role and practice it again.
- Ask ss to match the commands from Activity B with the pictures from Activity A in pairs.

<p>Assessing learning</p> <ul style="list-style-type: none"> Observe the pairs and find ss who can't respond properly or match the commands with the pictures. Finally ask 2/3 pairs to come to the front. In pairs S1 says the command, S2 carry out.
<p>Feedback: Help ss who can't respond properly or match the commands with the pictures. Praise ss who can do the task.</p>
<p>Summary of the session: Explain the pictures and the commands of this session.</p>
<p>Concluding the session: Conclude today's session by saying, "Goodbye, see you in the next class."</p>

Lesson 1: Classroom Commands

Session	Attainable competency (ies)
Session 33: D, E Page:33	1.2 Understanding simple dialogues about classroom activities for effective communication 1.3 Carrying out simple commands and instructions about familiar events with appropriate gesture

Teaching aids: Audio/video clip/QR Code

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction:</p> <ul style="list-style-type: none"> Exchange greetings using Good morning, How are you? Thank you, with a smiling face. Start the class with a relevant warm up activity.
<p>Review of the previous session</p> <ul style="list-style-type: none"> Ask Ss "What did we learn yesterday?" Help them to recall the commands.
<p>Presentation of the session</p> <ul style="list-style-type: none"> Read the dialogue from activity D. Ask ss," Listen to the dialogue." Now ask ss," Listen and repeat the dialogue with me." Do this activity more than once.
<ul style="list-style-type: none"> Ask 3 ss to come to the front and act out the dialogue. Ask others to observe.
<p>Practice activities</p> <ul style="list-style-type: none"> Make some small groups. In groups one student acts as the teacher and the other students act as Noboni, Abeer and Monali to complete the role play as Activity-D. Change the role and do it 2 or 3 times. Monitor and provide support if necessary.

Assessing learning: Observe the pairs and find the students who can’t respond the commands and repeat the dialogue properly. Finally ask 1 or 2 groups to come to the front and present the dialogue. Ask other to observe. Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Help to the students who can’t respond the commands and repeat the dialogue properly. Praise ss who can do the task.

Summary of the session: Explain the way to practice dialogue.

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

Lesson 2: Instructions

Session	Attainable competency (ies)
Session 34: A,B & C Page: 34	1.3 Carrying out simple commands and instructions about familiar events with appropriate gesture.

Teaching aids: Poster paper, audio/video clip/QR Code

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity

Introduction

- Exchange greetings using Good morning, How are you? Thank you, with a smiling face.
- Start the class with a relevant warm up activity.

Review of the previous session

- Ask ss “What did we learn yesterday?” Help them to recall the commands

Presentation of the session:

- Ask ss,” Look at activity A at page 34. Listen to the instructions and follow.”
- Now say the instructions and do the activity on board. (1 to 3)
- Ask a student to come to the board. Tell him to draw a line, arrow and a circle following the instructions from activity A.
- Show a sample poster paper of activity B. Say all the classroom instructions from it. Describe the instructions. (use Bangla if necessary)

Practice activities:

- Provide a circle made by art card in each pair. In pair one student instruct how to the draw a circle, a straight line and an arrow, the other student draws following the instructions. Now change the role and do the same activity.
- Ask the students to draw a flower following instructions in activity A3.
- Ask the students to read aloud the classroom instructions in pairs given in activity B.
- Ask ss to look at activity C.
- Provide a poster paper to each of the students. Ask them to make a poster with five golden rules. Then display the poster in the classroom following your instructions.

Assessing learning: Observe the class and find the students who can't follow the instructions properly. Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Help to the students who can't follow the instructions properly.

Summary of the session: Explain the classroom instructions of this session.

Concluding the session: Conclude today's session saying, "Goodbye, see you in the next class."

Lesson 3: Making Request

Session	Attainable competency (ies)
Session 35: A,B Page:36	1.2 Understanding simple dialogues about classroom activities for effective communication 1.3 Carrying out simple commands and instructions about familiar events with appropriate gesture

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

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity

Introduction

- Exchange greetings using Good morning, How are you? Thank you, with a smiling face.
- Start the class with a relevant warm-up activity.

Review of the previous session

- Ask ss “What did we learn yesterday?” Help them to recall the commands.

Presentation of the session

- Activity A এর Dialogue টি সম্পূর্ণ পড়ুন। শিক্ষার্থীদের মনযোগ সহকারে শুনতে বলুন। Dialogue টি আবার পড়ুন। এবার শিক্ষার্থীদের বলুন আপনার সাথে Repeat করতে। Request সূচক বাক্যগুলোতে জোড় দিন।
- দুইজন শিক্ষার্থীকে শ্রেণিকক্ষের সামনে ডাকুন। তাদের Hillol, Rita এর ভূমিকায় Dialogue টি Role Play করতে বলুন।
- Activity B থেকে Request গুলো বলুন। পাশাপাশি সংশ্লিষ্ট ছবি প্রদর্শন করুন।

Practice activities:

- Ask ss to practice in pairs. In Pair one s acts as Hillol and the other s acts as Rita to complete the role play in Activity-A. Change the role and do it 2 or 3 times.
- Provide the sign cards to each pair. In pairs, one s says the requests from activity B the other S shows the sign cards. Now ask them to match the requests with the sign cards individually.
- Fix the sign cards on different walls of the classroom. Ask ss to write individually the four requests from activity B on four small pieces of paper. Ask them to stick the papers on the wall under the right sign cards.

Assessing learning: Observe the class and find ss who can't make requests or match the requests with the sign cards properly. Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Help ss who can't make requests or match the requests with the sign cards properly. Praise ss who can do the task.

Summary of the session: Explain the way to make requests.

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

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 Indicator	Performance Level		
		Good	Very Good	Excellent
1.2	02.02.02.01 Exchange common expressions for greetings and farewells	Exchange common expressions for greetings and farewells.	Exchange common expressions for greetings and farewells with gesture.	Exchange common expressions for greetings and farewells with gesture, pronunciation & intonation.
	02.02.02.02 Take part in simple conversation on classroom activities	Take part in simple conversations on classroom activities	Take part in simple conversation on classroom activities with gesture	Take part in simple conversation on classroom activities with appropriate gesture & pronunciation.

1.3	02.02.03.01 Carry out simple commands about familiar classroom events	Carry out simple commands about familiar classroom events with assistance of pictures	Carry out simple commands about familiar classroom events interactively	Carry out simple commands about familiar classroom events interactively with appropriate gesture
	02.02.03.02 Carry out simple instructions about familiar events	Carry out simple instructions about familiar events with assistance of pictures.	Carry out simple instructions about familiar events in pairs and individually	Carry out simple instructions about familiar events in pairs and individually with appropriate gesture.
	02.02.03.03 Carry out simple request about familiar events	Carry out the instruction of making simple request about familiar events	Carry out the instruction of making simple request about familiar events through dialogue and with sign	Carry out the instruction of making simple request about familiar events through dialogue, with sign and appropriate gesture

Unit 4

Asking and Answering Questions

Total Lessons: 5	Total sessions: 6	Each Session Duration: 45 minutes
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Lesson	Session
Lesson 1	S36: A, B
	S37: C, D, E
Lesson 2	S38: A, B, C
Lesson 3	S39: A, B, C
Lesson 4	S40: A, B, C
Lesson 5	S41: A, B, C

Unit 4

Asking and Answering Questions

Lesson 1: Good and bad habits 1

Session	Attainable competency (ies)
Session 36: A, B	1.4 Understanding short and simple questions and answers about family members
Page: 37	3.4 Asking and answering questions for getting information about others with appropriate gesture

Teaching aids: Picture of activity A, audio/video clip/QR code

Session Procedure

Session Duration: 45 minutes

Teaching Learning activity
<p>Introduction: Exchange greetings saying “Good morning” with a smiling face.</p> <ul style="list-style-type: none"> Ask ss “How are you?”, and encourage them to reply “Fine, thank you”.
<p>Review of the previous session: Now ask ss “Dear ss, What did we learn in the last class? Raise your hand, please.” [T raises his/her hand] Encourage ss to share their answers.]</p>
<p>Presentation of today’s session: Showing page 37, say, “Open this page.”</p> <ul style="list-style-type: none"> Say today’s lesson is “Good and bad habits 1.” Showing Activity-A, ask ss, “What do you see in the picture?” Then ask S1, S2 to answer. [Support them to answer.] Help ss to repeat the sentences 2 or 3 times.
<p>Practice activities: Divide Ss into groups.</p> <ul style="list-style-type: none"> Tell them, “Look at the picture of section A again.” In groups let them discuss whether the activities of section A are in the right order or not. Help them find out the activities in the right order. Tell them, “Put the numbers of activities in the box properly. [Monitor and help them if necessary. [1. Get up 2. Have breakfast 3. Brush teeth 4. Go to school 5. Play football 6. Read book 7. Go to bed.] Now ask one/two ss from any group to say the activities in the right order. Tell other ss to match their answers. [Support them if needed.]

Assessing learning:

- Divide ss into groups.
- Draw seven boxes on the board.
- Tell ss “Draw the boxes on your exercise book in favour of the group.”
- Now tell them to rearrange the activities by putting the numbers in the boxes properly. Help them if necessary.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support ss who can’t follow and respond to short and simple questions about daily events to get information. Praise the ss who can do the task.

Summary of the session: Ask them, “What have we learnt today?” Tell them we have learnt the daily events/habits of our life.

Concluding the session: Say, “See you again in the next class. Bye.”

Lesson 1: Good and bad habits 1

Session	Attainable competency (ies)
Session 37: C, D, E	1.4 Understanding short and simple questions and answers about family members
Page: 38	3.4 Asking and answering questions for getting information about others with appropriate gesture

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

Session Procedure

Session Duration: 45 minutes

Teaching Learning activity

Introduction: Exchange greetings saying “Good morning” with a smiling face.

- Ask ss “How are you?”, and encourage them to reply, “Fine, thank you”.

Review of the previous session: Now ask ss “Dear ss, What did we learn in the last class? Raise your hand.” Help them answer properly.

Presentation of today’s session: Showing page 38, say, “Open this page.”

- Showing Activity-C, ask Ss, “What do you see in the picture?” [Tell them the lady is a teacher and the boy’s name is Tasin.]
- Tell them, “Listen to me what I say.”
- Say to them, “Repeat after me.”

- Say the 1st bubble, “Hello, Tasin. When do you get up?” [Help them to say properly.]
- Say the 2nd bubble, “Hello, teacher. I get up early in the morning.”
- Help ss to repeat the sentences 2 or 3 times.
- Invite two students in front of the class. Tell S2 is Mahin.
- Help S1 to say, “Hello Mahin. When do you brush your teeth?”
- Help S2 to say, “I brush my teeth after breakfast and dinner.”
- Tell other students, “Follow the activity.”

Practice activities: Divide ss into pairs.

- In pair, S1 will play the role of U Mong and S2 will play the role of Jerin.
- Tell them, “Act out the dialogue of **Activity D**. [Help them to act out properly.]
- Invite P1, P2, P3 in front of the class. Help them to say the bubbles.
- Praise them by clapping.
- Repeat the activity with other ss.

Assessing learning:

- Arrange role play in the class.
- Invite ss in pairs in front of the class.
- Now tell them, “Close your eyes.”
- Say, “Open your eyes.” Pointing to any picture in section A at page 37. Help them to ask, “What do you see in the picture? Help them to say, “Get up/Have breakfast/Brush my teeth/Go to school/Play football/Read book/Go to bed.”
- Say to them, “Act out according to the picture.”
- Drill it more than once.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support the students who can't follow and respond to short and simple questions about daily events to get information. Praise the ss who can do the task.

Summary of the session: Ask them, “What have we learnt today?” Tell them, “We have learnt how to ask short and simple questions and how to respond to daily events/habits.”

Concluding the session: Say, “See you in the next class. Bye.”

Lesson 2: What do you like? 1

Session	Attainable competency (ies)
Session 38: A, B, C Page: 39	1.4 Understanding short and simple questions and answers about family members 3.4 Asking and answering questions for getting information about others with appropriate gesture

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.

Review of the previous session: Ask ss “What did we learn in the last class? Raise your hand.”

- Ask a student randomly, “When do you get up? Answer should be “I get up early in the morning.”

Presentation of today’s session: Showing page 39, say, “Open this page.”

- Showing Activity-D, ask ss, “What do you see in the pictures?” [Help them tell the names of foods in the boxes. The names of the three boxes are Mango, Grapes, Guava, Litchi, Papaya, Banana, Aamla, Jackfruit, Pumpkin, Gourd, Tomato, Potato, Lettuce, Carrot, Egg, Chicken, Milk, Jelly, and Fish.]
- Tell them, “Put a tick (√) mark on one favourite item from each box.” [Help them to share their favourite items of foods with others.]
- Now, Pointing to the pictures of **Activity B**, ask ss, “What do you see in the picture?” [Help them to answer, “a guava/a banana/an orange/a papaya.]
- Say to them, “Listen to what I say. Repeat after me.”
- Say the 1st bubble, “Do you like guava?” [Help them to say properly. Play an audio/video clip/QR code if available.]
- Say the 2nd bubble, “Yes, I do. / No, I don’t.” [Help to say, “No, I don’t, if a student doesn’t like guava.]
- Help ss to repeat the sentences 2/3 times.
- Invite two ss in front of the class.
- Help S1 to say, “Do you like bananas?”
- Help S2 to say, “Yes, I do. Or, No, I don’t. I like mango.”
- Tell other students, “Follow the activity.”
- Help other students to repeat the lines following S1 and S2.

<p>Practice activities: Divide ss into pairs.</p> <ul style="list-style-type: none"> • Tell them, “Act out the dialogue of Activity C. [Help them to act out properly.] • Invite P1, P2, P3 in front of the class. • Drill it more than once. • Praise them by clapping.
<p>Assessing learning: Ask a student randomly, “Do you like eggs?” Possible answer should be “Yes, I do.” Or “No, I don’t like it. I like milk.”</p> <p>Assess students using the relevant performance indicators included at the end of the unit.</p>
<p>Feedback: Support the students who can’t follow and respond to short and simple questions about daily events to get information. Praise ss who can do the task.</p>
<p>Summary of the session: Ask them, “What have we learnt today?” Tell them, “We have learnt how to ask and answer about favourite foods.”</p>
<p>Concluding the session: Say, “See you in the next class. Bye.”</p>

Lesson 3: What do you like? 2

Session	Attainable competency (ies)
Session 39: A, B, C	1.4 Understanding short and simple questions and answers about family members
Page: 40	3.4 Asking and answering questions for getting information about others with appropriate gesture

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.	
Review of the previous session: Ask a student, “Do you like egg?” Possible answer should be “Yes, I do.” Or “No, I don’t like it. I like milk.”	
Presentation of today’s session: By showing page 40, say, “Open this page.”	
<ul style="list-style-type: none"> • Showing Activity-A, ask ss, “What do you see in the pictures?” [Help them to tell the names of activities. The names of activities are Football, Cricket, Kabadi, Study tour, Singing, Dancing.] • Tell them, “Circle your favourite picture/pictures.” [Help them to share their favourite pictures with others.] • Say to them, “Listen to what I say. Repeat after me.” 	

- Say the 1st bubble of Activity B, “Do you like Kabadi?” [Help them to say properly. Play an audio/video clip/QR code if available.]
- Say the 2nd bubble, “Yes, I do. / No, I don’t.” [Help to say, “No, I don’t, if a student doesn’t like Kabadi.]
- Help ss to repeat the sentences 2/3 times.
- Invite two students in front of the class.
- Help S1 to say, “Do you like cricket?”
- Help S2 to say, “Yes, I do. Or, No, I don’t. I like football.”
- Tell other students, “Follow the activity.”
- Help other students to repeat the lines followed by S1 and S2.

Practice activities: Divide Ss into pairs.

- Tell them, “Show a picture of Activity A and ask a question on the picture. Your partner will answer the question. [Help them to act out properly.]
- Invite P1, P2, P3 in front of the class to act out following by Activity C.
- Drill it more than once.
- Praise them by clapping.

Assessing learning:

- Ask a student randomly, “Do you like singing?”
- Possible answer should be “Yes, I do. Or No, I don’t like it. I like study tours.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support the students who can’t follow and respond to short and simple questions about daily events to get information. Praise the ss who can do the task.

Summary of the session: Ask them, “What have we learnt today?” Tell them, “We have learnt how to ask and answer about favourite activities.”

Concluding the session: Say, “See you in the next class. Bye.”

Lesson 4: Good and bad habits 2

Session	Attainable competency (ies)
Session 40: A, B, C	1.4 Understanding short and simple questions and answers about family members
Page: 41	3.4 Asking and answering questions for getting information about others with appropriate gesture

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.
Review of the previous session: Ask s student, “Do you like singing?” Possible answer should be “Yes, I do. Or No, I don’t like it. I like study tours.”
<p>Presentation of today’s session: By showing page 41, say, “Open this page.”</p> <ul style="list-style-type: none"> • Showing Activity-A, ask ss, “What do you see in the pictures?” [Help them to tell the names of activities. The activities are studying in the evening, biting nails, road crossing using foot over a bridge, watching cartoons in the evening, nail cutting by a nail cutter, and direct road crossing.] • Tell them, “Circle your favourite good habits.” [Help them to share their favourite good habits with others.] • Say to them, “Listen to me what I say. Repeat after me.” • Say the 1st bubble of Activity B, “What do you do in the evening?” [Help them to say properly. Play an audio/video clip/QR code if available.] • Say the 2nd bubble, “I study in the evening.” • Help ss to repeat the sentences 2 or 3 times. • Invite two students in front of the class. • Help S1 to ask, “What do you do in the morning?”
<ul style="list-style-type: none"> • Help S2 to say, “I have breakfast in the morning.” • Help S2 to ask, “How do you cross a road?” • Help S1 to reply, “I cross a road using the foot over bridge.” • Tell other students “Follow the activity.” • Help other students to repeat the lines followed by S1 and S2.
<p>Practice activities: Divide Ss into pairs.</p> <ul style="list-style-type: none"> • Tell them, “Show a picture of Activity A and ask a question on the picture. Your partner will answer the question. [Help them to act out properly.] • Invite P1, P2, P3 in front of the class to act out following Activity C. • Drill it more than once. • Praise them by clapping.
<p>Assessing learning: Ask s randomly, “How do you cut your nails?” Possible answer should be “I cut my nails with a nail cutter.”</p> <p>Assess students using the relevant performance indicators included at the end of the unit.</p>
Feedback: Support ss who can’t follow and respond to short and simple questions about daily events to get information. Praise the ss who can do the task.

Summary of the session: Ask them, “What have we learnt today?” Tell them, “We have learnt how to ask and answer about good and bad habits”.

Concluding the session: Say “See you in the next class. Bye.”

Lesson 5: Living place

Session	Attainable competency (ies)
Session 41: A, B, C	1.4 Understanding short and simple questions and answers about family members
Page: 42	3.4 Asking and answering questions for getting information about others with appropriate gesture

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.

Review of the previous session: Ask a student, “How do you cut your nails?” Possible answer should be “I cut my nails with a nail cutter.”

Presentation of today’s session: By showing page 42, say, “Open this page.”

- Showing Activity-A, ask ss, “What do you see in the pictures?” [Help them to tell the names of living places. The names of living places are a village, a city, a small town.]
- Tell them, “Circle the picture where you live.” [Help them to share the picture where they live.]
- Say to them, “Listen to what I say. Repeat after me.”
- Say the 1st bubble of **Activity B**, “Where do you live?” [Help them to say properly. Play an audio/video clip/QR code if available.]
- Say the 2nd bubble, “I live in a village.”
- Help ss to repeat the sentences 2 or 3 times.
- Invite two students to the front of the class.
- Help S1 to ask, “Where do you live?”
- Help S2 to say, “I live in a village.”
- Help S2 to ask, “Where do you live?”
- Help S1 to reply, “I live in a small town.”
- Tell other ss “Follow the activity.”
- Help other ss to repeat the lines followed by S1 and S2.

Practice activities: Divide ss into pairs.

- Tell them, “Show a picture of Activity A and ask a question on the picture. Your partner will answer the question. [Help them to act out properly.]
- Invite P1, P2, P3 in front of the class to act out following the **Activity C**.
- Drill it more than once.
- Praise them by making clap.

Assessing learning: Ask a student randomly, “Where do you live?” Possible answer should be “I live in a village/a city/a small town/..... (name of own place).”

Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support the students who can't follow and respond to short and simple questions about daily events to get information. Praise the ss who can do the task.

Summary of the session: Ask them, “What have we learnt today?” Tell them, “We have learnt how to ask and answer about living places.”

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-4 and keep record.

Class-wise attainable competency	Performance Indicator	Performance Level		
		Good	Very Good	Excellent
1.4	02.02.04.01 Ask short and simple questions about family members	Ask short and simple questions about family members with assistance	Ask short and simple questions about family members independently	Ask short and simple questions about family members for specific information
	02.02.04.02 Answer to short and simple questions about family members	Answer to short and simple questions about family members with assistance	Answer to short and simple questions about family members independently	Answer to short and simple questions about family members with proper information
3.4	02.02.09.01 Ask questions for getting information about others	Ask questions for getting information about others with assistance	Ask questions for getting information about others With gesture	Ask questions for getting information about others appropriate gesture, pronunciation, & intonation
	02.02.09.02 Answer the questions about others	Answer the questions about others with assistance	Answer the questions about others With gesture	Answer the questions about others appropriate gesture, pronunciation, & intonation

Unit 5

Days of the week

Total Lessons: 6	Total sessions: 10	Each Session Duration: 45 minutes
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Lesson	Session
Lesson 1	S42: A, B
Lesson 2	S43: A
	S44: B, C
Lesson 3	S45: A, B
	S46: C, D, E
Lesson 4	S47: A, B
Lesson 5	S48: A
	S49: B
	S50: C, D
Lesson 6	S51: A
	S52: B, C, D

Unit 5

Days of the week

Lesson 1: Days

Session	Attainable competency (ies)
Session 42: A, B Page:43,44	8.1 Recognising and using words frequently used in the texts for participating in everyday conversations

Teaching aids: Picture of activity A, B /audio/video clip.

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity

Introduction

- Exchange greetings with a smiling face. (হাসিমুখে শুভেচ্ছা বিনিময় করুন।)
- Start the session with a rhyme related to ‘Days of the week’. (সপ্তাহের দিন সম্পর্কিত একটি ছড়া অথবা গান দিয়ে সেশন শুরু করুন।)

Review of the previous session

- Ask ss, “What did we learn in the last class?” (Encourage them to answer.) [শিক্ষার্থীদেরকে প্রশ্ন করুন, “What did we learn in the last class?” (তাদেরকে উত্তর দিতে উৎসাহিত করুন।)]
- Praise the ss who answer correctly.

Presentation of the session

- Show a calendar. Ask ss, “What do you see here?” Help them to say months, days and date. Listen to their answer. (একটি ক্যালেন্ডার দেখান। শিক্ষার্থীদেরকে প্রশ্ন করুন, “What do you see here?” তাদেরকে মাস, দিন এবং তারিখ বলতে সহায়তা করুন। তাদের উত্তর শুনুন।)
- Tell them, “We are going to learn the ‘Days of the Week’ and our today’s lesson is ‘Days’.” (তাদেরকে বলুন আজ আমরা শিখব ‘Days of the Week’ এবং আমাদের আজকের পাঠ ‘Days’)
- Say the names of the days of activity A with proper pronunciation. [Play audio of the lesson if possible.] Tell Ss, “Listen to me.” Then tell ss, “Repeat after me.” [দিনের নামগুলো সঠিক উচ্চারণে বলুন। শিক্ষার্থীদের বলুন, “শোন।” তারপর বলুন, “আমার সাথে বল।”। (সম্ভব হলে পাঠের অডিও প্লে করুন।)]
- Show them Activity A of page 43. Say the names of the days aloud pointing to the Days in the book. Ask ss, “Follow and repeat.” (শিক্ষার্থীদের ৪৩ পৃষ্ঠার Activity A দেখান। দিনের নামগুলো পাঠ্যবইয়ে নির্দেশ করে বলুন, “আমাকে অনুসরণ করে বল।”)

- Say the names of the Days by clapping. Tell Ss, “Listen to me”. Then tell ss , “Follow and repeat after me.” (হাততালির মাধ্যমে দিনের নামগুলো বলুন। শিক্ষার্থীদের বলুন, “শোন।” তারপর বলুন, “আমাকে অনুসরণ করে বল।”)
- Ask ss, “Raise your hand who can say the names of the days.” Allow some ss to say the names of the Days. [Help them if necessary.] [শিক্ষার্থীদের বলুন, “যারা দিনের নামগুলো বলতে পার তারা হাত তোলা।” কিছু শিক্ষার্থীকে বলতে বলুন। (প্রয়োজনে তাদেরকে সহায়তা করুন।)]
- Invite seven ss to the front. Tell them, “Say the names of the days one by one.” Tell other ss of the class, “Follow and repeat after them.” [Support them if necessary.] [সাতজন শিক্ষার্থীকে সামনে ডাকুন। তাদেরকে বলুন, “পর্যায়ক্রমে একটি করে দিনের নাম বল।” অন্যদের বলুন, “আদেরকে অনুসরণ করে বল।” (প্রয়োজনে তাদেরকে সহায়তা করুন।)]

Practice activities

- Divide ss into groups. Tell ss, “In group one student will say the days of the week of activity A with proper pronunciation and others will listen and repeat.” Tell them, “Change the role and continue the process.” [Monitor them and support if necessary.] [শিক্ষার্থীদের দলে ভাগ করুন। শিক্ষার্থীদেরকে বলুন, “ দলে একজন দিনের নামগুলো সঠিক উচ্চারণে বল। অন্য শিক্ষার্থীরা তার সাথে বল। তাদেরকে বলুন, “ভূমিকা পরিবর্তন করে কাজ চালিয়ে যাও।” (তাদের কাজ পর্যবেক্ষন করুন। প্রয়োজনে তাদেরকে সহায়তা করুন।)]
- Make pairs. Tell ss, “In pair S1 will say the names and S2 will listen and repeat.” Tell them, “Change the role and continue the process.” [Monitor them and support if necessary.] [জোড়া গঠন করুন। শিক্ষার্থীদেরকে বলুন, “ জোড়ায় শিক্ষার্থী ১ দিনের নামগুলো সঠিক উচ্চারণে বল। শিক্ষার্থী ২ শোন এবং বল।” তাদেরকে বলুন, “ ভূমিকা পরিবর্তন করে কাজ চালিয়ে যাও।” (তাদের কাজ পর্যবেক্ষন করুন। প্রয়োজনে তাদেরকে সহায়তা করুন।)]
- Start from the left side of the class. Say, “S1 will say Sunday, S2 will say Monday, S3 will say Tuesday, , S7 will say Saturday. Ask ss to continue the Activity in this way till every student gets chance to say.” [ক্লাসের বাম দিক থেকে শুরু করুন। বলুন, “শিক্ষার্থী ১ Sunday বল ,শিক্ষার্থী ২ Monday বল , শিক্ষার্থী ৩ Tuesday বল , শিক্ষার্থী ৭ Saturday বল।” এভাবে পর্যায়ক্রমে সকল শিক্ষার্থীর বলা শেষ হওয়া পর্যন্ত চালিয়ে যেতে বলুন।]

Assessing learning

- Invite seven ss randomly to the front of the classroom. Ask them, “Say the names of the days one by one.” Now ask ss , “Raise your hand who can say the names.” (এলোমেলোভাবে সাতজন শিক্ষার্থীকে সামনে ডাকুন। তাদেরকে বলুন, “দিনের নামগুলো পর্যায়ক্রমে বল।” শিক্ষার্থীদের বলুন, “ যারা দিনের নামগুলো বলতে পার তারা হাত তোলা।”)

Feedback: Support them who can't say the names of the days. (যারা দিনের নামগুলো বলতে পারেনি তাদেরকে সহায়তা করুন।)
Praise the ss who can do the task.

Summary of the session: Now, summarise today’s lesson. Ask ss randomly, ‘What have we learnt today?’ (এখন পাঠের সারসংক্ষেপ করবেন। দ্বৈবচয়ন পদ্ধতিতে কয়েকজন শিক্ষার্থীকে জিজ্ঞাসা করবেন ‘What have we learnt today?’)

Concluding the session: Conclude today’s session by saying, “Goodbye, See you in the next class.” (‘Goodbye, see you in the next class.’ বলে সেশন সমাপ্ত করুন।)

Lesson 2: ‘Seven Days in a Week’

Session	Attainable competency (ies)
Session 43: A Page: 45	2.1 Listening to rhymes, cartoons and digital contents in English for enjoyment

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

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction</p> <ul style="list-style-type: none"> • Say “Good morning, students” with a smiling face. • Ask Ss ‘How are you?’, and encourage them to reply ‘Fine, thank you’. • Start the session with a rhyme related to ‘Days of the week’.
<p>Review of the previous session</p> <ul style="list-style-type: none"> • Ask Ss “What did we learn in the last class?” Encourage them to say the names of the days of the week. [Help him/her if necessary.] • Praise the Ss who answer correctly.
<p>Presentation of the session</p> <ul style="list-style-type: none"> • Show the pictures from Activity A. Ask ss, “Think about the picture. Share your thinking with your partner.” • Ask ss, “What do you see in the picture?” Help them answer. • Based on their answer tell them today, “We are going to recite a nice rhyme ‘Seven Days in a Week’.” • Recite the rhyme with proper pronunciation. Ask ss, “Listen to me.” [Play audio of the lesson if possible.] • Tell ss, “Repeat after me.” [Do it at least twice.] • Recite the rhyme with proper gestures. Ask ss, “Listen to me and observe.” • Ask ss, “Follow and repeat after me.” [Do it at least twice.] • Recite the rhyme by clapping on the day’s name. Ask ss, “Follow and repeat after me.” [Do it at least twice.]

<ul style="list-style-type: none"> Ask ss, “Who can recite the rhyme?”. Ask them, “Raise your hand who can say.” Invite 1/2 S/ss in front of the class to recite and act out the rhyme. Praise them for their presentation.
<p>Practice activities</p> <ul style="list-style-type: none"> Divide ss into groups. Tell ss, “In group one student will recite the rhyme with proper pronunciation and gesture. Others will follow and repeat.” Tell ss, “Change the role and continue the process.” (Monitor them and support them if necessary.)
<p>Assessing learning</p> <ul style="list-style-type: none"> In group, Tell ss “Recite the rhyme in chain drill.” S1 will say the 1st line S2 will say the 2nd line S3..... The whole class will continue it in turns in groups. Observe the groups and find out who can’t recite properly.
<p>Feedback: Help the students who can’t recite properly. Praise ss who can do the task.</p>
<p>Summary of the session: Now summarise the session by asking ss, “What have we learnt today?”. Help them to answer properly.</p>
<p>Concluding the session: Conclude today’s session by saying, “Goodbye. See you in the next class.”</p>

Lesson 2: ‘Seven Days in a Week’

Session	Attainable competency (ies)
Session 44: B & C Page: 46	7.4 Writing familiar words and simple sentences in correct spelling

Teaching aids: Picture of activity B.

Session Procedure **Session Duration: 45 minutes**

Teaching Learning Activity
<p>Introduction</p> <ul style="list-style-type: none"> Exchange greetings with a smiling face. Start the session with a rhyme related to ‘Days of the week’.
<p>Review of the previous session</p> <ul style="list-style-type: none"> Ask ss “What did we learn in the last class?” (Encourage them to answer.) Invite S in front of the class and ask him/her to say the Rhyme “Seven Days in a Week”. Ask ss , “Recall the names of the seven days of a week.” [Help her/him if necessary.] Praise ss who answer correctly.

<p>Presentation of the session</p> <ul style="list-style-type: none"> • Tell them today, “We are going to learn how to trace, write & copy the names of the days.” • Ask ss ‘What day is today?’ Help them to answer. Write the day’s name on the board. Then trace the word in the correct way and ask ss, “Observe carefully.” • Invite 1 or 2 students in front of the classroom. Ask them, “Trace the word in the correct way.” And ask other ss, “Observe carefully.” • Draw 4 lines on the board. Write ‘Sunday’ in the lines following Activity B. • Show the poster writing of Activity B on the board.
<p>Practice activities</p> <ul style="list-style-type: none"> • Divide ss into groups. Ask the groups, “Open at page 46.” Tell ss, “In group, one student will trace the day’s names in the correct way and other ss will observe and follow.” Ask them, “Change the role and continue the process.” (Monitor them and support them if necessary.) • Make pairs. Tell ss, “In pairs, S1 will trace the day’s names in the correct way. S2 will observe and follow.” Ask them, “Change the role and continue the process.” (Monitor them and support them if necessary.) • Ask ss, “Write the names of the days in the lines under the day’s names and today is (today’s name).” (Monitor them and support them if necessary.) • Ask ss, “Copy the names of the days in your exercise book.” (Monitor them and support them if necessary.)
<p>Assessing learning</p> <ul style="list-style-type: none"> • Ask ss, “Exchange your exercise books with the ss next to you for checking.” Observe the class and find out who can’t write properly. • Invite some ss and tell them “Copy the names of days on the board.”
<p>Feedback: Help ss who can’t write properly. Repeat Activity B if possible. Reassess and make sure they are learning. Praise the ss who can do the task.</p>
<p>Summary of the session: Now summarise the session by asking ss, “What have we learnt today?” Help them to answer properly.</p>
<p>Concluding the session: Conclude today’s session by saying, “Goodbye. See you in the next class.”</p>

Lesson 3: ‘What day is today?’

Session	Attainable competency (ies)
Session 45: A & B Page: 47	1.4 Understanding short and simple questions and answers about family members

Teaching aids: Pictures of activity A, B/audio/video clip.

Session Procedure**Session Duration: 45 minutes**

Teaching Learning Activity
<p>Introduction</p> <ul style="list-style-type: none"> • Exchange greetings with a smiling face. • Start the session with a rhyme related to 'Days of the week'.
<p>Review of the previous session</p> <ul style="list-style-type: none"> • Ask ss "What did we learn in the last class?" (Encourage them to answer.) • Praise ss who answer correctly.
<p>Presentation of the session</p> <ul style="list-style-type: none"> • By showing page 47, ask ss "Open this page." • Ask them "What do you see? What are they doing" (Support them if necessary.) • Tell them, "Our today's lesson is 'What day is today?'" • Say the questions of the bubbles of Activity A with correct pronunciation and proper intonation. Tell ss to "Listen to me and repeat after me." [Play audio of the lesson if possible /QR Code.] • Ask a student randomly, "How many days are there in a week?" Support him/her to answer. • Then ask another student, "What day is today?" Help him/her to answer. • Invite one S in front of the class. Ask him/her the questions and help him/her to answer. Then tell him/her, "Ask me the same questions." And you will answer. • Invite two ss in front of the class. Tell them, "One student will ask the questions and another will answer. Tell them, "Change the role and continue."
<p>Practice activities</p> <ul style="list-style-type: none"> • Divide ss into two groups. Name the groups – A & B. Tell Group A, "Ask the 1st question of Activity A." and Group B, "Answer to the first question." Then tell Group B, "Ask the 2nd question." and Group A, "Answer to the 2nd question." Ask them, "Continue the practice by changing roles." (Monitor them and support them if necessary.) • Make pairs. Tell ss, "In pairs, S1 will ask the questions one by one and S2 will answer." Then tell, " S2 will ask the questions one by one and S1 will answer." Ask them, "Continue the practice by changing roles." (Monitor them and support them if necessary.) • Change pairs. Tell ss, "In pairs, S1 will ask the questions of Activity B one by one and S2 will answer." Then say, " S2 will ask the questions one by one and S1 will answer." Ask them, "Continue the practice by changing roles." (Monitor them and support them if necessary.)
<p>Assessing learning</p> <ul style="list-style-type: none"> • Now ask ss the questions randomly. Ask them, "Raise your hand if you can answer." • Tell ss, "Ask me the questions randomly." Observe the class and find out who can't say properly.

Feedback
<ul style="list-style-type: none"> • Help the students who can't say properly. Praise ss who can do the task.
Summary of the session
<ul style="list-style-type: none"> • Now summarise the session by asking ss, "What have we learnt today?" Help them to answer properly.
Concluding the session
<ul style="list-style-type: none"> • Conclude today's session by saying, "Goodbye. See you in the next class."

Lesson 3: 'What day is today?'

Session	Attainable competency (ies)
Session 46: C, D & E	1.4 Understanding short and simple questions and answers about family members
Page: 48	7.4 Writing familiar words and simple sentences in correct spelling
	8.1 Recognising and using words frequently used in the texts for participating in everyday conversations

Teaching aids: Poster writing of activity D.

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity
Introduction
<ul style="list-style-type: none"> • Exchange greetings with a smiling face. • Start the session with a rhyme related to 'Days of the week'.
Review of the previous session
<ul style="list-style-type: none"> • Ask ss "What did we learn in the last class?" (Encourage them to answer.) • Praise ss who answer correctly.
Presentation of the session
<ul style="list-style-type: none"> • Tell them, "Today we are going to know how to write the names of the days." • Invite Four ss in front of the class. • Tell them, "S1 will ask the first question Activity C to S2. S2 will answer and ask the second question to S3. S3 will answer and ask the third question to S4. S4 will answer and ask the first question to S1." • Tell them to continue.
Practice activities
<ul style="list-style-type: none"> • Divide ss into groups of four. • In the group tell ss, "S1 will ask the first question to S2. S2 will answer and ask the second question to S3. S3 will answer and ask the third question to S4. S4 will answer and ask the first question to S1."

<ul style="list-style-type: none"> • Tell them to continue. (Monitor them and support them if necessary.) Show the poster writing of Activity D. Tell ss, “Look for the day ‘Sunday’ in the box. Colour the day you have found.” Support them to find out. • Tell ss, “Follow the instructions for other days.” (Monitor and support them and support them if necessary.)
<p>Assessing learning</p> <ul style="list-style-type: none"> • Ask ss, “Close your book and write the names of the days.” • Provide the correct answer. Ask them, “Look and match the answer.” • Ask ss the questions randomly. (Support them if necessary.) • Observe the class and find out who can’t write properly.
<p>Feedback: Help the students who can’t write properly. Praise the ss who can do the task.</p>
<p>Summary of the session: Now summarise the session by asking ss, “What have we learnt today?” Help them to answer properly.</p>
<p>Concluding the session: Conclude today’s session by saying, “Goodbye. See you in the next class.”</p>

Lesson 4: Rima and the seed

Session	Attainable competency (ies)
Session 47: A & B Page: 49	8.1 Recognising and using words frequently used in the texts for participating in everyday conversations

Teaching aids: Pictures of activity A, B /audio/video clip.

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction</p> <ul style="list-style-type: none"> • Exchange greetings with a smiling face. • Start the session with a rhyme related to ‘Days of the week’.
<p>Review of the previous session</p> <ul style="list-style-type: none"> • Ask ss “What did we learn in the last class?” (Encourage them to answer.) • Praise ss who answer correctly.)
<p>Presentation of the session</p> <ul style="list-style-type: none"> • Ask ss, “Have you seen trees around your house? How do trees grow up? What do trees need to grow up?” If necessary, use Bangla. (Support them to answer.) • Listen to them and ask them to guess the lesson. • Tell them, “our today’s lesson is ‘Rima and the seed’.”

- Showing a ‘seed’ ask ss “What’s this?”. Help them to answer. Based on ss answer write the word ‘a seed’ on the board.
- Showing a ‘flowerpot’ ask ss “What’s this?”. Help them to answer. Write ‘a flowerpot’ on the board.
- Showing the picture of ‘the Sun’ ask ss “What’s this?”. Help them to answer. Write ‘the sun’ on the board.
- In the same way elicit ‘a water can’ and ‘a plant’.
- Say the words one by one and ask ss to repeat after you. [Play audio of the lesson/ Use QR Code if possible.]
- Ask ss, “Open at page 49.” Show the picture of **Activity A**. Tell ss, “See the pictures.” By pointing at the pictures say the names. Tell ss, “Listen and repeat after me.”
- Say the words randomly and ask ss, “Point the right pictures.”

Practice activities

- Divide ss into groups. In the groups, “One student will say the words and others will point to the pictures.” Ask them, “Change the role and continue the process.” [Monitor group work. Help them if necessary.]
- I nvite two ss in front to the class. Tell them “One Student will say the words and others will point to the pictures.” Ask them, “Change the role and continue the process.” [Monitor them and help them if necessary.]
- Now ask ss to work in the previous groups. Ask the groups, “Number the pictures of Activity B 1-4 according to order.”
- Provide them with the correct answer. Ask ss, “Check your answer.” [Monitor group work. Help them if necessary.]

Assessing learning

- Play Yes / No game with the words. Point and say the words randomly. If you say pointed word rightly, ss will say ‘Yes’. If you say pointed word wrongly, ss will say ‘No’ (এলোমেলোভাবে শব্দগুলো নির্দেশ করুন এবং বলুন। নির্দেশকৃত শব্দটি সঠিক বললে শিক্ষার্থীরা Yes বলবে, নির্দেশকৃত শব্দ সঠিক না বললে No বলবে। যে শিক্ষার্থী সবচেয়ে বেশী সঠিক উত্তর দিতে পারে তাকে বিজয়ী ঘোষণা করুন।)
- Now ask ss, “Raise your hand who can say the name of the picture of activity A.”
- Ask one or two s/ss. Tell others to listen.

Feedback: Support those who can’t recognise words during the class. Repeat Activity A if necessary. Reassess and make sure they are learning. Praise the ss who can do the task.

Summary of the session: Now summarise the session by asking ss, “What have we learnt today?” Help them to answer properly.

Concluding the session: Conclude today’s session by saying, “Goodbye. See you in the next class.”

Lesson 5: How does a plant grow?

Session	Attainable competency (ies)
Session 48: A Page: 50	8.1 Recognising and using words frequently used in the texts for participating in everyday conversations.

Teaching aids: Pictures of activity A/audio/video clip, picture flashcards, text cards.

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction</p> <ul style="list-style-type: none"> • Exchange greetings with a smiling face. • Start the session with a rhyme. If possible, relate it to the lesson.
<p>Review of the previous session</p> <ul style="list-style-type: none"> • Ask ss “What did we learn in the last class?” (Encourage them to answer.) • Praise ss who answer correctly.
<p>Presentation of the session</p> <ul style="list-style-type: none"> • Show ss the pictures of page 50. Ask them, “Think about the pictures and share your thinking with your partner.” • Listen to them. Allow them to say Bangla. (Help them to say.) • Tell them today, “We are going to learn a story ‘How does a plant grow?’. • Point to the girl. Ask ss, “Who is the girl?” (Elicit/ tell ‘Rima’.) • Point to the man. Ask ss “Who is the man?” (Elicit/ tell ‘Rima’s father’.) • Show the picture/ model of the seed. Ask ss, “What’s this? (Elicit/ tell ‘Seed’.) • In this way introduce the words ‘soil’, ‘cow dung’ and ‘water’. Mime/ Act out give, put. Ask ss, “What am I doing?” (Elicit/tell ‘Give’, ‘Put’.) • Write these keywords on the board. Say the words by pointing to the pictures of Rima, Rima’s father, give, put, soil, water. Ask ss, “Listen and repeat after me.” • Now show the 1st picture of Activity A at page 50. • Ask ss, “What do you see here?” Based on ss’ answer say, “On Sunday, a seed.” • Now ask ss, “What do you see here?” Based on ss’ answer say, “On Monday, a pot.” • Continue the activity to the last picture. • Now read the text. Hold up the picture flashcards and the text cards as you read it. Don’t forget to ‘finger-track’ the words of the text with your finger as you read. [Play audio of the lesson if possible.] • Mime the actions as you read the text. Exaggerate all actions and words to make meanings as clear as possible.

- Vary the pace of the text and the tone of your voice. Make eye contact with ss.
- Ask ss some questions during the telling of every picture. For example, for the 1st picture ask them, “What does Rima’s father give her?”
- Invite students, “Finish the ends of my sentences”, ex- *On Sunday, Rima’s father gives her a..... (seed.)*. Get the students to read some of the more familiar words together by pausing.
- Encourage the learners to get involved with the text and participate as much as possible. Ask them, “Do the action with me.”
- Now give out the flashcards to selected students to hold up. Read the story again and ask the class, “Point to the correct flashcards as I read.”

Practice activities

- Invite four ss to the front. Give every s one picture flashcard. Tell them, “Tell one part of the story according to your picture.”
- Invite two students for role play. You will be the narrator of the story, one will be Rima and the other one will be Rima’s father.

Assessing learning

- Now ask ss randomly to tell the story. Ask them, “Raise your hand who can tell the story.” Help them to tell.

Feedback: Support them who can’t tell the story. Repeat Activity A if necessary. Praise the ss who can do the task.

Summary of the session: Now summarise the session by asking ss, “What have we learnt today?” Ask some questions from the text. Help them to answer properly.

Concluding the session: Conclude today’s session by saying, “Goodbye. See you in the next class.”

Lesson 5: How does a plant grow?

Session	Attainable competency (ies)
Session 49: B Page: 51	8.1 Recognising and using words frequently used in the texts for participating in everyday conversations

Teaching aids: Picture of activity B /audio/video clip.

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity

Introduction

- Exchange greetings with a smiling face.
- Start the session with a story. If possible, relate it to the lesson.

Review of the previous session

- Ask ss “What did we learn in the last class?” (Encourage them to answer.)
- Praise the ss who answer correctly.

Presentation of the session

- Show ss the pictures of page 51. Ask them, “Think about the picture and share your thoughts with your partner.”
- Listen to them. Allow them to say Bangla. (Help them to say.)
- Tell ss, “Today we are going to learn the rest of the story ‘How does a plant grow?’”
- Mime /act out ‘Again’ and ‘Wait’- Ask ss what’s this? (Elicit/tell ‘Again’ and ‘Wait’.)
- Show the picture/ model of ‘Plant’. Ask ss, “What’s this? (Elicit/ tell ‘Plant’.)
- In this way introduce the words ‘Leave’.
- Write these keywords on the board. Say the words by pointing to the pictures. Ask ss, “Listen and repeat after me.”
- Now show the 1st picture of Activity B at page 51.
- Ask ss, “What do you see here?” Based on ss’ answers say, “On Wednesday...sun.”
- Now ask ss, “What will be in the next picture?” Based on ss’ answer say “On Saturday, leaves.”
- Continue the activity to the last picture.
- Now read the text. Hold up the picture flashcards and the text cards as you read it. Don’t forget to ‘finger-track’ the words of the text with your finger as you read. [Play audio of the lesson/ Use QR Code if possible.]
- Mime the actions as you read the text. Exaggerate all actions and words to make meanings as clear as possible.
- Vary the pace of the text and the tone of your voice. Make eye contact with the students.
- Ask ss some questions during the telling of every picture. For example, for the 1st picture ask them, “What does Rima put in the sun?”
- Tell ss we have to use ‘on’ before the names of days. Such as On Sunday, ,,,,,
- Invite students to finish the ends of your sentences, ex- *On Wednesday, Rima puts the pot in the..... (sun.)*. Get the students to read some of the more familiar words together by pausing.
- Encourage the learners to get involved with the text and participate as much as possible. Ask them, “Do the action with me.”
- Now give out the flashcards to selected students to hold up. Read the story again and ask the class, “Point to the correct flashcards as I read.”

Practice activities

- Invite four ss to the front. Give every S one picture flashcard. Tell them, “Tell one part of the story according to your flashcard.”
- Invite 2 ss for role-play. One will be the narrator of the story, and the other will be Rima.

Assessing learning
<ul style="list-style-type: none"> Now ask ss randomly to tell the full story (On Sunday, On Saturday ,). Ask them, “Raise your hand if you can tell the story.” Help them to tell.
Feedback: Support those who can’t tell the story. Repeat Activity B if necessary. Praise the ss who can do the task.
Summary of the session: Now summarise the session by asking ss, “What have we learnt today?” Ask some questions from the text. Help them to answer properly.
Concluding the session: Conclude today’s session by saying, “Goodbye. See you in the next class.”

Lesson 5: ‘How does a plant grow?’

Session	Attainable competency (ies)
Session 50: C & D	4.1 Recognising words, cardinal numbers in figures and in words and reading them aloud following proper pronunciation
Page: 52	7.4 Writing familiar words and simple sentences in correct spelling
	8.1 Recognising and using words frequently used in the texts for participating in everyday conversations

Teaching aids: Poster writing of activity C & D.

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction</p> <ul style="list-style-type: none"> Exchange greetings with a smiling face. Start the session by recalling the story ‘How does a plant grow’.
<p>Review of the previous session</p> <ul style="list-style-type: none"> Ask ss “What did we learn in the last class?” (Encourage them to answer.) Praise the ss who answer correctly.
<p>Presentation of the session</p> <ul style="list-style-type: none"> Tell ss, “Today we are going to put the sentences in the correct order and write the missing days.” Ask ss, “Open at page 52.” Read the sentences of Activity C. [Play audio of the lesson/ Use QR Code if possible.] Explain to them how to put the sentences in the correct order. If necessary, use Bangla.

<p>Practice activities</p> <ul style="list-style-type: none"> • Divide the class into groups. Ask the groups, “Read the sentences of Activity C and put the sentences in the correct order.” Ask them, “Number the sentences 1-4.” (Monitor them and support them if necessary.) • Provide the correct order. Ask ss, “Check your answer.” [Monitor them and help them if necessary.] • Make pairs. In pairs, tell ss “S1 will say the days written in Activity D and S2 will say the missing days.” Ask them, “Change the role and continue.” • Ask ss, “Write the missing days individually.” • Provide the correct answer. Ask ss, “Check the answer.” (Monitor them and support them if necessary.)
<p>Assessing learning</p> <ul style="list-style-type: none"> • Ask ss randomly, “Say the missing days.” • Ask them, “Raise your hand who can write the missing days of Activity D.” • Invite some ss randomly to come to the board. Tell them, “Write the missing days as I ask.” Observe them and find out who can’t write properly.
<p>Feedback: Help the students who can’t write properly. Praise the ss who can do the task.</p>
<p>Summary of the session: Now summarise the session by asking ss, “What have we learnt today? Help them to answer properly.</p>
<p>Concluding the session: Conclude today’s session by saying, “Goodbye. See you in the next class.”</p>

Lesson 6: ‘Two Little Birds’

Session	Attainable competency (ies)
Session 51: A Page: 53, 54	2.1 Listening to rhymes, cartoons and digital contents in English for enjoyment

Teaching aids: Poster writing of activity A/audio/video clip.

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction</p> <ul style="list-style-type: none"> • Exchange greetings with a smiling face. Start the session with a rhyme related to ‘Days of the week’.
<p>Review of the previous session</p> <ul style="list-style-type: none"> • Ask ss “What did we learn in the last class?” (Encourage them to answer.) • Praise ss who answer correctly.

Presentation of the session

- Show ss the pictures of page 54. Ask them, “Think about the picture and share your thinking with your partner.”
- Ask ss, “What do you see in the picture?”
- Listen to them. Allow them to say Bangla. (Help them to say.)
- Based on ss’ answer tell them, “Today we are going to learn a Rhyme ‘Two Little Birds’.”
- Point to the ‘Eggs’. Ask ss What are these? (Elicit/ tell ‘Eggs’.)
- Point to the ‘Nest’, ‘Birds’ one by one. Ask ss ‘What’s this?’ (Elicit/ tell ‘Nest’, ‘Birds’.)
- In this way, introduce instead, began, twittered, sang & other new words. (Use techniques of teaching vocabulary.)
- Write these keywords on the board. Say the words by pointing to the pictures. Ask ss, “Listen and repeat after me.”
- Recite the rhyme with proper pronunciation. Ask ss, “Listen to me.” [Play audio of the lesson if possible.]
- Recite the rhyme with proper gestures. Ask ss, “Listen to me and observe.”
- Ask ss, “Follow and repeat after me.” [Do it at least twice.]
- Recite the rhyme by clapping on the day’s name. Ask ss, “Follow and repeat after me.” [Do it at least twice.]
- Ask ss, “Who can recite the rhyme?”. Ask them, “Raise your hand if you can say.” Invite one or two s/ss in front of the class to recite and act out the rhyme. Praise them for their presentation.
- Invite students, “Finish the ends of my sentences.”, ex- *On Sunday, I saw two eggs in the..... (nest)*. Get ss to read some of the more familiar words together by pausing.
- Tell ss, We use ‘on’ before the names of the days.”

Practice activities

- Divide ss into groups. Tell ss, “In group one student will recite the rhyme with proper pronunciation and gesture. Others will follow and repeat.”
- Tell ss, “Change the role and continue the process.” (Monitor them and support them if necessary.)
- Make pairs. Tell ss, “In pair, S1 will recite 1st sentence with proper pronunciation and gesture. S2 will recite the 2nd sentence with proper pronunciation and gesture.”
- Tell them, “Continue the process till the end of the Rhyme.” Ask them, “Change the role and continue the process.” (Monitor them and support them if necessary.)

Assessing learning

- In group, Tell ss “Recite the rhyme in chain drill.” S1 will say the 1st line S2 will say the 2nd line S3..... The whole class will continue it in turns in groups.
- Observe ss and find out who can’t recite properly.

Feedback: Help the students who can’t recite properly. Praise the ss who can do the task.

Summary of the session: Now summarise the session by asking ss, “What have we learnt today? Help them to answer properly.

Concluding the session: Conclude today’s session by saying, “Goodbye. See you in the next class.”

Lesson 6: ‘Two Little Birds’

Session	Attainable competency (ies)
Session 52: B, C & D Page: 55	1.4 Understanding short and simple questions and answers about family members 7.4 Writing familiar words and simple sentences in correct spelling

Teaching aids: Poster writing of activity C/audio/video clip.

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction:</p> <ul style="list-style-type: none"> • Exchange greetings with a smiling face. • Start the session with a song or rhyme related to ‘Days of the week’.
<p>Review of the previous session:</p> <ul style="list-style-type: none"> • Ask ss “What did we learn in the last class?” (Encourage them to answer.) • Praise ss who answer correctly.
<p>Presentation of the session</p> <ul style="list-style-type: none"> • Tell ss, “Today we are going to copy the rhyme ‘Two Little Birds’, and ask and answer the questions.” • Recite the rhyme with proper pronunciation. Ask ss, “Repeat after me.” [Do it at least twice.] • Ask ss, “Who can recite the rhyme?”. Ask them, “Raise your hand who can say.” Invite one or two s/ss in front of the class to recite and act out the rhyme. Praise them for their presentation.
<p>Practice activities</p> <ul style="list-style-type: none"> • Ask ss, “Copy the rhyme neatly in your exercise book.” • Ask them, “Exchange your exercise book with the S next to you.” Ask ss, “Check the rhyme from the book.” (Monitor them and support them if necessary.) • Make pairs. Ask the pairs, “Read the rhyme again. In pair, S1 will ask the questions of Activity C and S2 will answer.” Ask them, “Change the role and continue.” (Monitor them and support them if necessary.) • Ask ss, “Write the answers in your exercise book.”

<ul style="list-style-type: none"> • Provide correct answers. Ask them, “Exchange your exercise book with the S next to you.” Ask ss, “Check the rhyme from the book.”. (Monitor them and support them if necessary.)
<p>Assessing learning</p> <ul style="list-style-type: none"> • Ask the questions randomly and ask ss, “Raise your hand if you can answer the questions.” Listen from some ss. • Observe the class and find out who can’t answer.
<p>Feedback: Help the students who can’t respond properly. Praise the ss who can do the task.</p>
<p>Summary of the session: Now summarise the session by asking ss, “What have we learnt today? Help them to answer properly.</p>
<p>Concluding the session: Conclude today’s session by saying, “Goodbye. See you in the next class.”</p>

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 Indicator	Performance Level		
		Good	Very Good	Excellent
1.4	02.02.04.01 Ask short and simple questions about family members	Ask short and simple questions about family members with assistance	Ask short and simple questions about family members independently	Ask short and simple questions about family members for specific information
	02.02.04.02 Answer to short and simple questions about family members	Answer to short and simple questions about family members with assistance	Answer to short and simple questions about family members independently	Answer to short and simple questions about family members with proper information

2.1	02.02.05.01 Listen & recite the rhyme	Listen & recite the rhyme after teacher	Listen & recite the rhyme with joy.	Listen & recite the rhyme with joyful TPR
	02.02.05.02 Respond to cartoons/digital contents.	Respond to cartoons and digital contents	Respond to cartoons and digital contents with joy.	Respond to cartoons and digital contents with joyful expressions.
4.1	02.02.11.01 Read aloud words with proper pronunciation.	Read words after teacher.	Read aloud words independently	Read aloud words with proper pronunciation.
	02.02.11.02 Read cardinal numbers in figures and in words.	Read cardinal numbers in figures and in words after teacher.	Read aloud cardinal numbers in figures and in words independently.	Read aloud cardinal numbers in figures and in words with proper pronunciation.
7.4	02.02.16.01 Write familiar words in correct spelling	Write familiar words with assistance	Write familiar words independently	Write familiar words in correct spelling
	02.02.16.02 Write simple sentences in correct spelling	Write simple sentences with the help of teacher	Write simple sentences independently	Write simple sentences in correct spelling.
8.1	02.02.17.01 Use familiar words in everyday conversations.	Identify familiar words frequently used in the texts.	Use familiar words in everyday conversations.	Use familiar words in everyday conversations appropriately.

Unit 6

Let's Play With Sounds

Total Lessons: 4	Total sessions: 8	Each Session Duration: 45 minutes
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Lesson	Session
Lesson 1	S53: A, B, C
	S54: D, E
Lesson 2	S55: A, B
	S56: C, D
Lesson 3	S57: A, B
	S58: C, D
Lesson 4	S59: A, B, C
	S60: D, E

Unit 6

Let's Play With Sounds

Lesson 1: Say the initial (beginning) sounds 1

Session	Attainable competency (ies)
Session 53: A, B, C Page: 56	1.1 Recognising differences between initial sounds of familiar words in spoken interactions clearly

Teaching aids: Picture of Activity A, C; word cards; audio clip

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction:</p> <ul style="list-style-type: none"> Exchange greetings saying “Good morning. How are you?” (শিক্ষার্থীদের সাথে “Good morning. How are you?” বলে শুভেচ্ছা বিনিময় করুন।)
<p>Review of the prior knowledge:</p> <ul style="list-style-type: none"> Start the session by reciting a rhyme focusing on alphabet sounds. Tell ss ‘Let’s recite a rhyme’. [Play an audio if possible.] (অ্যালফাবেট সাউন্ড বিষয়ক একটি ছড়া আবৃত্তি করে সেশন শুরু করুন। শিক্ষার্থীদের বলুন ‘Let’s recite a rhyme’। সম্ভব হলে অডিও ব্যবহার করুন।) Then, tell ss that we know the sounds of the English letters (A—Z) properly. Review the sounds of the letters (A—Z). [Support ss if necessary.] (তারপর শিক্ষার্থীদের বলুন আমরা ইংরেজি বর্ণগুলোর (A—Z) উচ্চারণ জানি ও সঠিকভাবে উচ্চারণ করতে শিখেছি। (A—Z) উচ্চারণগুলো পুনরায় অনুশীলন করুন। শিক্ষার্থীদের বলতে প্রয়োজনে সহায়তা করুন।) Tell ss ‘Today, we are going to learn the initial sounds of some words’ (এরপর শিক্ষার্থীদের বলুন “Today, we are going to learn the initial sounds of some words”)
<p>Presentation of the session:</p> <ul style="list-style-type: none"> Tell ss ‘Open your book at page 56’. Show the picture given in Activity-A, and ask them ‘What can you see in the picture?’ Listen to their answers. (শিক্ষার্থীদের বলুন ‘Open your book at page 56’। তারপর Activity-A এ প্রদত্ত ছবি দেখিয়ে জিজ্ঞাসা করুন ‘What can you see in the picture?’ তাদের উত্তরগুলো শুনুন।) Then, ask ss ‘Who can pronounce the words properly.’ Encourage them to say. Listen to some ss.

(তারপর, শিক্ষার্থীদেরকে প্রশ্ন করুন কে শব্দগুলো সঠিক উচ্চারণে বলতে পারবে। শিক্ষার্থীদের বলতে উৎসাহিত করুন এবং কয়েকজন শিক্ষার্থীর নিকট থেকে শুনুন।)

- Now, indicate each picture with a word and pronounce each word properly. [Play an audio if possible.] Ask ss to repeat after you. Focus on the initial sound of the word. Repeat each word at least two times.

(শিক্ষক এবার শব্দসহ প্রতিটি ছবি নির্দেশ করুন এবং ছবির নামগুলো ইংরেজিতে প্রমিতভাবে উচ্চারণ করুন। [এর জন্য সম্ভব হলে অডিও ক্লিপ শোনান।] শিক্ষার্থীদের শব্দগুলো শুনে সমস্বরে বলতে বলুন। এক্ষেত্রে শিক্ষক অবশ্যই শব্দগুলোর initial sound এর উপর জোর দিবেন। প্রতিটি শব্দ কমপক্ষে দুইবার উচ্চারণ করবেন।)

- Now, tell ss we will do Activity-B. Take the word card 'ant'. Pronounce /æ/ loudly putting a finger on the initial letter 'a', and then say /æ/ and the word /ænt/. Ask ss to repeat after you like /æ/--- /æ—ænt/---/ ænt/. Do it at least two times.

(এবার, শিক্ষার্থীদের Activity-B করতে বলুন। 'ant' শব্দ কার্ডটি তুলে নিন। 'ant' শব্দটির প্রথম বর্ণ 'a' এর উপর আঙ্গুল রেখে শব্দে /æ/ উচ্চারণ করুন। আবার /æ/ উচ্চারণ করে /ænt/ শব্দটি প্রমিতভাবে উচ্চারণ করুন। শিক্ষার্থীদের /æ/--- /æ—ænt/---/ ænt/ ধারাবাহিকতা অনুসরণ করে আপনার সাথে উচ্চারণ করতে বলুন। সমস্বরে কমপক্ষে দুইবার উচ্চারণ করুন।)

- Again, take the word card 'apple'. Pronounce /æ/ loudly putting a finger on the initial letter 'a', and then say /æ/ and the word /æp.əl/. Ask ss to repeat after you like /æ/---/æ— æp.əl/-----/ æp.əl/. Do it at least two times.

(এবার, 'apple' শব্দ কার্ডটি তুলে নিন। 'apple' শব্দটির প্রথম বর্ণ 'a' এর উপর আঙ্গুল রেখে শব্দে /æ/ উচ্চারণ করুন। আবার /æ/ উচ্চারণ করে /æp.əl/ শব্দটি প্রমিতভাবে উচ্চারণ করুন। শিক্ষার্থীদের /æ/---/æ— æp.əl/-----/ æp.əl/ ধারাবাহিকতা অনুসরণ করে আপনার সাথে উচ্চারণ করতে বলুন। সমস্বরে কমপক্ষে দুইবার উচ্চারণ করুন।)

- Next, take the word card 'mat'. Pronounce /m / loudly putting a finger on the initial letter 'm', and then say /m/ and the word /mæt/. Ask ss to repeat after you like /m/---/m—mæt/---/mæt/. Do it at least two times.

(তারপর, 'mat' শব্দ কার্ডটি তুলে নিন। 'mat' শব্দটির প্রথম বর্ণ 'm' এর উপর আঙ্গুল রেখে শব্দে /m/ উচ্চারণ করুন। আবার /m/ উচ্চারণ করে /mæt/ শব্দটি প্রমিতভাবে উচ্চারণ করুন। শিক্ষার্থীদের /m/---/m—mæt/---/mæt/ ধারাবাহিকতা অনুসরণ করে আপনার সাথে উচ্চারণ করতে বলুন। সমস্বরে কমপক্ষে দুইবার উচ্চারণ করুন।)

- Then, take the word card 'man'. Pronounce /m / loudly putting a finger on the initial letter 'm', and then say /m/ and the word /mæn/. Ask ss to repeat after you like /m/---/m—mæn/---/mæn/. Do it at least two times.

(এরপর, 'man' শব্দ কার্ডটি তুলে নিন। 'man' শব্দটির প্রথম বর্ণ 'm' এর উপর আঙ্গুল রেখে শব্দে /m/ উচ্চারণ করুন। আবার /m/ উচ্চারণ করে /mæn/ শব্দটি প্রমিতভাবে উচ্চারণ করুন। শিক্ষার্থীদের /m/---/m—mæn/---/mæn/ ধারাবাহিকতা অনুসরণ করে আপনার সাথে উচ্চারণ করতে বলুন। সমস্বরে কমপক্ষে দুইবার উচ্চারণ করুন।)

Practice activities:

- **Pairwork:** Divide ss into pairs. Ask students to practice the sounds of the words following the process: /æ/--- /æ—ænt/---/ ænt/; /æ/---/æ— æp.əl/-----/ æp.əl /; /m/---/m—mæt/---/mæt/; /m/---/m—mæn/---/mæn/.

(এবার শিক্ষার্থীদের জোড়ায় ভাগ করুন। শিক্ষার্থীদের শব্দগুলোর উচ্চারণের ক্ষেত্রে নিম্নোক্ত প্রক্রিয়া অনুসরণ করে অনুশীলন করতে বলবেন: /æ/---/æ—ænt/---/ænt/; /æ/---/æ—æp.əl/-----/æp.əl/; /m/---/m—mæt/---/mæt/; /m/---/m—mæn/---/mæn/.)

- Tell them to practise in turns. Monitor and support ss if necessary.(পর্যায়ক্রমে জোড়ায় অন্য শিক্ষার্থীকে অনুশীলন করতে বলুন। ঘুরে ঘুরে শিক্ষার্থীরা প্রমিত উচ্চারণে বলতে সহায়তা করুন।)
- Then, again in pairs, one student will say the words (apple, mat, ash, milk) clearly, and the other will circle the initial sounds of the words given in Activity-C. Tell them to practice in turns. Monitor pair work and support ss if necessary. **Or**, Play an audio if possible. Ask ss to listen to the words and circle the initial sounds of the words individually in the book.

(এবার শিক্ষার্থীদের জোড়ায় ভাগ করুন। একজন শিক্ষার্থী Activity-C তে প্রদত্ত (apple, mat, ash, milk) শব্দগুলো স্পষ্টভাবে প্রমিত উচ্চারণ করবে, অন্য শিক্ষার্থী শব্দগুলো শুনে পাঠ্যবইয়ে সংশ্লিষ্ট শব্দের initial sounds এর বর্ণটির উপর গোল দাগ দিবে। পর্যায়ক্রমে জোড়ায় অন্য শিক্ষার্থী তা করবে। ঘুরে ঘুরে শিক্ষার্থীরা প্রমিত উচ্চারণে বলতে ও initial sounds এর বর্ণটির উপর গোল দাগ দিতে প্রয়োজনে সহায়তা প্রদান করুন। অথবা, অডিওতে সকলকে শব্দগুলো শুনতে বলুন। শিক্ষার্থীদের অডিওতে শব্দ শুনে সংশ্লিষ্ট শব্দের initial sounds এর বর্ণটির উপর গোল দাগ দিতে বলুন, এই কাজটি শিক্ষার্থীদের এককভাবে করতে বলুন।)

Assessing learning:

- Show the pictures of ‘ant, apple, mat, man’, and ask ss to raise hands who can say the words properly. Then, invite randomly a few ss in front of the class to say the words aloud.

(তারপর, শিক্ষার্থীদের ‘ant, mat, apple, man’ ছবিগুলো দেখান এবং যেসব শিক্ষার্থীরা সঠিক উচ্চারণে বলতে পারবে তাদের হাত তুলতে বলুন। দ্বৈবচয়ন পদ্ধতিতে কয়েকজন শিক্ষার্থীকে সামনে ডেকে এনে শব্দগুলো সঠিক উচ্চারণে বলতে বলুন।)

- Then, say the words (apple, mat, ash, milk) clearly, and ask ss randomly to circle the letter for the initial sounds of words given in Activity-C. Tell them to circle the letter in their book.

(তারপর apple, mat, ash, milk) শব্দগুলো স্পষ্টভাবে প্রমিত উচ্চারণ করুন এবং শিক্ষার্থীদের শব্দগুলো শুনে পাঠ্যবইয়ে সংশ্লিষ্ট শব্দের initial sounds এর বর্ণটির উপর গোল দাগ দিতে বলুন।)

- Check ss answer and praise them at the end. (শিক্ষার্থীদের উত্তরগুলো চেক করুন এবং তাদের কাজের প্রশংসা করুন।)
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback:

Support the ss who cannot say the initial sounds of the words during the session. Reassess and make sure they are learning.

(যেসব শিক্ষার্থী ক্লাশ চলাকালীন শব্দগুলোর initial sounds প্রমিত উচ্চারণে বলতে পারেনি তাদেরকে প্রয়োজনীয় ফলাবর্তন দিয়ে সহায়তা করুন। পুনরায় মূল্যায়ন করে তাদের শিখন নিশ্চিত করুন।)

Praise the ss who can do the task.

Summary of the session: Now, summarise today's lesson. Ask ss randomly, 'What have we learnt today?' Help them to say the initial sounds of the words (ant, apple, mat, man).

(এখন পাঠের সারসংক্ষেপ করুন। দ্বৈবচয়ন পদ্ধতিতে কয়েকজন শিক্ষার্থীকে জিজ্ঞাসা করুন 'What have we learnt today?' প্রয়োজনে পঠিত শব্দগুলোর initial sounds প্রমিত উচ্চারণে বলতে সহায়তা করুন।)

Concluding the session: Conclude today's session by saying, "Goodbye, my dear ss. See you in the next class." ('Goodbye, my dear ss. See you in the next class.' বলে সেশনটি শেষ করুন।)

Lesson 1: Say the initial (beginning) sounds 1

Session	Attainable competency (ies)
Session 54: D, E	1.1 Recognising differences between initial sounds of familiar words in spoken interactions clearly
Page: 57	3.1 Saying initial sounds of familiar words with proper pronunciation

Teaching aids: Picture of Activity D; word cards; audio clip

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction:</p> <ul style="list-style-type: none"> Exchange greetings saying, "Good morning. How are you?" (শিক্ষার্থীদের সাথে "Good morning. How are you?" বলে শুভেচ্ছা বিনিময় করুন।)
<p>Review of the prior knowledge:</p> <ul style="list-style-type: none"> Tell ss "Today, we are going to learn the initial sounds of some words" শিক্ষার্থীদের বলুন আজকে আমরা কিছু শব্দের প্রথম ধ্বনিটি কীভাবে উচ্চারণ করতে হয় তা শিখবো। Tell ss that we learnt how to say the words 'ant, apple, mat, man' properly. (শিক্ষার্থীদের বলুন আমরা 'ant, apple, mat, man' শব্দগুলোর সঠিক উচ্চারণ শিখেছি।) Recall the learning by asking ss to say the words properly, and say the initial sounds of the words. [Support ss if necessary.] (শিক্ষার্থীদের শেখা শব্দগুলো স্মরণ করতে বলুন এবং শব্দের প্রথম ধ্বনিটির উচ্চারণ করতে বলুন।) (শিক্ষার্থীদের প্রয়োজনে সহায়তা করুন।)
<p>Presentation of the session:</p> <ul style="list-style-type: none"> Tell ss 'Open your book at page 57'. Show the picture given in Activity-D, and ask them 'What can you see in the picture?' Listen to their answers. (শিক্ষার্থীদের বলুন 'Open your book at page 57'। তারপর Activity-D এ প্রদত্ত ছবি দেখিয়ে জিজ্ঞাসা করুন 'What can you see in the picture?' তাদের উত্তরগুলো শুনুন।) Next, ask ss 'Who can pronounce the words properly.' Encourage them to say and listen to some ss.

(তারপর, শিক্ষার্থীদেরকে প্রশ্ন করুন কে শব্দগুলো সঠিক উচ্চারণে বলতে পারবে। শিক্ষার্থীদের বলতে উৎসাহিত করুন এবং কয়েকজন শিক্ষার্থীর নিকট থেকে শুনুন।)

- Then, ask ss to look at the pictures of Activity-D, and say the words (ant, mat, apple, man) properly.
- Show ss how to spell the word (ant) and write the word on the board.

Practice activities:

- **Group Work:** Divide students into small groups. Ask them to look at the pictures given in Activity-D, and say the words of the pictures. In groups, they practice saying these words (ant, mat, apple, man) in turns. Then, ss will discuss the spelling of these words and write them beneath each picture given in Activity-D. Monitor the group work and support them if necessary.

(শিক্ষার্থীদের ছোট কয়েকটি দলে ভাগ করুন। শিক্ষার্থীদের Activity-D এর ছবিগুলো দেখে এগুলোর নাম বলতে বলুন। প্রতিটি দলে শিক্ষার্থীদের পর্যায়ক্রমে (ant, mat, apple, man) শব্দগুলো বলা অনুশীলন করতে বলুন। তারপর, দলে শিক্ষার্থীরা শব্দগুলোর বানান নিয়ে আলোচনা করবে এবং Activity-D এর ছবিগুলোর নিচে প্রদত্ত জায়গায় শব্দগুলো লিখবে। ঘুরে ঘুরে দলগত কাজ পর্যবেক্ষণ করুন এবং প্রয়োজনে শিক্ষার্থীদের সহায়তা করুন।)

Assessing learning:

- Say each pair of the words clearly given in Activity-E. [Play an audio if possible.] Ask ss to write S (same) against the pair with the same initial sounds, or, write D (different) against the pair with the different initial sounds. Tell ss that one is done for them in Activity-E.

(Activity-E এ প্রতি জোড়ায় প্রদত্ত শব্দগুলো সুস্পষ্টভাবে উচ্চারণ করুন। প্রয়োজনে অডিও ব্যবহার করুন। পাঠ্যবইয়ে প্রতি জোড়ার ডান পাশে বক্সে 'S' লিখতে বলুন, যদি জোড়ায় শব্দগুলোর প্রথম বর্ণের উচ্চারণ একইরকম হয়। অথবা, প্রতি জোড়ার ডান পাশে বক্সে 'D' লিখতে বলুন, যদি জোড়ায় শব্দগুলোর প্রথম বর্ণের উচ্চারণ ভিন্নরকম হয়। শিক্ষার্থীদের বলুন পাঠ্যবইয়ে একটি করে দেয়া হয়েছে।)

- Then, say the words 'ant, mat, apple, man' aloud [Play audio if possible], and ask ss to write the words individually in their exercise book.

(তারপর 'ant, mat, apple, man' শব্দগুলো সুস্পষ্টভাবে উচ্চারণ করুন এবং প্রত্যেক শিক্ষার্থীকে শুনে সংশ্লিষ্ট শব্দসমূহ তাদের খাতায় লিখতে বলুন। সম্ভব হলে এই ক্ষেত্রে অডিও ব্যবহার করুন।)

- Check students' learning when students are writing the words in their exercise book.

(শিক্ষার্থীরা শব্দগুলো তাদের খাতায় সঠিকভাবে লিখতে পারছে কিনা তা পর্যবেক্ষণ করুন।)

- Praise ss at the end. (শিক্ষার্থীদেরকে তাদের কাজের জন্য প্রশংসা করুন।)
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support the students who cannot say the initial sounds of the words and write them properly during the session. Reassess and make sure they are learning.

(যেসব শিক্ষার্থী ক্লাশ চলাকালীন শব্দগুলোর initial sounds প্রমিত উচ্চারণে বলতে পারেনি ও সংশ্লিষ্ট শব্দগুলো লিখতে পারেনি তাদেরকে প্রয়োজনীয় ফলাবর্তন দিয়ে সহায়তা করুন। পুনরায় মূল্যায়ন করে তাদের শিখন নিশ্চিত করুন।)

Praise the ss who can do the task.

Summary of the session: Now, summarise today's lesson. Ask ss randomly, 'What have we learnt today?' Help them to say the initial sounds of the words (ant, apple, mat, man).

(এখন পাঠের সারসংক্ষেপ করুন। দ্বৈবচয়ন পদ্ধতিতে কয়েকজন শিক্ষার্থীকে জিজ্ঞাসা করুন 'What have we learnt today?' প্রয়োজনে পঠিত শব্দগুলোর initial sounds প্রমিত উচ্চারণে বলতে সহায়তা করুন।)

Concluding the session: Conclude today's session by saying, "Goodbye, my dear ss. See you in the next class."

("Goodbye, my dear ss. See you in the next class." বলে আজকের সেশনটি শেষ করুন।)

Lesson 2: Say the initial (beginning) sounds 2

Session	Attainable competency (ies)
Session 55: A, B	1.1 Recognising differences between initial sounds of familiar words in spoken interactions clearly
Page: 58	3.1 Saying initial sounds of familiar words with proper pronunciation

Teaching aids: Picture of Activity A; word cards; audio clip

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction:</p> <ul style="list-style-type: none"> Exchange greetings saying, "Good morning. How are you?"
<p>Review of the prior knowledge:</p> <ul style="list-style-type: none"> Start the session by reciting a rhyme focusing on alphabet sounds. Tell ss 'Let's recite a rhyme'. [Play an audio if possible.] Then, tell ss that we knew some initial sounds of words in the previous class. Recall the learning by asking the initial sounds of the words. [Support ss if necessary.] Tell ss 'Today, we are going to learn more initial sounds of some words'
<p>Presentation of the session:</p> <ul style="list-style-type: none"> Tell ss 'Open your book at page 58'. Show the picture given in Activity-A, and ask them 'What can you see in the picture?' Listen to their answers. Then, ask ss 'Who can pronounce the words properly.' Encourage them to say. Listen to some ss. Now, indicate each picture with a word and pronounce each word properly. [Play an audio if possible.] Ask ss to repeat after you. Focus on the initial sound of the word. Repeat each word at least two times.

- Now, tell ss we will do Activity-B. Take the word card 'bag'. Pronounce /b/ loudly by putting a finger on the initial letter 'b', and then say /b/ and the word /bæg/. Ask ss to repeat after you like /b/--- /b— bæɡ/---/bæg/. Do it at least two times.
- Again, take the word card 'fan'. Pronounce /f/ loudly by putting a finger on the initial letter 'f', and then say /f/ and the word /fæn/. Ask ss to repeat after you like /f/---/f— fæn/-----/fæn/. Do it at least two times.
- Next, take the word card 'top'. Pronounce /t / loudly by putting a finger on the initial letter 't', and then say /t/ and the word /tɒp/. Ask ss to repeat after you like /t/---/t— /tɒp/--- /tɒp/. Do it at least two times.
- Then, take the word card 'cake'. Pronounce /k/ loudly by putting a finger on the initial letter 'k', and then say /k/ and the word /keɪk/. Ask ss to repeat after you like /k/---/k— keɪk/---/ keɪk/. Do it at least two times.

Practice activities:

- **Pairwork:** Divide ss into pairs. Ask students to practise the sounds of the words following the process:/b/--- /b— bæɡ/---/bæg/; /f/---/f— fæn/---/fæn/; /t/---/t— /tɒp/--- /tɒp/; /k/---/k— keɪk/---/ keɪk/.
- Tell them to practise in turns. Monitor and support ss if necessary.

Assessing learning:

- Show the pictures of 'bag, fan, top, cake', and ask ss to raise their hand who say the words properly. Then, invite randomly a few ss in front of the class to say the words aloud.
- Then, say the initial sounds of words given in Activity-B. Ask ss randomly to show the related word cards to the class after listening.
- Check ss answer and praise them at the end.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback:

Support the students who cannot say the initial sounds of the words during the session. Reassess and make sure they are learning. Praise the ss who can do the task.

Summary of the session: Now, summarise today's lesson. Ask ss randomly, 'What have we learnt today?' Help them to say the initial sounds of the words (ant, apple, mat, man).

Concluding the session: Conclude today's session by saying, "Goodbye, my dear ss. See you in the next class."

Lesson 2: Say the initial (beginning) sounds 2

Session	Attainable competency (ies)
Session 56: C, D	1.1 Recognising differences between initial sounds of familiar words in spoken interactions clearly
Page: 58-59	3.1 Saying initial sounds of familiar words with proper pronunciation

Teaching aids: Picture of Activity D; word cards; audio clip

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction:</p> <ul style="list-style-type: none"> Exchange greetings saying “Good morning. How are you?”
<p>Review of the prior knowledge:</p> <ul style="list-style-type: none"> Tell ss that we learnt how to say the words ‘bag, fan, top, cake’ properly. Recall the learning by asking ss to say the words properly, and say the initial sounds of the words.[Support ss if necessary.] Tell ss “Today, we are going to practice the initial sounds more.”
<p>Presentation of the session:</p> <ul style="list-style-type: none"> Say each pair of the words clearly given in Activity-C. [Play an audio if possible.] Show ss how to write S (same) against the pair with the same initial sounds, or, write D (different) against the pair with the different initial sounds.
<p>Practice activities:</p> <ul style="list-style-type: none"> Pairwork: Ask ss to make pairs to do Activity-C. Tell students to write S (same) against the pair with the same initial sounds, or, write D (different) against the pair with the different initial sounds. Tell ss that one is done for them in Activity-C. Then, tell ss ‘Open your book at page 59’. Show the Activity-D, and ask them ‘What can you see in the picture?’ Listen to their answers. Next, ask ss ‘Who can pronounce the words properly.’ Then, ask ss to practice in pairs. One student will show the picture given in Activity-D, and the other student will say the words properly. Ask ss to practice in turns. Monitor the pair’s work and support if necessary.
<p>Assessing learning:</p> <ul style="list-style-type: none"> Say each pair of words given in Activity-C. Ask students to raise hands that have the same initial sounds. Ss will not raise their hands if they have different initial sounds. Show the pictures of Activity-D. Ask randomly to say the words with the correct pronunciation.

- Praise ss at the end.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support the students who cannot say the initial sounds of the words properly during the session. Reassess and make sure they are learning. Praise the ss who can do the task.

Summary of the session: Now, summarise today’s lesson. Ask ss randomly, ‘What have we learnt today?’ Help them to say the initial sounds of the words (mat, tap, book, cap).

Concluding the session: Conclude today’s session by saying, “Goodbye, my dear ss. See you in the next class.”

Lesson 3: Say the final (end) sounds 1

Session	Attainable competency (ies)
Session 57: A, B	1.1 Recognising differences between initial sounds of familiar words in spoken interactions clearly
Page: 60	3.1 Saying initial sounds of familiar words with proper pronunciation

Teaching aids: Picture of Activity A; word cards; audio clip

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction:</p> <ul style="list-style-type: none"> • Exchange greetings saying “Good morning. How are you?”
<p>Review of the prior knowledge:</p> <ul style="list-style-type: none"> • Start the session by reciting a rhyme focusing on alphabet sounds. Tell ss ‘Let’s recite a rhyme’. [Play an audio if possible.] • Then, tell ss that we knew some initial sounds of words in the previous class. Recall the learning by asking the initial sounds of the words.[Support ss if necessary.] • Tell ss ‘Today, we are going to learn the final sounds of some words’
<p>Presentation of the session:</p> <ul style="list-style-type: none"> • Tell ss ‘Open your book at page 60’. Show the picture given in Activity-A, and ask them ‘What can you see in the picture?’ Listen to their answers. • Then, ask ss ‘Who can pronounce the words properly.’ Encourage them to say. Listen to some ss. • Now, indicate each picture with a word and pronounce each word properly. [Play an audio if possible.] Ask ss to repeat after you. Focus on the initial sound of the word. Repeat each word at least two times.

- Now, tell ss we will do Activity-B. Take the word card 'cat'. Pronounce /t/ loudly by putting a finger on the end letter 't'. Ask ss to repeat after you like /kæt/---/t/. Focus on the final sound /t/. Do it at least two times.
- Again, take the word card 'bat'. Pronounce /t/ loudly by putting a finger on the end letter 't'. Ask ss to repeat after you like /bæt/---/t/. Focus on the final sound /t/. Do it at least two times.
- Next, take the word card 'fan'. Pronounce /n/ loudly by putting a finger on the end letter 'n'. Ask ss to repeat after you like /fæn/---/n/. Focus on the final sound /n/. Do it at least two times.
- Then, take the word card 'van'. Pronounce /n/ loudly by putting a finger on the end letter 'n'. Ask ss to repeat after you like /væn/---/n/. Focus on the final sound /n/. Do it at least two times.

Practice activities:

- **Pairwork:** Divide ss into pairs. Tell students to practise the sounds of the words following the process: /t/---/kæt/, /bæt/; /n/---/fæn/, /væn/. Ask them to focus on the final sounds of the words.
- Tell them to practise in turns. Monitor and support ss if necessary.

Assessing learning:

- Show the pictures of 'cat, bat, fan, van', and ask ss to raise their hands who can say the words properly. Then, invite randomly a few ss in front of the class to say the words aloud.
- Then, say the final sounds of words given in Activity-B. Ask ss randomly to show the related word cards to the class after listening.
- Check ss answer and praise them at the end.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback:

Support the students who cannot say the final sounds of the words during the session. Reassess and make sure they are learning. Praise the ss who can do the task.

Summary of the session: Now, summarise today's lesson. Ask ss randomly, 'What have we learnt today?' Help them to say the final sounds of the words.

Concluding the session: Conclude today's session by saying, "Goodbye, my dear ss. See you in the next class."

Lesson 3: Say the final (end) sounds 1

Session	Attainable competency (ies)
Session 58: C, D Page: 61	1.1 Recognising differences between initial sounds of familiar words in spoken interactions clearly 3.1 Saying initial sounds of familiar words with proper pronunciation

Teaching aids: Picture of Activity D; word cards; audio clip

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction:</p> <ul style="list-style-type: none"> Exchange greetings saying “Good morning. How are you?”
<p>Review of the prior knowledge:</p> <ul style="list-style-type: none"> Tell ss that we learnt how to say the words ‘cat, bat, fan, van’ properly. Recall the learning by asking ss to say the words properly, and then say the end sounds of the words.[Support ss if necessary.] Tell ss “Today, we are going to practice the end sounds of words more.”
<p>Presentation of the session:</p> <ul style="list-style-type: none"> Ask ss to look at the pictures of Activity-C, and say the words (fan, cat, van, bat) properly. Then, show ss how to spell the first word (fan) and write the word on the board. After writing the word, say the final sound of the word. Tell ss they will do this activity in pairs. Next, say each pair of the words clearly given in Activity-D. [Play an audio if possible.] Show ss how to write S (same) against the pair with the same initial sounds, or, write D (different) against the pair with the different initial sounds.
<p>Practice activities:</p> <ul style="list-style-type: none"> Group work: Ask ss to look at the pictures given in Activity-C. In groups, they practice saying these words (fan, cat, van, bat) in turns. Then, ss will discuss the spelling of these words and write them beneath each picture given in Activity-C. After that, they will say the final sounds of these words. Monitor the group work and support them if necessary. Pairwork: Then, make pairs to do Acitivity-D. Tell students to write S (same) against the pair with the same initial sounds, or, write D (different) against the pair with the different initial sounds. Tell them to write on the book. Ask ss to practise in turns. Monitor the pair work and support if necessary.

Assessing learning:

- Show the pictures of Activity-C. Ask randomly to say the words with correct pronunciation, and then say the final sound of the word.
- Then, say each pair of words given in Activity-D. Ask students to raise hands that have the same initial sounds. Ss will not raise their hands if they have different initial sounds.
- Praise ss at the end.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback:

Support the students who cannot pronounce the end sounds of the words properly during the session. Reassess and make sure they are learning. Praise the ss who can do the task.

Summary of the session: Now, summarise today's lesson. Ask ss randomly, 'What have we learnt today?' Help them to say the final sounds of the words.

Concluding the session: Conclude today's session by saying, "Goodbye, my dear ss. See you in the next class."

Lesson 4: Say the final (end) sounds 2

Session	Attainable competency (ies)
Session 59: A, B, C	1.1 Recognising differences between initial sounds of familiar words in spoken interactions clearly
Page: 62	3.1 Saying initial sounds of familiar words with proper pronunciation

Teaching aids: Picture of Activity A, C; word cards; audio clip

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity

Introduction:

- Exchange greetings saying "Good morning, ss How are you?"

Review of the prior knowledge:

- Start the session by reciting a rhyme focusing on alphabet sounds. Tell ss 'Let's recite a rhyme'. [Play an audio if possible.]
- Then, tell ss that we knew some final sounds of words in the previous class. Recall the learning by asking the final sounds of the words.[Support ss if necessary.]
- Tell ss 'Today, we are going to practice more final sounds of some words'

Presentation of the session:

- Tell ss 'Open your book at page 62'. Show the picture given in **Activity-A**, and ask them 'What can you see in the picture?' Listen to their answers.
- Then, ask ss 'Who can pronounce the words properly.' Encourage them to say. Listen to some ss.
- Now, indicate each picture with a word and pronounce each word properly. [Play an audio if possible.] Ask ss to repeat after you. Focus on the initial sound of the word. Repeat each word at least two times.

- Now, tell ss we will do Activity-B. Take the word card 'red'. Pronounce /d/ loudly by putting a finger on the end letter 'd'. Ask ss to repeat after you like/red/--- / red---d/. Focus on the final sound /d/. Do it at least two times.
- Again, take the word card 'ball'. Pronounce /l/ loudly by putting a finger on the end letter 'l', Ask ss to repeat after you like/ bɔ:l/--- / bɔ:l---l/. Focus on the final sound /l/. Do it at least two times.
- Next, take the word card 'dog'. Pronounce /g/ loudly by putting a finger on the end letter 'g'. Ask ss to repeat after you like/ dɒg/--- / dɒg---g/. Focus on the final sound /g/. Do it at least two times.
- Then, take the word card 'bus'. Pronounce /s/ loudly by putting a finger on the end letter 's'. Ask ss to repeat after you like/ bʌs /--- / bʌs ---s/. Focus on the final sound /s/. Do it at least two times.

Practice activities:

- **Pairwork:** Divide ss into pairs. Tell students to practice the sounds of the words following the process:/d/---/red/; /l/---/ bɔ:l/; /g/--- /dɒg /;/s/--- /bʌs/. Ask them to focus on the final sounds of the words.
- Tell them to practise in turns. Monitor and support ss if necessary.
- Then, ask ss to look at the pictures given in Activity-C. In pairs, they practise saying these words (ball, red, bus, dog) in turns. Then, ss will discuss the spelling of these words and write them beneath each picture given in Activity-C. After that, they will Pronounce the final sounds of these words. Monitor the group work and support them if necessary.

Assessing learning:

- Show the pictures of 'ball, red, bus, dog', and ask ss to raise their hands who can say the words properly. Then, invite randomly a few ss in front of the class to say the words aloud.
- Then, say the final sounds of words given in Activity-B. Ask ss randomly to show the related word cards to the class after listening.
- Check ss answer and praise them at the end.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback:Support the students who cannot say the final sounds of the words during the session. Reassess and make sure they are learning. Praise the ss who can do the task.

Summary of the session: Now, summarise today's lesson. Ask ss randomly, 'What have we learnt today?' Help them to say the final sounds of the words.

Concluding the session: Conclude today's session by saying, 'Goodbye, my dear ss. See you in the next class.'

Lesson 4: Say the final (end) sounds 2

Session	Attainable competency (ies)
Session 60: D, E	1.1 Recognising differences between initial sounds of familiar words in spoken interactions clearly
Page: 63	3.1 Saying initial sounds of familiar words with proper pronunciation

Teaching aids: Picture of Activity D; word cards; audio clip

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction:</p> <ul style="list-style-type: none"> Exchange greetings saying "Good morning. How are you?"
<p>Review of the prior knowledge:</p> <ul style="list-style-type: none"> Tell ss that we learnt how to say and write the words, "ball, red, bus, dog" properly. Recall the learning by asking ss to say the words properly, and then say the end sounds of the words.[Support ss if necessary.] Tell ss "Today, we are going to practice the end sounds more of words."
<p>Presentation of the session:</p> <ul style="list-style-type: none"> Ask ss to look at the Activity-D. Tell ss that we will practice saying these words properly. Take the word cards (road, frog, net, shop, jeep, goat, pass, make), and show these to the whole class one by one saying the word aloud. Then say the final sounds of each word (like- for the word 'road', the final sound is /d/), and ask ss to repeat after you. Do it at least two times for each word. Tell them they will practice it in groups.
<ul style="list-style-type: none"> Next, say each pair of the words clearly given in Activity-E. [Play an audio if possible.] Show ss how to write S (same) against the pair with the same initial sounds, or, write D (different) against the pair with the different initial sounds. Tell them they will do it in pairs.

Practice activities:

- **Group work:** In groups, they practice saying these words (road, frog, net, shop, jeep, goat, pass, make) in turns. One student will show the word card and the other students will say the word with correct pronunciation. After that, they will say the final sounds of these words (like- for the word 'frog', the final sound is /g/). Monitor the group work and support them if necessary.
- **Pairwork:** Then, make pairs to do Activity-D. Tell students to write S (same) against the pair with the same initial sounds, or, write D (different) against the pair with the different initial sounds. Tell them to write in the book.
- Ask ss to practice in turns. Monitor the pair work and support if necessary.

Assessing learning:

- Ask ss randomly to say the words (road, frog, net, shop, jeep, goat, pass, make) with correct pronunciation, and then say the final sound of the word.
- Then, say each pair of words given in Activity-E. Ask students to raise hands that have the same initial sounds. Ss will not raise their hands if they have different initial sounds.
- Praise ss at the end.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback:Support the students who cannot say the end sounds of the words properly during the session. Reassess and make sure they are learning. raise the ss who can do the task.

Summary of the session: Now, summarise today's lesson. Ask ss randomly, 'What have we learnt today?' Help them to say the final sounds of the words.

Concluding the session: Conclude today's session by saying, "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- 6 and keep record.

Class-wise attainable competency	Performance Indicator	Performance Level		
		Good	Very Good	Excellent
1.1	02.02.01.01 Say the initial sounds of the words	Say /Express the initial sounds of the words with assistance.	Say the initial sounds of the words independently.	Say the initial sounds of the words properly.
	02.02.01.02 Identify the difference between the initial sounds of the familiar words	Identify the similarity/ difference between the initial sounds of the familiar words with assistance.	Identify the similarity/ difference between the initial sounds of the familiar words independently.	Identify the similarity/ difference between the initial sounds of the familiar words properly.
3.1	02.02.06.01 Say the initial sounds of familiar words.	Repeat the initial sounds of familiar words with assistance	Say the initial sounds of familiar words independently.	Say the initial sounds of familiar words with proper pronunciation.

Unit 7

Colours, shapes and signs

Total Lessons: 6	Total sessions: 14	Each Session Duration: 45 minutes
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Lesson	Session
Lesson 1	S61: A, B
	S62: C, D
Lesson 2	S63: A
	S64: B, C, D
Lesson 3	S65: A, B
	S66: C, D
	E S67: F, G
Lesson 4	S68: A, B
	S69: C
Lesson 5	S70: A, B, C
	S71: D, E
Lesson 6	S72: A
	S73: B, C, D
	S74: E, F

Unit 7

Colours, shapes and signs

Lesson 1: Colours

Session	Attainable competency (ies)
Session 61: A, B Page: 64	8.1 Recognising and using words frequently used in the texts for participating in everyday conversations

Teaching aids: Different colour poster paper, 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’.
- Start the session with a song or rhyme related to colours

Review of the previous session

- Ask ss “What did we learn in the last class?” [Support them if necessary.]

Presentation of the session

- Fix some pieces of different coloured poster papers on the board. Help the ss to guess the lesson title by asking some relevant questions. After getting the proper answers write the lesson head on board.
- Say the text from activity A with rhythm and ask the ss to follow and repeat after you.
- Say the text from activity B. Pointing to the colour poster on the board ask the ss to follow and repeat after you.
- Ask a student to come to the front. Pointing to different colours on the board ask them to say the colours.

Practice activities

- Make some small groups. In groups, one student will read the texts, and the other students follow and repeat after him/her. Practise 2 or 3 times.
- Ask them to work in pairs. Provide some pieces of different colour poster paper to each pair. In pairs, one student shows the piece of poster paper the other says the colour name. Change the role and do the same activity.
- In pairs, one student asks about the colour showing different things inside/outside the classroom, the other student says which colour is that.

<p>Assessing learning</p> <ul style="list-style-type: none"> Observe the class and find the students who can’t say the colours properly.
<p>Feedback: Support those who can’t recognise the colour properly. Praise the ss who can do the task.</p>
<p>Summary of the session: Now summarise the session by asking the colour of different things randomly. Help them to answer properly.</p>
<p>Concluding the session: Conclude today’s session by saying, “Goodbye, see you in the next class.”</p>

Lesson 1: Colours

Session	Attainable competency (ies)
Session 62: C, D Page: 65	8.1 Recognising and using words frequently used in the texts for participating in everyday conversations

Teaching aids: Picture of activity C, audio/video clip/QR Code

Session Procedure **Session Duration: 45 minutes**

Teaching Learning Activity
<p>Introduction</p> <ul style="list-style-type: none"> Exchange greetings using Good morning, How are you? Thank you, with a smiling face. Start the session with a song or rhyme related to colours
<p>Review of the previous session</p> <ul style="list-style-type: none"> Ask ss “What did we learn last class?” [Support them if necessary.]
<p>Presentation of the session</p> <ul style="list-style-type: none"> Fix the picture of activity C on the board. Pointing to different objects of the picture say the colour of it. Ask the ss to follow you. Repeat twice. Ask a student to come to the front. Pointing to different objects of the picture on the board ask him/her the colours. Ask others to follow if he/she is right or wrong.
<p>Practice activities</p> <ul style="list-style-type: none"> Ask the ss to work in pairs. In pairs, pointing to different objects of activity C one student asks the colours of the objects, and the other student says the name of the colour. Change the role and do the same activity. In pairs, one student asks about the colour showing different things inside/outside the classroom, the other student says which colour is that. Change the role and do the same activity. Ask them to match the pictures with their colour name in Activity D individually.

Assessing learning

- Observe the class and find the students who can't match the objects with colour names properly.

Feedback: Support those who can't match the objects with colour names properly. Praise the ss who can do the task.

Summary of the session: Say to them the names of the colours from today's session.

Concluding the session: Conclude today's session by saying, "Goodbye, see you in the next class."

Lesson 2: Rainbow

Session	Attainable competency (ies)
Session 63: A Page: 66	2.1 Listening to rhymes, cartoons and digital contents in English for enjoyment

Teaching aids: Picture of rainbow, audio/video clip/QR Code

Session Procedure**Session Duration: 45 minutes**

Teaching Learning Activity
<p>Introduction</p> <ul style="list-style-type: none"> • Exchange greetings with a smiling face. • Ask ss 'How are you?', and encourage them to reply 'Fine, thank you'. • Start the session with a song or rhyme related to colours
<p>Review of the previous session</p> <ul style="list-style-type: none"> • Ask ss "What did we learn in the last class?" [help them to recall]
<p>Presentation of the session</p> <ul style="list-style-type: none"> • Stick some pieces of different coloured poster paper on the board. Help the ss to guess the lesson title by asking some relevant questions. After getting the proper answer write the lesson head on board. • Recite the rhyme with rhythm and ask the ss to follow and repeat after you. • Recite the rhyme again with rhythm pointing to the colour poster on the board and ask the ss to follow and repeat after you. • Ask a student to come to the front. Ask him to recite the rhyme with rhythm. Ask others to repeat after him/her.
<p>Practice activities</p> <ul style="list-style-type: none"> • Make some small groups. In groups, one student will read the texts, and the other students follow and repeat after him/her. Practise 2 or 3 times. • Ask them to work in pairs. In pairs, one student recites and the other repeats after him/her. Now change the role and do the same activity.

<p>Assessing learning</p> <ul style="list-style-type: none"> Observe the class and find the students who can’t recite the rhyme properly.
<p>Feedback: Support those who can’t recite the rhyme properly. Praise the ss who can recite the rhyme task.</p>
<p>Summary of the session: Now summarise the session describing them the colours of rainbow.</p>
<p>Concluding the session: Conclude today’s session by saying, “Goodbye, see you in the next class.”</p>

Lesson 2 : Rainbow

Session	Attainable competency (ies)
<p>Session 64: B, C, D Page: 66-67</p>	<p>2.1 Listening to rhymes, cartoons and digital contents in English for enjoyment</p> <p>8.1 Recognising and using words frequently used in the texts for participating in everyday conversations</p>

Teaching aids: Picture of a butterfly, different colour poster paper, audio/video clip/ QR Code

Session Procedure **Session Duration: 45 minutes**

Teaching Learning Activity
<p>Introduction</p> <ul style="list-style-type: none"> Exchange greetings with a smiling face. Ask ss ‘How are you?’, and encourage them to reply ‘Fine, thank you’. Start the session with a song or rhyme related to colours
<p>Review of the previous session</p> <ul style="list-style-type: none"> Ask ss “What did we learn in our last class?” [help them to recall]
<p>Presentation of the session</p> <ul style="list-style-type: none"> Show the picture of the butterfly. Say the colours on it. Recite the rhyme with rhythm and ask the ss to follow and repeat after you. Show poster paper and say the colour of it, and ask the students to repeat after you. Show all the colours of activity D. Ask a student to come to the front. Say different colour names, and ask her/him to show the colour paper.
<p>Practice activities</p> <ul style="list-style-type: none"> Ask them to work in pairs. In pair, one student recites the rhyme and the other follows him/her on the book. Now change the role and do the same activity.

- In the same pair, one student says the colour name the other student shows the colour paper. Change the role and do the same.
- Ask each student to colour the butterfly on their books as directed.
- Ask each student to write the colour names on their books as directed in activity D.

Assessing learning

- Observe the class and find the students who can't recognise the colours or recite the rhyme properly.

Feedback: Support those who can't recognise the colours or recite the rhyme properly. Praise the ss who can do the task.

Summary of the session: Repeat the names of colours.

Concluding the session: Conclude today's session by saying, "Goodbye, see you in the next class."

Lesson 3: Shapes and sizes

Session	Attainable competency (ies)
Session 65 : A, B Page:68	8.1 Recognising and using words frequently used in the texts for participating in everyday conversations

Teaching aids: Picture of grand clock, audio/video clip/QR Code

Session Procedure**Session Duration: 45 minutes**

Teaching Learning Activity
<p>Introduction</p> <ul style="list-style-type: none"> • Exchange greetings with a smiling face. • Ask ss 'How are you?', and encourage them to reply 'Fine, thank you'. • Start the session with a song, rhyme or any other activity related to Shapes.
<p>Review of the previous session</p> <ul style="list-style-type: none"> • Ask ss "What did we learn last class?" [help them to recall]
<p>Presentation of the session</p> <ul style="list-style-type: none"> • Show the picture of a grand clock. Help the ss to guess the lesson title by asking some questions like "What do you see in the picture?" After getting the proper answer write the lesson head on board. • Point to the clock and describe the shapes in it. • Call a student to the front. Ask him/her to point to the different shapes of the grand clock.

<p>Practice activities:</p> <ul style="list-style-type: none"> • Ask the students to see the grand clock in their textbook and find out different shapes in pairs. • Ask the students to draw and colour the grand clock individually.
<p>Assessing learning</p> <ul style="list-style-type: none"> • Observe the class and find students who can’t recognise the shapes properly.
<p>Feedback: Support those who can’t recognise the shapes properly. Praise the ss who can recognise the shapes.</p>
<p>Summary of the session: Now summarise the session describing the different shapes of the grand clock.</p>
<p>Concluding the session : Conclude today’s session by saying, “Goodbye, see you in the next class.”</p>

Lesson 3: Shapes and sizes

Session	Attainable competency (ies)
Session 66: C, D & E Page: 68-69	8.1 Recognising and using words frequently used in the texts for participating in everyday conversations

Teaching aids: Picture/realia of different shapes, audio/video clip/QR Code

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction</p> <ul style="list-style-type: none"> • Exchange greetings with a smiling face. • Ask ss ‘How are you?’, and encourage them to reply ‘Fine, thank you’. • Start the session with a song, rhyme or any other activity related to Shapes and sizes
<p>Review of the previous session</p> <ul style="list-style-type: none"> • Ask ss “What did we learn last class?” [help them to recall]
<p>Presentation of the session:</p> <ul style="list-style-type: none"> • Draw or fix the different shapes on the board. Ask students which shapes are these. Take the students’ answers. Now write the shape names under each shape. • Remove the shapes from the board and write the shapes name on it. Ask one or two students to come to the front. Ask him/them to place the shapes beside its name on the board.

<p>Practice activities:</p> <ul style="list-style-type: none"> • Make some small groups. Provide some touchable circle, square, triangle and rectangle shapes in each group. In groups showing the shapes, one student asks about the shapes, and the other students say the name. Change the role and practice 2 or 3 times. • Ask them to complete activity D & E individually then discuss in pairs. • Ask them to list in pairs the things of different shapes in their classroom.
<p>Assessing learning</p> <ul style="list-style-type: none"> • Observe the class and find students who can't recognise the shapes properly.
<p>Feedback: Support those who can't recognise the shapes properly. Praise the ss who can do the task.</p>
<p>Summary of the session: Now summarise the session describing different shapes in the classroom.</p>
<p>Concluding the session: Conclude today's session by saying, "Goodbye, see you in the next class."</p>

Lesson 3: Shapes and sizes

Session	Attainable competency (ies)
Session 67 : F, G Page: 69	8.1 Recognising and using words frequently used in the texts for participating in everyday conversations

Teaching aids: Picture of different shapes, audio/video clip/QR Code

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction</p> <ul style="list-style-type: none"> • Exchange greetings with a smiling face. • Ask ss 'How are you?', and encourage them to reply 'Fine, thank you'. • Start the session with a song, rhyme or any other activity related to Shapes and sizes
<p>Review of the previous session</p> <ul style="list-style-type: none"> • Ask ss "What did we learn last class?" [help them to recall]
<p>Presentation of the session</p> <ul style="list-style-type: none"> • Pointing to different objects in the classroom ask students which shapes are these. Take the students' answers. Help them to answer properly. • Ask one student to come to the front. Say the different objects from the classroom like window, door, clock, fan, etc. The student says its shapes like square, triangle, circle, rectangle, etc

Practice activities:

- Make some small groups. In groups showing different objects from the classroom one student asks about the shapes, and the other students say the shape. Change the role and practice 2 or 3 times.
- Ask them to work in pairs. In pairs, showing different objects from the classroom one student asks about the shapes, the other student says the shape. Change the role and practice again.
- Ask them to draw the shapes of square, triangle, circle and rectangle individually and colour them.

Assessing learning

- Observe the class and find students who can’t recognise the shapes properly.

Feedback: Support them who can’t recognise the shapes properly. Praise the ss who can do the task.

Summary of the session: Now summarise the session describing different shapes in the classroom.

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

Lesson 4: More about shapes

Session	Attainable competency (ies)
Session 68 : A, B Page: 70	8.1 Recognising and using words frequently used in the texts for participating in everyday conversations

Teaching aids: Picture of Mr. Shape, 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’.
- Start the session with a song, rhyme or any other activity related to Shapes.

Review of the previous session

- Ask ss “What did we learn last class?” [help them to recall]

Presentation of the session

- Show the picture of Mr. Shape. Help the ss to guess the lesson title by asking some questions like “What do you see in the picture?” “How many circles/squares/.... In the picture?”
- After getting the proper answer write the lesson head on board.

- Read the text and ask the students to follow you.
- Pointing to different parts of Mr. Shape ask ss to say the shapes. Help them to say the correct answer.

Practice activities

- Divide the students into groups. In groups showing the picture of Mr. Shapes, one student asks the questions like “What do you see in the picture?” “How many circles/squares/... In the picture?” The other students say the name of the shapes. Change the role and practice 2 or 3 times.
- Ask the students to look at activity A and find out different shapes from Mr. Shape and count them. Now ask them to complete activity B.
- Ask them to colour Mr. Shapes individually in their books.

Assessing learning

- Observe the class and find students who can't recognise the shapes properly.

Feedback: Support them who can't recognise the shapes properly. Praise the ss who can do the task.

Summary of the session: Now summarise the session describing different shapes from Mr. Shape.

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

Lesson 4: More about shape

Session	Attainable competency (ies)
Session 69: C Page: 70	8.1 Recognising and using words frequently used in the texts for participating in everyday conversations

Teaching aids: Picture of grand clock, audio/video clip/QR Code

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction</p> <ul style="list-style-type: none"> • Exchange greetings with a smiling face. • Ask ss ‘How are you?’, and encourage them to reply ‘Fine, thank you’. • Start the session with a song, rhyme or any other activity related to shapes and sizes.
<p>Review of the previous session</p> <ul style="list-style-type: none"> • Ask ss “What did we learn last class?” [help them to recall]

Presentation of the session

- Show the picture of a grand clock and show the shapes in it. Describe how can we make it with paper.
- Bring one or two students to the front. Tell him/them to describe how can we make the grand clock with paper.

Practice activities

- Make some small groups. In groups, students discuss among themselves, cut papers and start making a grand clock with papers.
- After making the grand clock they colour it in groups.
- They display it on the wall of their classroom.
- Ask all the students to move around the class and see the other group’s presentations.

Assessing learning

- Observe the class and find the students who aren’t involved in the project work properly.

Feedback: Support those who can’t recognise the shapes properly. Praise the ss who can do the task.

Summary of the session: Now summarise the session describing different group works.

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

Lesson 5: Sizes

Session	Attainable competency (ies)
Session 70: A, B & C Page: 71	8.1 Recognising and using words frequently used in the texts for participating in everyday conversations

Teaching aids: Picture or model of different size objects, 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’.
- Start the session with a song, rhyme or any other activity related to Sizes.

Review of the previous session

- Ask ss “What did we learn in the last class?” [help them to recall]

Presentation of the session

- Showing pictures or models of different size objects, ask some questions like “What do you see in the picture?” “What’s the difference between two pictures/objects?” Help the ss to guess the lesson title.
- Showing pictures of activity A, tell and show the differences like tall-short, big-small, fat-thin. Repeat it.
- Call a student to the front. Showing the pictures of activity B, ask him to point and say like short/tall/fat etc.
- Bring two students of different sizes to the front. Present them as models. Say he/she is tall and he/she is short Or he/she is fat and he/she is thin....etc.

Practice activities

- Divide the class into groups of six. In groups showing the pictures of activity B one student says tall the other student says short. Do the same activity for big-small, fat-thin.
- In pairs, showing the pictures of activity B one student says tall the other student says short. Do the same activity for big-small, fat-thin.
- In the same pair play a game. Showing the pictures of activity C one student says a tall man/a fat cow/a small pot... etc. the other student circles the picture in his/her book. Then change the role and do the same activity.

Assessing learning

- Observe the class and find the students who can’t recognise the sizes properly.

Feedback: Support them who can’t recognise the sizes properly. Praise the ss who can do the task.

Summary of the session: Now summarise the session describing different sizes.

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

Lesson 5: Sizes

Session	Attainable competency (ies)
Session 71 : D, E Page: 72	8.1 Recognising and using words frequently used in the texts for participating in everyday conversations

Teaching aids: Picture or model of different size objects, 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’.
- Start the session with a song, rhyme or any other activity related to Sizes.

<p>Review of the previous session</p> <ul style="list-style-type: none"> Ask ss “What did we learn in the last class?” [help them to recall]
<p>Presentation of the session</p> <ul style="list-style-type: none"> Showing pictures from activity C, say it’s a big pot/it’s a tall man/it’s a thin cow.....etc. Call a student to the front. Ask her/him to point and say like it’s a big pot/it’s a tall man/it’s a thin cow.....etc. from activity C. Bring two students to the front. one student asks, “What is it?” the other student replies, ”It’s a big pot/It’s a small pot/It’s a thin cat....etc. Change the role and do the same activity.
<p>Practice activities</p> <ul style="list-style-type: none"> Ask ss to work in pairs. In pairs, one student asks, “What is it?” the other student replies, ”It’s a big pot/It’s a small pot/It’s a thin cat....etc. Change the role and do the same activity. Ask ss to say it’s a big tree and draw the tree from activity E and colour it individually.
<p>Assessing learning</p> <ul style="list-style-type: none"> Observe the class and find the students who can’t express the sizes properly.
<p>Feedback: Support them who can’t express the sizes properly. Praise the ss who can do the this.</p>
<p>Summary of the session: Now summarise the session describing different sizes.</p>
<p>Concluding the session: Conclude today’s session by saying, “Goodbye, see you in the next class.”</p>

Lesson 6 : Road signs

Session	Attainable competency (ies)
Session 72 : A Page: 73	2.1 Listening to rhymes, cartoons and digital contents in English for enjoyment

Teaching aids: Picture or model of road light, audio/video clip/QR Code

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction</p> <ul style="list-style-type: none"> Exchange greetings with a smiling face. Ask ss ‘How are you?’, and encourage them to reply ‘Fine, thank you’. Start the session with a song, rhyme or any other activity related to Road signs.

<p>Review of the previous session</p> <ul style="list-style-type: none"> Ask ss “What did we learn in the last class?” [help them to recall]
<p>Presentation of the session</p> <ul style="list-style-type: none"> Showing a picture or model of Road light, ask some questions like “What do you see in the picture?” “Where do you see this?” Help the ss to guess the lesson title. Recite the rhyme with proper rhythm. Ask the student to listen and follow. Recite the rhyme with proper rhythm again. Ask the student to follow and repeat. Do it minimum twice. Invite a student in front of the class. Ask him/her to recite the rhyme with proper rhythm.
<p>Practice activities</p> <ul style="list-style-type: none"> Divide ss into groups and ask them to practice the rhyme in the groups with proper rhythm. Ask them to practise in pairs with proper rhythm one by one. Ask the class to practise individually when the teacher says ‘start’.
<p>Assessing learning</p> <ul style="list-style-type: none"> Observe the class and find out who can’t recite the rhyme properly.
<p>Feedback: Support them who can’t recite the rhyme properly. Praise the ss who recite it properly.</p>
<p>Summary of the session: Now summarise the session reciting the rhyme.</p>
<p>Concluding the session: Conclude today’s session by saying, “Goodbye, see you in the next class.”</p>

Lesson 6: Road signs

Session	Attainable competency (ies)
Session 73: B, C, D	3.4 Asking and answering questions for getting information about others with appropriate gesture
Page: 74	5.1 Understanding familiar words and simple sentences for specific information
	7.4 Writing familiar words and simple sentences in correct spelling

Teaching aids: Picture or model of road light, audio/video clip/QR Code

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity

<p>Introduction</p> <ul style="list-style-type: none"> • Exchange greetings with a smiling face. • Ask ss ‘How are you?’, and encourage them to reply ‘Fine, thank you’. • Start the session with a song, rhyme or any other activity related to Road signs.
<p>Review of the previous session</p> <ul style="list-style-type: none"> • Ask ss “What did we learn in the last class?” [help them to recall Road sign]
<p>Presentation of the session</p> <ul style="list-style-type: none"> • Showing pictures of green, red and yellow light, ask ss what does a car do when the green light is on. Help them to guess and answer the question. Say when the green light is on the cars go. The same for the red and green light. Say when the red light is on the cars stop, when the yellow light is on the cars wait. • Invite a student in front of the class. Ask him, what does a car do when the green light is on? Help him/her to answer properly. • Do the same process with different students for red light and yellow light.
<p>Practice activities</p> <ul style="list-style-type: none"> • Divide the class into groups. Provide some word cards for matching the green, red and yellow lights with the words go, stop and wait. Tell them to match the cards in groups. • Ask them to practise in pairs. In pairs, each student asks the three questions from activity C and answer them. • Tell them to write the answers of activity C in their notebooks individually.
<p>Assessing learning</p> <ul style="list-style-type: none"> • Observe the class and find out who can’t read, write or match properly.
<p>Feedback: Support them who can’t read, write or match properly. Praise them who can do it task.</p>
<p>Summary of the session: Now summarise the session reciting the rhyme.</p>
<p>Concluding the session: Conclude today’s session by saying, “Goodbye, see you in the next class.”</p>

Lesson 6: Road signs

Session	Attainable competency (ies)
Session 74: E, F Page: 74-75	1.3 Carrying out simple commands and instructions about familiar events with appropriate gesture 3.3 Giving simple instructions in everyday communication with appropriate gesture

Teaching aids: Flash card of different signs, audio/video clip/QR Code

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction</p> <ul style="list-style-type: none"> • Exchange greetings with a smiling face. • Ask ss ‘How are you?’, and encourage them to reply ‘Fine, thank you’. • Start the session with a song, rhyme or any other activity related to Road signs.
<p>Review of the previous session</p> <ul style="list-style-type: none"> • Ask ss “What did we learn last class?” [help them to recall Road sign]
<p>Presentation of the session</p> <ul style="list-style-type: none"> • Show the flashcards of different signs one after another. Describe what these signs mean and where we use these signs. • Invite a student in front of the class. Ask her/him to match the signs with their actions. Ask her/him where/why we use these signs. Help her/him to say the right answer. • Do the same process with different students for all the signs. • Describe how to play the game in activity F.
<p>Practice activities</p> <ul style="list-style-type: none"> • Divide the class into groups. Provide some flashcards of different signs and their actions in each group. Ask them to discuss and match the signs with their actions. Each student describes different signs and where/why we use these signs. • Ask them to practise in pairs. In pairs, one student shows the flashcards of different signs the other student says the action of that sign • Tell them to play the game of Activity F in pairs. In pairs, one student drives a car on an imaginary road, and the other student shows the flash cards of different signs. The first student follows the signs and drives the car. Change the role and let them play the game again. [Use the open spaces of the classroom as an imaginary road.]
<p>Assessing learning</p> <ul style="list-style-type: none"> • Observe the class and find out who can’t understand the signs properly. • Assess students using the relevant performance indicators included at the end of the unit.
<p>Feedback: Support them who don’t understand the signs properly. Praise the ss who can describe the signs.</p>
<p>Summary of the session: Now summarise the session and by clarifying different signs.</p>
<p>Concluding the session: Conclude today’s session by saying, “Goodbye, see you in the next class.”</p>

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 Indicator	Performance Level		
		Good	Very Good	Excellent
1.3	02.02.03.01 Carry out simple commands about familiar classroom events.	Carry out simple commands about familiar classroom events with assistance of pictures	Carry out simple commands about familiar classroom events interactively	Carry out simple commands about familiar classroom events interactively with appropriate gesture
	02.02.03.02 Carry out simple instructions about familiar events.	Carry out simple instructions about familiar events with assistance of pictures.	Carry out simple instructions about familiar events in pairs and individually	Carry out simple instructions about familiar events in pairs and individually with appropriate gesture.
2.1	02.02.05.01 Listen & recite the rhyme	Listen & recite the rhyme after teacher	Listen & recite the rhyme with joy	Listen & recite the rhyme with joyful TPR
	02.02.05.02 Respond to cartoons/digital contents.	Respond to cartoons and digital contents	Respond to cartoons and digital contents with joy	Respond to cartoons and digital contents with joyful expressions
3.3	02.02.08.01 Give simple instructions in everyday communication	Give simple instructions in everyday communication with assistance.	Give simple instructions in everyday communication with gesture.	Give simple instructions in everyday communication with appropriate gesture & pronunciation.

3.4	02.02.09.01 Ask questions for getting information about others.	Ask questions for getting information about others with assistance	Ask questions for getting information about others with gesture	Ask questions for getting information about others appropriate gesture, pronunciation, & intonation.
	02.02.09.02 Answer the questions about others.	Answer the questions about others with assistance	Answer the questions about others with gesture	Answer the questions about others appropriate gesture, pronunciation, & intonation.
5.1	02.02.13.01 Read familiar words in simple sentences for specific information	Read familiar words in simple sentences-with the assistance of teacher	Read familiar words in simple sentences independently for specific information	Read familiar words in simple sentences for specific information
	02.02.13.02 Read /Get the specific information in simple sentences	Read the sentences in assistance with teacher	Read simple sentences for getting information independently	Get specific information in simple sentences
7.4	02.02.16.01 Write familiar words in correct spelling.	Write familiar words with assistance.	Write familiar words independently.	Write familiar words in correct spelling.
	02.02.16.02 Write simple sentences in correct spelling.	Write simple sentences with the help of teacher.	Write simple sentences independently.	Write simple sentences in correct spelling.

8.1	02.02.17.01 Use familiar words in everyday conversations.	Identify familiar words frequently used in the texts.	Use familiar words in everyday conversations.	Use familiar words in everyday conversations appropriately.
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Unit 8

My Family, Friends and I

Total Lessons: 5	Total sessions: 12	Each Session Duration: 45 minutes
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Lesson	Session
Lesson 1	S75: A, B
	S76: C, D
	E S77: F
Lesson 2	S78: A, B
	S79: C
	S80: D, E
Lesson 3	S81: A, B, C
	S82: D
Lesson 4	S83: A, B, C
	S84: D, E
	S85: F, G
Lesson 5	S86: A, B, C

Unit: 8**My Family, Friends and I****Lesson 1: Myself**

Session	Attainable competency (ies)
Session 75: A, B Page: 76	3.4 Asking and answering questions for getting information about others with appropriate gesture

Teaching aids: A girl's picture, flashcard, audio/video clip/QR Code

Session Procedure**Session Duration: 45 minutes**

Teaching Learning Activity
<p>Introduction: Exchange greetings with a smiling face.</p> <ul style="list-style-type: none"> • Ask ss “How are you?”, and encourage them to reply “Fine, thank you”. • Show any warm-up activity as you can.
<p>Review of the previous session:</p> <ul style="list-style-type: none"> • Showing flashcards of any road signs, ask a student randomly “What tells the sign?” Help her/him to answer properly.
<p>Presentation of the session:</p> <ul style="list-style-type: none"> • Stick the picture on the board. Help the ss to guess the lesson title by asking some relevant questions. After getting the proper answer write the lesson title “Myself” on board. • Tell them, “Dear students listen to me how I introduce myself.” • Next tell them “Say your name, age, and what you do to introduce yourself.” • Now say “Hello, I am (own name).....I am (own age).....years old. I am a teacher. Drill it 2/3 times. • Invite 3/4 students in front of the class. Tell other students to observe what they are doing. • Like Activity B help S1 to say, “Hello, I am (own name). I am 7 years old. I am a student. Who are you?” Help S2 to say, “Hello, I am (own name). I am 6 years old. I am a student too. Who are you?” Tell S3 to say, Hello, I am (own name). I am 6 years old. I am a student too. Who are you?” • Now arrange a chain drill in the class. Help them to ask and answer about him/her properly. • Ask two students to come in front. Help them to introduce each other as mentioned above.

Practice activities:

- Divide the whole class into pairs. In pairs, one student asks the following questions to the other.
1. What is your name? 2. How old are you? 3. What do you do? The other student replies. Then change the role.
- Now ask each pair to introduce their partner based on the above information.
- Divide the class into two lines for the “ladder game”. In this game, students stand face-to-face in two lines. One student from one line asks his/her partner from the other line facing him/her “Who are you?” the partner replies Hello, I am ... (name)..... I am ...(age).....years old. I am a student. Then change the role.

Assessing learning:

- Observe the class and find the students who can’t introduce themselves or their partners properly.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Help those who can’t introduce themselves or their partners properly. Praise the ss who can do the task.

Summary of the session: Now summarise the session saying the way of proper introductions.

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

Lesson 1: Myself

Session	Attainable competency (ies)
Session 76: C, D, E	3.4 Asking and answering questions for getting information about others with appropriate gesture
Page: 76-77	5.1 Understanding familiar words and simple sentences for specific information

Teaching aids: A girl’s picture, audio/video clip/QR Code

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

- Follow the activity of session 75.

Review of the previous session:

- Tell one or two students randomly “Who are you?” [Help him/her to reply “I am ...(name)..... I am ...(age).....years old. I am a student.”]

<p>Presentation of the session:</p> <ul style="list-style-type: none"> • Read the text in Activity-C and tell the students to listen carefully. • Read the text again and ask them to repeat after you. Do it twice. • Call a student and ask him to read the text aloud.
<p>Practice activities:</p> <ul style="list-style-type: none"> • Make some small groups. In groups one student reads the text aloud from activity D. Tell others to repeat after him/her. • Now, ask them the given questions of activity E respectively. Help them to answer properly. • Next, tell them to work in pairs. • Invite one pair in front of the class. • Tell S1 “Ask the questions one by one.” Help S2 to reply properly. • Next, tell them to change their role and do the same activity.
<p>Assessing learning:</p> <ul style="list-style-type: none"> • Observe the class and find the students who can’t read the text or answer the questions properly. • Assess students using the relevant performance indicators included at the end of the unit.
<p>Feedback: Help those who can’t read or answer the questions properly. Praise the ss who can do the task.</p>
<p>Summary of the session: Explain to them to read to get specific information</p>
<p>Concluding the session: Conclude today’s session by saying, “Goodbye, see you in the next class.”</p>

Lesson 1: Myself

Session	Attainable competency (ies)
Session 77: F Page: 77	7.4 Writing familiar words and simple sentences in correct spelling

Teaching aids: A girl’s picture, Textbook

Session Procedure **Session Duration: 45 minutes**

Teaching Learning Activity
<p>Introduction:</p> <ul style="list-style-type: none"> • Follow the activity of session 75.
<p>Review of the previous session:</p> <ul style="list-style-type: none"> • Follow the activity of session 76.

<p>Presentation of the session:</p> <ul style="list-style-type: none"> • Tell the students, “Listen to me what I say.” • Next, read the given questions in the text. Help them to respond properly.
<p>Practice activities:</p> <ul style="list-style-type: none"> • Make some small groups. In groups, tell S1 “Read the given questions of the text aloud from activity F respectively. Help others to respond properly. • Next, tell them to work in pairs. [Monitor their work and help them if necessary.] • Invite one pair in front of the class. • Tell S1 “Ask the questions one by one.” Help S2 to reply properly. • Next, tell them to write the answers in their exercise books.
<p>Assessing learning:</p> <ul style="list-style-type: none"> • Observe the class and find the students who can’t read the text or answer the questions properly. • Assess students using the relevant performance indicators included at the end of the unit.
<p>Feedback: Support those who can’t follow and answer properly. Praise the ss who can do the task.</p>
<p>Summary of the session: Now, summarise today’s lesson. Ask ss, “What have we learnt today?” Help them to answer.</p>
<p>Concluding the session: Say “Goodbye all. See you in the next class.”</p>

Lesson 2: My mother

Session	Attainable competency (ies)
Session 78: A B	3.4 Asking and answering questions for getting information about others with appropriate gesture
Page: 78	4.2 Reading aloud simple sentences with proper punctuation

Teaching aids: Picture from textbook, audio/video clip/QR code/poster/ppt

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction:</p> <ul style="list-style-type: none"> • Follow the activity of session 75.
<p>Review of the previous session:</p> <ul style="list-style-type: none"> • Ask a student randomly following the questions of page 77, Activity F. Help them to answer if necessary.

<p>Presentation of the session:</p> <ul style="list-style-type: none"> • Tell the students “Open page 78.” • Tell them, “Look at the picture of Activity A.” Help them to look at the picture focusing on the picture of the mother. • Say to them, “Today we are going to learn about Mother.” • Now ask them the question number 1 to 5. Help them to answer properly using the picture.
<p>Practice activities:</p> <ul style="list-style-type: none"> • Now tell the students “Look at the picture of activity B. Illicit the ss idea focusing on the word ‘health worker’ and ‘motorbike’. • Now read aloud the text of Activity B and tell them to listen to what you read and repeat the lines after you. • Divide the ss into groups. • In groups, tell them “S1 will read and others will listen to and repeat the lines after S1.” Monitor and help them to read properly if necessary. • Now divide the students into pairs. In pair one student will ask questions from activity A. Other student will respond to the question using the picture.
<p>Assessing learning:</p> <ul style="list-style-type: none"> • Tell a student randomly, “Read the lines of Activity B.” • Assess students using the relevant performance indicators included at the end of the unit.
<p>Feedback: Help those who can’t read activity B. Praise the ss who can do the task.</p>
<p>Summary of the session: Now summarise the session saying the way of proper introductions.</p>
<p>Concluding the session: Conclude today’s session by saying, “Goodbye, see you in the next class.”</p>

Lesson 2: My mother

Session	Attainable competency (ies)
Session 79: C Page: 79	3.4 Asking and answering questions for getting information about others with appropriate gesture 5.1 Understanding familiar words and simple sentences for specific information

Teaching aids: audio/video clip/QR Code

Session Procedure	Session Duration: 45 minutes
Teaching Learning Activity	

<p>Introduction</p> <p>Exchange greetings with a smiling face.</p> <ul style="list-style-type: none"> • Ask ss, “How are you?”, and encourage them to reply “Fine, thank you”. • Start the session with a song, rhyme or any other activity related to mother.
<p>Review of the previous session: Ask ss “What did we learn in the last class?” [Help them if necessary.]</p>
<p>Presentation of the session</p> <ul style="list-style-type: none"> • Read the text from activity B and ask the students to repeat after you. • Read the text again and ask them to follow you in their textbook. • Ask the questions from Activity C one by one. Tell the students to answer the questions. • Invite two students to the front. One student asks the questions from Activity C one by one the other student answers the questions. Change the role and do the same activity.
<p>Practice activities</p> <ul style="list-style-type: none"> • Divide the class into groups. In groups, one student asks the questions from activity C, the other students of the group answer the questions one by one. • Ask the students to work in pairs. In pairs, one student asks the questions from activity C one by one the other student answers the questions. Change the role and do the same activity. • Ask the students to find out the answers to the questions from activity B individually.
<p>Assessing learning</p> <ul style="list-style-type: none"> • Observe the class and find the students who can’t understand and answer the questions properly. • Assess students using the relevant performance indicators included at the end of the unit.
<p>Feedback: Help those who can’t understand and answer the questions properly. Praise the ss who can do the task.</p>
<p>Summary of the session: Now summarise the session talking about mother.</p>
<p>Concluding the session: Conclude today’s session by saying, “Goodbye, see you in the next class.”</p>

Lesson 2: My mother

Session	Attainable competency (ies)
Session 80: D, E	3.4 Asking and answering questions for getting information about others with appropriate gesture
Page: 79	5.1 Understanding familiar words and simple sentences for specific information

Teaching aids: 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”.
- Start the session with a song, rhyme or any other activity related to mother.

Review of the previous session

- Ask ss “What did we learn in the last class?” [help them to recall]

Presentation of the session

- Read the text from activity B and ask the students to repeat after you.
- Read the text again and ask them to follow you in their textbook.
- Write the sentences (a-d) from activity E on the board. Tell the students, “Find out the missing words from activity B.”

Practice activities

- Tell the students to work in pairs. Ask them to do the activity D in pair. Change the role and do the same activity.
- Ask the students, “Read the text from Activity B and fill in the blanks of Activity E individually.”

Assessing learning

- Observe the class and find the students who can't fill in the blanks properly.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support those who can't fill in the blanks properly. Praise the ss who can do the task.

Summary of the session: Now summarise the session describing the way to fill in the blanks.

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

Lesson 3: My father

Session	Attainable competency (ies)
Session 81 : A, B, C	3.4 Asking and answering questions for getting information about others with appropriate gesture
Page: 80	5.1 Understanding familiar words and simple sentences for specific information

Teaching aids: Pictures 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’.
- Start the session with a song, rhyme or any other activity related to the father.

Review of the previous session

- Ask ss “What did we learn in the last class?” [help them to recall]

Presentation of the session

- Showing pictures activity A asks some questions like “What do you see in the picture?” “Who is this man?” Help the ss to guess the lesson title.
- Read the text from activity B and ask the students to repeat after you.
- Read the text again and ask them to follow you in their textbook.
- Ask the questions from Activity C one by one. Help the students to answer the questions.
- Invite two students to the front. One student asks the questions from Activity C one by one, the other student answers the questions. Change the role and do the same activity.

Practice activities

- Divide the class into groups. In the group, one student reads the text from activity B, and the other students of the group follow and repeat after him. Do the activity twice.
- Ask the students to work in pairs. In pairs, one student asks the questions from activity C one by one the other student answers the questions. Change the role and do the same activity.
- Ask the students to find out the answers to the questions from activity B individually.

Assessing learning

- Observe the class and find the students who can’t read or answer the questions properly.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support those who can’t read or answer the questions properly. Praise the ss who can do the task.

Summary of the session : Now summarise the session saying about father.

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

Lesson 3: My father

Session	Attainable competency (ies)
Session 82 : D Page: 81	3.4 Asking and answering questions for getting information about others with appropriate gesture 7.4 Writing familiar words and simple sentences in correct spelling

Teaching aids: Picture, audio/video clip/QR Code

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction</p> <ul style="list-style-type: none"> • Exchange greetings with a smiling face. • Ask ss, “How are you?”, and encourage them to reply “Fine, thank you”. • Start the session with a song, rhyme or any other activity related to father.
<p>Review of the previous session</p> <ul style="list-style-type: none"> • Ask ss “What did we learn in the last class?” [help them to recall]
<p>Presentation of the session</p> <ul style="list-style-type: none"> • Read out the questions from activity D one by one. Tell the students to answer the questions. Do it 2 or 3 times. • Invite two students to the front. One student asks the questions from Activity D one by one, the other student answers the questions. Change the role and do the same activity.
<p>Practice activities</p> <ul style="list-style-type: none"> • Divide the class into groups. In group one student asks the questions from activity D, the other students of the group answer the questions one by one. Do the activity twice. • Ask the students to work in pairs. In pairs, one student asks the questions from activity D one by one the other student answers the questions. Change the role and do the same activity. • Ask the students to write the answers of the questions from Activity D individually.
<p>Assessing learning</p> <ul style="list-style-type: none"> • Observe the class and find the students who can't write or answer the questions properly. • Assess students using the relevant performance indicators included at the end of the unit.
<p>Feedback: Support those who can't write or answer the questions properly.</p>
<p>Summary of the session: Now summarise the session saying about father.</p>

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

Lesson 4: My brother

Session	Attainable competency (ies)
Session 83 : A, B, C Page: 82	3.4 Asking and answering questions for getting information about others with appropriate gesture 5.1 Understanding familiar words and simple sentences for specific information

Teaching aids: Pictures of activity A, audio/video clip/QR Code

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction</p> <ul style="list-style-type: none"> • Exchange greetings with a smiling face. • Ask ss, “How are you?”, and encourage them to reply “Fine, thank you”. • Start the session with a song, rhyme or any other activity related to brother / family.
<p>Review of the previous session</p> <ul style="list-style-type: none"> • Ask ss “What did we learn in the last class?” tell them to say something about their father.[help them to recall]
<p>Presentation of the session</p> <ul style="list-style-type: none"> • Showing pictures of activity A, ask some questions like “What do you see in the picture?” “Who is he?” Help the ss to guess the lesson title. • Read the text from activity B and ask the students to repeat after you. • Read the text again and ask them to follow you in their textbook. • Write the activity C on the board. Ask the students to find out the missing words from activity B.
<p>Practice activities</p> <ul style="list-style-type: none"> • Divide the class into groups. In group, one student reads the text from activity B, and the other students of the group follow and repeat after him. Do the activity twice. • Divide them into pairs. • Invite one pair in front of the class. Help one student to ask and help another student to answer. • Now tell them, “Write the answers to the questions in your exercise book.”

Assessing learning

- Observe the class and find the students who can’t read or write the answers properly.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support those who can’t read or write the answers properly. Praise the ss who can do the task.

Summary of the session: Now summarise the session asking some questions about brother.

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

Lesson 4: My brother

Session	Attainable competency (ies)
Session 84 : D, E Page: 83	3.4 Asking and answering questions for getting information about others with appropriate gesture 7.4 Writing familiar words and simple sentences in correct spelling

Teaching aids: Picture, 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”.
- Start the session with a song, rhyme or any other activity related to brother.

Review of the previous session

- Ask ss “What did we learn in the last class?” Help them to tell something about their brother.

Presentation of the session

- Read out the questions from activity D one by one . Tell the students to answer the questions. Do it 2 or 3 times.
- Invite two students to the front. One student asks the questions from activity D one by one, the other student answers the questions. Change the role and do the same activity.

<p>Practice activities</p> <ul style="list-style-type: none"> • Divide the class into groups. In group one student asks the questions from activity D, the other students of the group answer the questions one by one. Do the activity twice. • Ask the students to work in pairs. In pairs, one student asks the questions from activity D one by one the other student answers the questions. Change the role and do the same activity. • Tell the students, “Write down the answers to the questions in Activity D above”.
<p>Assessing learning</p> <ul style="list-style-type: none"> • Observe the class and find the students who can’t write or answer the questions properly. • Assess students using the relevant performance indicators included at the end of the unit.
<p>Feedback</p> <ul style="list-style-type: none"> • Support those who can’t write or answer the questions properly. Praise the ss who can do the task.
<p>Summary of the session</p> <ul style="list-style-type: none"> • Now summarise the session saying about brother.
<p>Concluding the session</p> <ul style="list-style-type: none"> • Conclude today’s session by saying, “Goodbye, see you in the next class.”

Lesson 4: My brother

Session	Attainable competency (ies)
Session 85 : F, G	9.1 Recognising and using capitalization and punctuation marks
Page: 83	9.2 Recognising the uses of articles (a & an) with words and short phrases

Teaching aids: Picture, audio/video clip/QR Code

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction</p> <ul style="list-style-type: none"> • Exchange greetings with a smiling face. • Ask ss, “How are you?”, and encourage them to reply “Fine, thank you”. • Start the session with a song, rhyme or any other activity.

Review of the previous session

- Ask ss “What did we learn in the last class?” ask them to tell something about their brother.[help them to recall]

Presentation of the session

- Tell them ‘We are going to practise something new today.’
- Introduce vowels (a,e,i,o,u) to them. Tell them we use ‘an’ before the words which are started with the vowels. We use ‘a’ with other words. Give some examples.
- Write the text of activity F on the board. Read out the text and ask the students what can we put in the blanks (a/an). Help them to say the right article.
- Describe where we put coma(,), full stop(.) and question mark(?). Place the picture on the board from activity G with bubbles. Tell them to say what marks we can put in the bubbles. Help them to say the right marks.

Practice activities

- Divide the class into groups. In groups, one student reads out the text with blanks from activity F, and the other students of the group say the articles for each blank. Then ask the students to practise activity G in the same group.
- Ask the students to practice Activity F and G in pairs.
- Ask the students to write the answers to activities F and G individually in their textbook.

Assessing learning

- Observe the class and find the students who can't put the articles and punctuation marks properly.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback

- Support them who can't put the articles and punctuation marks properly. Praise the ss who can do the task.

Summary of the session

- Now summarise the session saying about the articles and punctuation marks.

Concluding the session

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

Lesson 5: A rhyme

Session	Attainable competency (ies)
Session 86 : A, B, C Page: 84	2.1 Listening to rhymes, cartoons and digital contents in English for enjoyment

Teaching aids: Picture of a family tree, audio/video clip/QR Code

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction</p> <ul style="list-style-type: none"> Exchange greetings with a smiling face. Ask ss “How are you?”, and encourage them to reply “Fine, thank you”. Start the session with a song, rhyme or any other activity related to Family.
<p>Review of the previous session</p> <ul style="list-style-type: none"> Ask ss “What did we learn in the last class?” Help them to recall the articles and punctuation marks.
<p>Presentation of the session</p> <ul style="list-style-type: none"> Showing a picture of a family tree ask some questions like “What do you see in the picture?” “Who are they?” Help the ss to guess the lesson title. Recite the rhyme with proper rhythm. Ask the S to listen and follow. Recite the rhyme with proper rhythm again. Ask the S to follow and repeat. Do it minimum twice. Invite a student in front of the class. Ask him to recite the rhyme with proper rhythm.
<ul style="list-style-type: none"> Showing the picture of the family tree ask them “Read the rhyme and find out how many members are there in the family?”
<p>Practice activities</p> <ul style="list-style-type: none"> Divide students into groups and ask them to practise the rhyme in the groups with proper rhythm. (minimum 2 or 3 times) Ask them to practise the rhyme in pairs with proper rhythm. Tell them to find out the number of members from the rhyme/family tree. Tell the class, “Recite the rhyme in chorus when the teacher says ‘start’.”
<p>Assessing learning</p> <ul style="list-style-type: none"> Observe the class and find out who can’t recite the rhyme properly. Assess students using the relevant performance indicators included at the end of the unit.
<p>Feedback: Support those who can’t recite the rhyme properly. Praise the ss who can do the task.</p>

Summary of the session: Now summarise the session reciting the rhyme.

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

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 Indicator	Performance Level		
		Good	Very Good	Excellent
2.1	02.02.05.01 Listen & recite the rhyme	Listen & recite the rhyme after teacher	Listen & recite the rhyme with joy	Listen & recite the rhyme with joyful TPR
	02.02.05.02 Respond to cartoons/digital contents.	Respond to cartoons and digital contents	Respond to cartoons and digital contents with joy	Respond to cartoons and digital contents with joyful expressions
3.4	02.02.09.01 Ask questions for getting information about others.	Ask questions for getting information about others with assistance	Ask questions for getting information about others with gesture	Ask questions for getting information about others appropriate gesture, pronunciation, & intonation.
	02.02.09.02 Answer the questions about others.	Answer the questions about others with assistance	Answer the questions about others with gesture	Answer the questions about others appropriate gesture, pronunciation, & intonation.

4.2	02.02.12.01 Read aloud simple sentences with full stops.	Read simple sentences with full stops after teacher.	Read aloud simple sentences with full stops independently.	Read aloud simple sentences with full stops with proper pronunciation.-
	02.02.12.02 Read aloud simple sentences with question marks.	Read simple sentences with question marks after teacher.	Read aloud simple sentences with question marks independently.	Read aloud simple sentences with question marks with proper intonation.
5.1	02.02.12.01 Read aloud simple sentences with question marks.	Read simple sentences with question marks after teacher.	Read aloud simple sentences with question marks independently.	Read aloud simple sentences with question marks with proper intonation.
	02.02.13.02 Read /Get the specific information in simple sentences	Read the sentences in assistance with teacher	Read simple sentences for getting information independently	Get specific information in simple sentences
7.4	02.02.16.01 Write familiar words in correct spelling.	Write familiar words with assistance.	Write familiar words independently.	Write familiar words in correct spelling.
	02.02.16.02 Write simple sentences in correct spelling.	Write simple sentences with the help of teacher.	Write simple sentences independently.	Write simple sentences in correct spelling.

9.1	02.02.18.01 Use capital letters in simple sentences.	Use capital letters in simple sentences with assistance	Use capital letters in simple sentences independently.	Use capital letters in simple sentences properly.
	02.02.18.02 Use punctuation marks in simple sentences.	Use punctuation marks in simple sentences with assistance	Use punctuation marks in simple sentences independently.	Use punctuation marks in simple sentences properly.
9.2	02.02.19.01 Use articles (<i>a, an</i>) with word & short phrases.	Identify articles (<i>a, an</i>) with words.	Use articles (<i>a, an</i>) with words	Use articles (<i>a, an</i>) with word & short phrases.

Unit 9

Animals and Birds

Total Lessons: 4	Total sessions: 10	Each Session Duration: 45 minutes
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Lesson	Session
Lesson 1	S87: A, B
	S88: C, D
	S89: E, F
Lesson 2	S90: A, B
	S91: C, D
Lesson 3	S92: A, B
	S93: C, D
	S94: E, F
Lesson 4	S95: A, B, C
	S96: D, E, F

Unit: 9**Animals and Birds****Lesson 1: Their living places**

Session	Attainable competency (ies)
Session 87: A & B	1.4 Understanding short and simple questions and answers about family members
Page: 85	8.1 Recognising and using words frequently used in the texts for participating in everyday conversations

Teaching aids: Picture of activity A, B/audio/video clip.

Session Procedure**Session Duration: 45 minutes**

Teaching Learning Activity
<p>Introduction</p> <ul style="list-style-type: none"> Exchange greetings with a smiling face. (হাসিমুখে শুভেচ্ছা বিনিময় করুন।) Start the session with a song/rhyme/game related to 'Animals and birds. ('Animals and birds সম্পর্কিত একটি ছড়া/গান/গেইম দিয়ে সেশন শুরু করুন।)
<p>Review of the previous session</p> <ul style="list-style-type: none"> Ask ss "What did we learn in the last class?" (Encourage them to answer.) [শিক্ষার্থীদেরকে প্রশ্ন করুন, "What did we learn in the last class?" (তাদেরকে উত্তর দিতে উৎসাহিত করুন।)] Praise the ss who answers correctly. (যারা সঠিক উত্তর দিতে পারে তাদের প্রশংসা করুন।)
<p>Presentation of the session</p> <ul style="list-style-type: none"> Tell ss, "Open your book at page 58." Show the pictures of Activity A. Ask ss, "Think about the picture and share your thinking with your partner. (Activity A এর ছবিটি দেখান। শিক্ষার্থীদেরকে ছবিটি নিয়ে ভাবতে এবং তার ভাবনা পাশের জনের সাথে শেয়ার করতে বলুন।) Allow some ss to share their thinking about the picture. Tell them, "We are going to learn 'Animals and Birds' and today's lesson is 'Their living places.'" (তাদেরকে বলুন আজ আমরা শিখব 'Animals and Birds' এবং আমাদের আজকের পাঠ 'Their living places') Show the picture of Activity A again. Ask ss the questions of Activity A: 1. What do you see in the picture? 2. How many animals and birds are there? 3. Which animal and bird do you like most? (শিক্ষার্থীদেরকে Activity A এর ছবিটি আবার দেখান। তাদেরকে Activity A এর প্রশ্নগুলো করুনঃ 1. What do you see in the picture? 2. How many animals and birds are there? 3. Which animal and bird do you like most?)

- Ask them, “Raise your hand who can answer.” Allow 2/3 ss to answer. [Help them to answer.] (শিক্ষার্থীদের বলুন, “যারা উত্তর দিতে পার তারা হাত তোল।”। দুই/তিনজন শিক্ষার্থীকে উত্তর দিতে বলুন। [তাদেরকে উত্তর দিতে সহায়তা করুন।])
- Now answer the questions one by one indicating the pictures. Ask ss to listen. (এখন ছবি নির্দেশ করে এক এক করে প্রশ্নগুলোর উত্তর দিন। শিক্ষার্থীদের শুনতে বলুন।)
- Show the picture of Activity B. Then pointing to the pictures say the names of the animals and birds. [If possible, use audio of the lesson.] [Help them to say.] (Activity B এর ছবিগুলো দেখান। ছবির পশুপাখির নামগুলো সঠিক উচ্চারণে বলুন শিক্ষার্থীদেরকে বলুন, “শোন”। তারপর ছবি নির্দেশ করে পশুপাখির নামগুলো বলুন। শিক্ষার্থীদেরকে বলুন, “আমাকে অনুসরণ করে আমার সাথে বল।” [সম্ভব হলে audio ব্যবহার করুন।] [প্রয়োজনে তাদেরকে সহায়তা করুন।])
- Ask ss, “Raise your hand who can say the names of the animals and birds.” Allow 2/3 ss to say. [Help them if necessary.] (শিক্ষার্থীদের বলুন, “যারা পশুপাখির নামগুলো বলতে পার তারা হাত তোল।”। দুই/তিনজন শিক্ষার্থীকে উত্তর দিতে বলুন। [তাদেরকে উত্তর দিতে সহায়তা করুন।])
- Tell ss, “Let’s see the names of the animal & birds in words. Put your finger, follow and repeat after me.”
- Now match 1/2 pictures with their names with the help of ss. (এখন শিক্ষার্থীদের সহায়তায় ১/২টি ছবির সাথে নামের মিল করুন।)]

Practice activities

- Divide ss into two groups. Name the groups – A & B. Tell Group A, “Ask the 1st question of Activity A.” and Group B, “Answer the first question.” Then Tell Group B, “Ask the 2nd question.” and Group A, “Answer the 2nd question.” Next tell Group A, “Ask the 3rd question.” and Group B, “Answer the 3rd question.” Ask them, “Change the role and continue the practice.” [Monitor them and support them if necessary.] (শিক্ষার্থীদের দুটি দলে ভাগ করুন। দল A কে বলুন, “ প্রথম প্রশ্নটি কর।” দল B কে বলুন, “ প্রথম প্রশ্নটির উত্তর দাও।” দল B কে বলুন, “ দ্বিতীয় প্রশ্নটি কর।” দল A কে বলুন, “দ্বিতীয় প্রশ্নটির উত্তর দাও।” দল A কে বলুন, “ তৃতীয় প্রশ্নটি কর।” দল B কে বলুন, “তৃতীয় প্রশ্নটির উত্তর দাও।” তাদেরকে বলুন, “ভূমিকা পরিবর্তন করে অনুশীলন চালিয়ে যাও।” [তাদের কাজ পর্যবেক্ষন করুন। প্রয়োজনে তাদেরকে সহায়তা করুন।])
- Make pairs. Tell ss, “In pair S1 will ask the questions one by one and S2 will answer.” Then Tell, “S2 will ask the questions one by one and S1 will answer.” Ask them, “Change the role and continue the practice.” (Monitor them and support them if necessary.) (জোড়া গঠন করুন। শিক্ষার্থীদের বলুন, “ জোড়ায় শিক্ষার্থী ১ এক এক করে প্রশ্নগুলো করবে এবং শিক্ষার্থী ২ এক এক করে উত্তর দিবে। তাদেরকে বলুন, “ভূমিকা পরিবর্তন করে অনুশীলন চালিয়ে যাও।” [তাদের কাজ পর্যবেক্ষন করুন। প্রয়োজনে তাদেরকে সহায়তা করুন।])
- Divide ss into groups. Tell ss, “In group one student will point to the pictures of Activity B and say the names of the animals and birds and others to follow and repeat.” Ask them, “Change the role and continue the practice.” [Monitor group work. Help them if necessary.] (শিক্ষার্থীদের দলে ভাগ করুন। তাদেরকে বলুন, “দলে একজন শিক্ষার্থী ছবিগুলো নির্দেশ করে পশুপাখির নামগুলো সঠিক উচ্চারণে বলবে। অন্যশিক্ষার্থীদেরা তাকে অনুসরণ করে তার সাথে পুনরাবৃত্তি করবে। তাদেরকে বলুন, “ভূমিকা পরিবর্তন করে অনুশীলন চালিয়ে যাও।” (তাদের কাজ পর্যবেক্ষন করুন। প্রয়োজনে তাদেরকে সহায়তা করুন।))

<ul style="list-style-type: none"> • Make pairs. Ask ss “In pair S1 will say the name and S2 will point the right picture.” Ask them, “Change the role and continue the practice.” [Monitor pair work. Help them if necessary.] (জোড়া গঠন করুন। শিক্ষার্থীদের বলুন, “জোড়ায় শিক্ষার্থী ১ দিনের নামগুলো সঠিক উচ্চারণে বলবে। শিক্ষার্থী ২ ছবি নির্দেশ করবে সময় থাকলে ভূমিকা পরিবর্তন করে কাজ চালিয়ে যেতে বলুন। তাদেরকে বলুন, “ভূমিকা পরিবর্তন করে অনুশীলন চালিয়ে যাও।” [তাদের কাজ পর্যবেক্ষন করুন। প্রয়োজনে তাদেরকে সহায়তা করুন।]) • Ask ss, “Match the pictures with the names individually.” [Help them if necessary.] (শিক্ষার্থীদেরকে বলুন, “এককভাবে ছবির সাথে নামের মিল করা।”) • Provide correct answer. Ask ss to check. (সঠিক উত্তর সরবরাহ করুন। শিক্ষার্থীদেরকে চেক করতে বলুন।)
<p>Assessing learning</p> <ul style="list-style-type: none"> • Now randomly point to the pictures and ask ss to say the names. Ask them, “Raise your hand who can say.” Observe and find out who can't say. (এখন এলোমেলোভাবে ছবিগুলো নির্দেশ করে শিক্ষার্থীদেরকে নাম বলতে বলুন। শিক্ষার্থীদের বলুন, “ যারা দিনের নামগুলো বলতে পার তারা হাত তোল।” পর্যবেক্ষন করুন এবং দেখুন কারা বলতে পারছেন।) • Assess students using the relevant performance indicators included at the end of the unit.
<p>Feedback: Support them who can't say the names and match during the class. Repeat Activity B if necessary. (যারা পশুপাখির নামগুলো বলতে পারেনি এবং মিল করতে পারেনি তাদেরকে সহায়তা করুন।)</p> <p>Praise the ss who can do the task.</p>
<p>Summary of the session: Now, summarise today's lesson. Ask ss randomly, ‘What have we learnt today?’ (এখন পাঠের সারসংক্ষেপ করবেন। দ্বৈবচয়ন পদ্ধতিতে কয়েকজন শিক্ষার্থীকে জিজ্ঞাসা করবেন ‘What have we learnt today?’)</p>
<p>Concluding the session: Conclude today's session by saying, “Goodbye, see you in the next class.” (“Goodbye, see you in the next class.” বলে সেশন সমাপ্ত করুন।)</p>

Lesson 1: Their living places

Session	Attainable competency (ies)
Session 88: C & D	5.1 Understanding familiar words and simple sentences for specific information
Page: 86	8.1 Recognising and using words frequently used in the texts for participating in everyday conversations

Teaching aids: Picture of activity C/audio/video clip, picture cards, word cards.

Session Procedure	Session Duration: 45 minutes
Teaching Learning Activity	

Introduction

- Exchange greetings with a smiling face.
- Start the session with a song or rhyme related to ‘Animals and birds’.

Review of the previous session

- Ask ss “What did we learn in the last class?” (Encourage them to answer.)
- Praise the ss who answer correctly.

Presentation of the session

- Show the pictures from Activity C. Tell ss, “Think about the picture. Share your thinking with your partner.”
- Ask ss, “What can you see in the picture?”
- Then tell them, “Today we are going to learn about the living places of the animals and the birds.”
- Ask ss, “Open page 86.” Tell them, “Look at the pictures of Activity C.” By pointing to the pictures say the names of the animals and the birds. Ask ss, “Listen to me.” Then ask them, “Point to the right pictures and repeat the names after me.”
- Say the names of the animals and the birds randomly and ask ss, “Point to the right pictures.” [Help them if necessary.]
- Ask ss, “Look at the pictures of Activity C again.”
- Say the sentences of Activity D one by one by pointing to the pictures of Activity C. Tell ss, “Listen to me.” Then tell them, “Point to the right pictures and repeat after me.” [Play audio of the lesson /use QR Code if possible.]
- Invite one student in front of the class. Tell him/her, “Say the sentences by pointing to the right pictures.” Tell others to listen. (Support him/her to point & say.)
- Now, read the sentences allowed with proper pronunciation. Ask ss, “Put your finger under the sentences and repeat after me.” [Play audio of the lesson /use QR Code if possible.]
- Tell ss, “Raise your hand who can read.” Allow 2/3 ss to read. [Help them if necessary.]

Practice activities

- Make pairs. Tell ss, “In pairs, S1 will point to the pictures of Activity C one by one and S2 will say the names of the animals and the birds one by one.” Tell them, “Change the role and continue practise.” [Monitor them and support them if necessary.]
- Divide ss into groups. Tell ss, “In groups, one student will point to the pictures of Activity D and say the sentences one by one and others will follow and repeat.” Tell ss, “Change the role and continue practice.” [Monitor them and support them if necessary.]
- Now tell ss, “Work in the same groups.” Tell them, “In groups, one student will point to the pictures and read the sentences one by one and others will follow and repeat.” Tell ss, “Change the role and continue practise.” [Monitor them and support them if necessary.]
- Divide ss into two groups. Name the groups A and B. Tell the groups, “Group A will say the 1st part of the sentences (A dog lives in) and S2 Group A will say the rest part of the sentences (a kennel or doghouse). Follow this pattern for all sentences.” Then tell them, “Change the role and continue.” (Monitor them and support them if necessary.)

Assessing learning

- In groups, give ss picture cards of the animals and the birds & word cards of the living places of the animals and the birds. Ask ss, “Match the picture cards of the animals and the birds with the word cards of living places of the animals and the birds.” Monitor and find out who can’t match.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback:Support those who can’t read and recognise the living places of birds and animals during the class. Reassess and make sure they are learning.

Summary of the session: Now summarise the session by asking ss, “What have we learnt today?”. Help them to answer properly.

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

Lesson 1: Their living places

Session	Attainable competency (ies)
Session 89: E & F	5.1 Understanding familiar words and simple sentences for specific information
Page: 87	8.1 Recognising and using words frequently used in the texts for participating in everyday conversations

Teaching aids: Picture of activity E/audio/video clip.

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction</p> <ul style="list-style-type: none"> • Exchange greetings with a smiling face. • Start the session with a song/rhyme/game related to ‘Animals and birds.’
<p>Review of the previous session</p> <ul style="list-style-type: none"> • Ask ss “What did we learn in the last class?” (Encourage them to answer.) • Praise the ss who answer correctly.
<p>Presentation of the session</p> <ul style="list-style-type: none"> • Say them, “Today are going to match the words with the right pictures & identify true and false.” • Ask ss, “Open page 87.” Tell ss to see Activity E. Say ss in the middle there are animals and bird’s name. On the left and right sides, there are animals and birds living places. Say ss, “You have to match the names with their living places.” Show ss how to match words with the right pictures. (One is done for you.)

- Stick the picture of Activity E on the board. Invite a student to the front of the class. Ask him/her, “Match one word with the right picture.” Help him/her to match one word with the right picture.

Practice activities

- Ask ss, “Read the words of Activity E and match them with the right pictures.”
- Provide the correct answers. Ask ss, “Exchange your work with the person next to you. Check the answer.” (Monitor them and support them if necessary.)
- Ask ss, “Read the sentences of Activity F.”
- Divide ss into groups. Ask ss, “In groups, one Student will read the sentences and others will say true or false. If false, they must give the right answer.” Ask the groups, “Change the role and continue.” (Monitor them and support them if necessary.)
- Provide the correct answers for their checking.

Assessing learning

- Say the sentences of Activity F randomly. Ask ss, “Raise your hand who can say true or false.” Observe the class and find out who can’t answer properly.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Help the students who can’t match/say properly. Repeat the activities if necessary.

Summary of the session: Now summarise the session by asking ss, “What have we learnt today?”. Help them to answer properly.

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

Lesson 2: Their Food

Session	Attainable competency (ies)
Session 90: A & B Page: 88	8.1 Recognising and using words frequently used in the texts for participating in everyday conversations

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

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity

Introduction

- Exchange greetings with a smiling face.
- Start the session with a song/rhyme/game related to ‘Animals and birds.’

Review of the previous session

- Ask ss “What did we learn in the last class?” (Encourage them to answer.)
- Praise the ss who answer correctly.

Presentation of the session

- Show ss the pictures of Activity A. Ask ss, “Think about the picture. Share your thinking with your partner.”
- Ask ss, “What do you see in the picture.”

Presentation of the session

- Show ss the pictures of Activity A. Ask ss, “Think about the picture. Share your thinking with your partner.”
- Ask ss, “What do you see in the picture.”
- Listen from ss. Allow them to say Bangla. (Help them to say.)
- Tell them, “Our today’s lesson is ‘Their Food’.”
- Show ss the pictures of Activity A again.
- Point to the ‘Meat’. Ask ss, “What’s this?” (Elicit/ tell ‘Meat’.)
- Point to the ‘Grass’. Ask ss, “What’s this?” (Elicit/ tell ‘Grass’.)
- In this way introduce the other new words of Activity A.
- Write these words on the board. Pointing to the pictures say the words and ask ss, “Listen and repeat after me.” [Play audio of the lesson /use QR Code if possible.]
- Say the words randomly. Ask ss, “Point to the words.”
- Invite a student to the front of the class. Ask him/her, “Say the words.”
- Point to the picture of animals on the left side and make a sentence with the food of the right side following Activity B, like: -A dog eats meat. A cow eats grass, leaves etc.

Practice activities

- Divide ss into groups. Ask the groups, “Read the words of Activity B.” Ask them, “Make seven meaningful sentences.”
- Ask ss, “In group one ss will read the sentences aloud and others will listen and repeat.” (Monitor them and support them if necessary.)
- Listen from some groups.
- Provide the correct sentences. Invite a student to the front of the class. Ask him/her, “Read the sentences.”

Assessing learning

- Point to the birds and animals randomly. Ask ss, “Say their food’s name.” Ask ss, “Raise your hand who can say.” Observe the class and find out who can’t answer properly.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Help the students who can’t say properly. Repeat the activities if necessary.

Summary of the session: Now summarise the session by asking ss, “What have we learnt today?”. Help them to answer properly.

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

Lesson 2: Their Food

Session	Attainable competency (ies)
Session 91: C & D Page: 89	4.2 Reading aloud simple sentences with proper punctuation 5.1 Understanding familiar words and simple sentences for specific information 7.4 Writing familiar words and simple sentences in correct spelling

Teaching aids: Poster writing of activity C/audio/video clip.

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction</p> <ul style="list-style-type: none"> • Exchange greetings with a smiling face. • Start the session with a song or rhyme related to ‘Animals and birds’.
<p>Review of the previous session</p> <ul style="list-style-type: none"> • Ask ss “What did we learn in the last class?” (Encourage them to answer.) • Praise the ss who answer correctly.
<p>Presentation of the session</p> <p>Tell them, “Today we are going to identify true or false and write sentences about the living place and the food of animals and birds.”</p> <ul style="list-style-type: none"> • Read the sentences of Activity C aloud. Ask ss, “Repeat after me.” [Play audio of the lesson if possible.] • Ask ss, “Is sentence number 1 true or false?” If false tell them, “Give the right answer.” [Support them to say.]
<p>Practice activities</p> <ul style="list-style-type: none"> • Ask ss, “Read the sentences of Activity C.” • Divide ss into groups. Tell ss, in groups, one student will read the sentences and others will say true or false. If false, they have to give the right answer. Ask the group, “Change the role and continue.” (Monitor them and support them if necessary.) • Provide them with correct sentences for checking. • Make pairs. Ask the pairs, “Read the sentences again. In pairs, S1 will say sentences about the living place of the animals and the birds & S2 will say sentences about the food of animals and birds given in Activity D.” Ask them, “Change the role and continue.”

- Ask the pairs, “Write sentences about the living place and the food of animals and birds given in Activity D in your exercise book.”
- Provide correct answers. Ask Pairs, “Exchange your exercise book with the pairs next to them for checking.” (Monitor them and support them if necessary.)

Assessing learning

- Ask ss, “Write sentences about the living place and the food of the animals and the birds given in Activity D in your exercise book individually.”
- Provide correct answers. Ask them, “Exchange your exercise book with the person next to you for checking.”
- Say the names of animals and birds of Activity D randomly. Ask ss, “Raise your hand who can say sentences about the living place and the food of the animals and the birds.” Observe the class and find out who can’t answer properly.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Help the students who can’t identify true or false/ write sentences about the living place and the food of animals and birds properly. Repeat the activities if necessary. Reassess and make sure they are learning. Praise the ss who can do the task.

Summary of the session: Now summarise the session by asking ss, “What have we learnt today?”. Help them to answer properly.

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

Lesson 3: Domestic animals and birds

Session	Attainable competency (ies)
Session 92: A & B Page: 90	4.2 Reading aloud simple sentences with proper punctuation 5.1 Understanding familiar words and simple sentences for specific information

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

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity

Introduction

- Exchange greetings with a smiling face.
- Start the session with a song or rhyme related to ‘Animals and birds’.

Review of the previous session

- Ask ss “What did we learn in the last class?” (Encourage them to answer.)
- Praise the ss who answer correctly.

Presentation of the session

- Show the pictures of Activity A. Ask ss, “Think about the picture and share your thinking with your partner.”
- Ask ss about the picture by following questions: What can you see? What are they? What are they doing? [Help them to answer.]
- Describe every picture. Ask ss to listen.

- Tell them our today’s lesson is ‘Domestic animals and birds’.
- Introduce the new words by following the stages and techniques of teaching vocabulary.
- Now, Read the sentences allowed. Ask ss, “Put your finger under the sentences and read after me.” [Play audio of the lesson /use QR Code if possible.]
- Ask ss, “Raise your hand who can read.” Allow 2/3 ss to read. [Help them if necessary.]

Practice activities:

- Divide ss into groups. Ask the groups, “In group one student will read the text and others will read after him/her.” Ask them, “Change the role and continue the process.” [Monitor group work. Help them if necessary.]
- Now tell S1 to read 1st sentence, S2 to read 2nd sentence. In this way tell every ss to read one sentence. After completing the text tell last ss to read 1st sentence, the next ss to the 2nd sentenceand continue the process. . [Monitor group work. Help them if necessary.] [এবার দলের শিক্ষার্থীদের প্রথম জনকে প্রথম বাক্য, পরের জনকে দ্বিতীয় বাক্য, এভাবে একজনকে এক বাক্য করে পড়তে বলুন। পড়া শেষ হয়ে গেলে শেষের জনকে প্রথম বাক্য, এর পরের জনকে দ্বিতীয় বাক্য এভাবে পড়া চালিয়ে যেতে বলুন। (প্রয়োজনে তাদেরকে সহায়তা করুন।)]
- Make pairs. Ask pairs, “Read the questions.” Then tell them, “Read out the text of Activity A again and find out the answers to the questions.”
- Now tell them, “S1 will ask the questions and S2 will answer.” Ask them, “Change the role and continue the process.” [Monitor pair work. Help them if necessary.]

Assessing learning

- Now ask ss, “Raise your hand who can read the text of Activity A.” Ask ss to read the text randomly. Ask ss the Questions randomly. Observe and find out who can’t read properly.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support those who can’t read and answer during the class. Repeat the Activity A if necessary. Reassess and make sure they are learning.

Summary of the session: Now summarise the session by asking ss, “What have we learnt today?”. Help them to answer properly.

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

Lesson 3: Domestic animals and birds

Session	Attainable competency (ies)
Session 93: C & D Page: 90, 91	7.4 Writing familiar words and simple sentences in correct spelling.

Teaching aids: Poster writing of activity C /audio/video clip.

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction</p> <ul style="list-style-type: none"> • Exchange greetings with a smiling face. • Start the session with a song or rhyme related to ‘Animals and birds’.
<p>Review of the previous session</p> <ul style="list-style-type: none"> • Ask ss “What did we learn in the last class?” (Encourage them to answer.) • Praise the ss who answer correctly.
<p>Presentation of the session</p> <ul style="list-style-type: none"> • Tell them, “Today we are going to write the missing words & names of the domestic animals and birds.” • Read aloud the text of Activity A. Ask ss, “Listen, put the finger under the lines and repeat.” • Show the poster writing of Activity C. • Invite a S in front of the class and ask him/her, “Read aloud the writing.” Ask others to listen. (Support him/her to read.) • Write 1/2 missing words from the box with the help of ss.
<p>Practice activities</p> <ul style="list-style-type: none"> • Ask ss, “Open the book at page 90 and write the missing words of Activity C.” • Provide the correct answer on the board. Ask ss, “Exchange your writing with your partner and check.” [Monitor them and take note for feedback] • Divide ss into groups. Ask the groups, “All the members share the names of the domestic animals and birds you know and one student will write the names in his/her exercise book.” [Support them if necessary.] • Now ask the group members, “Copy the names from the writer’s exercise book.” [Support them if necessary.] • Provide possible correct answers on the board. Ask ss, “Exchange your writing with your partner and check.” [Monitor them and take note for feedback]
<p>Assessing learning</p> <ul style="list-style-type: none"> • Now show ss flashcards of different domestic animals and birds. Ask ss, “Raise your hand who can say and write the names.” Observe and find out who can’t write properly.

<ul style="list-style-type: none"> Assess students using the relevant performance indicators included at the end of the unit.
<p>Feedback: Support those who can't write and answer during the class. Repeat the activities if necessary.</p>
<p>Summary of the session: Now summarise the session by asking ss, "What have we learnt today?". Help them to answer properly.</p>
<p>Concluding the session: Conclude today's session by saying, "Goodbye, see you in the next class."</p>

Lesson 3: Domestic animals and birds

Session	Attainable competency (ies)
Session: 94 E & F Page: 91	7.4 Writing familiar words and simple sentences in correct spelling 9.1 Recognising and using capitalization and punctuation marks

Teaching aids: Poster writing of Activity E/audio/video clip.

Session Procedure

Session Duration 45 minutes

Teaching Learning Activity
<p>Introduction</p> <ul style="list-style-type: none"> Exchange greetings with a smiling face. Start the session with a song/rhyme/game related to 'Animals and birds'.
<p>Review of the previous session</p> <ul style="list-style-type: none"> Ask ss "What did we learn in the last class?" (Encourage them to answer.) Praise the ss who answer correctly.
<p>Presentation of the session</p> <ul style="list-style-type: none"> Tell them, "Today we are going to use full stops or question marks in the blanks and write 4/5 sentences about our favourite bird or animal." Read the sentences. Ask ss, "Listen and repeat after me." Say ss about the usage of full stops and question marks. Solve the first and fourth one with the help of ss.
<p>Practice activities</p> <ul style="list-style-type: none"> Ask ss, "Read the sentences of Activity E." Divide ss into groups. Ask the groups, "Use full stops or question marks in the blanks." Ask them, "Now one ss will read the sentences aloud and others will listen." Ask the groups, "Change the role and continue." (Monitor them and support them if necessary.)

<ul style="list-style-type: none"> • Provide them with correct answers for checking.
<p>Assessing learning</p> <ul style="list-style-type: none"> • Ask ss, “Write 4/5 sentences about your favourite bird or animal individually.” • Ask ss, “Exchange your exercise book with the person next to you for checking.” (Monitor them and support them if necessary.) • Read the sentences of Activity E randomly. Ask ss, “Raise your hand who can say the right punctuation marks.” Observe the class and find out who can’t answer properly. • Assess students using the relevant performance indicators included at the end of the unit.
<p>Feedback: Help the students who can’t use full stops and question marks properly & write sentences about their favourite bird or animal. Repeat the activities if necessary.</p>
<p>Summary of the session: Now summarise the session by asking ss, “What have we learnt today?”. Help them to answer properly.</p>
<p>Concluding the session: Conclude today’s session by saying, “Goodbye, see you in the next class.”</p>

Lesson 4: A Rhyme

Session	Attainable competency (ies)
Session: 95 A, B & C Page: 92, 93	2.1 Listening to rhymes, cartoons and digital contents in English for enjoyment

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

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction</p> <ul style="list-style-type: none"> • Exchange greetings with a smiling face. • Start the session with a song/rhyme/game related to ‘Animals and birds’.
<p>Review of the previous session</p> <ul style="list-style-type: none"> • Ask ss “What did we learn in the last class?” (Encourage them to answer.) • Praise the ss who answer correctly.
<p>Presentation of the session</p> <ul style="list-style-type: none"> • Show Ss the pictures of Activity A. Ask them, “Think about the picture and share your thinking with your partner”. • Ask ss the Questions of Activity A one by one. • Listen to them. Allow them to say Bangla. (Support them to answer.)

- Tell them, “Today we are going to learn a rhyme named ‘A Rhyme’.”
- Point to the ‘Cow’. Ask ss What’s this? (Elicit/ say ‘Cow’.)
- Point to the ‘Fiddle’. Ask ss What’s this? (Elicit/ say ‘Fiddle’.)
- In this way introduce new moon, laugh, sport, spoon etc. (Use techniques of teaching vocabulary.)
- Write these keywords on the board. Pointing to the pictures say the words and ask ss, “Follow and repeat after me.”
- Recite the rhyme with proper pronunciation. Ask ss, “Listen to me.” [Play audio of the lesson if possible.]
- Ask ss, “Repeat after me.” [Do it minimum twice.]
- Recite the rhyme with proper gestures. Ask ss, “Listen to me and observe.”
- Ask ss, “Follow and repeat after me.” [Do it minimum twice.]
- Recite the rhyme by clapping on the ending words. Ask ss “Follow and repeat after me”. [Do it minimum twice.]
- Ask ss, “Who can recite the rhyme?”. Ask them, “Raise your hand who can say.” Invite 1/2 s/ss in front of the class to recite and act out the rhyme. Praise them for their presentation.
- Invite students to finish the ends of your sentences, ex- *Hey diddle.....* (*diddle*). Get the students to read some of the more familiar words together by pausing.

Practice activities

- Divide ss into groups. Tell ss, “In groups, one student will recite the rhyme with proper pronunciation and gesture. Others will follow and repeat.” Tell ss, “Change the role and continue the process.” (Monitor them and support them if necessary.)
- Make pairs. Tell ss, “In pairs, S1 will recite 1st sentence with proper pronunciation and gesture. Ss will recite the 2nd sentence with proper pronunciation and gesture.” Tell them, “Continue the process till the end of the Rhyme.” Ask them, “Change the role and continue the process.” (Monitor them and support them if necessary.)
- Start from the left side of the class. Ask ss, “S1 will say 1st line of the Rhyme, S2 will say 2nd line of the Rhyme....., S5 will say 5th line of the Rhyme, S6 will say 1st line of the Rhyme.” Ask them, “Continue till every student gets a chance to say.”

Assessing learning

- In group, Tell ss “Recite the rhyme in chain drill.” S1 will say the 1st line S2 will say the 2nd line S3..... The whole class will continue it in turns in groups.
- Observe the groups and find out who can’t recite properly.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Help the students who can’t recite properly.

Summary of the session: Now summarise the session by asking ss, “What have we learnt today?”. Help them to answer properly.

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

Lesson 4: A rhyme

Session	Attainable competency (ies)
Session 96: D, E & F Page: 93	2.1 Listening to rhymes, cartoons and digital contents in English for enjoyment 8.1 Recognising and using words frequently used in the texts for participating in everyday conversations

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

Session Procedure

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction</p> <ul style="list-style-type: none"> • Exchange greetings with a smiling face. • Start the session with a song or rhyme related to ‘Animals and birds’.
<p>Review of the previous session</p> <ul style="list-style-type: none"> • Ask ss “What did we learn in the last class?” (Encourage them to answer.) • Praise the ss who answer correctly.
<p>Presentation of the session</p> <ul style="list-style-type: none"> • Tell them today we are going to recite and act out the activities from the rhyme, draw and colour your favourite animal or bird & play a game. • Recite the rhyme with proper gestures. Ask ss, “Follow and repeat after me.” [Do it minimum twice.] [Play audio of the lesson if possible.] • Invite a student in front of the class. Ask the student, “Recite and act out the rhyme.” • Act out the words – play, fiddle, jump, laugh, run etc. • Act out the words – play, fiddle, jump, laugh, run etc again. Ask ss, “Follow and do after me.” • Invite a s in front of the class. Ask him/her, “Act out the words – play, fiddle, jump, laugh, run etc.” [Help the student if necessary.]
<p>Practice activities</p> <ul style="list-style-type: none"> • Divide ss into groups. Tell ss, “In groups, one student will recite the rhyme with proper pronunciation and gesture. Others will follow and repeat.” Tell ss, “Change the role and continue the process.” (Monitor them and support them if necessary.) • In the same group ask ss, “Now one student will act out the words – play, fiddle, jump, laugh, run etc. and others will follow and do.”. Ask the groups, “Change the role and continue the process.” [Monitor group work. Help them if necessary.] • Tell ss, “Draw a picture of your favourite animal or bird. Colour it.” [Monitor them and help them if necessary.]

- Tell ss, “Display your drawing in the class.”
- Ask ss, “We are going to play a game.”
- Divide the class into groups of 4/5. Tell group members, “Say a name of animal or bird one by one.” Tell them, “If you fail to say a name in time or if you repeat any name, you will be out of the game and another group member will continue. The student who will survive to the last will be the winner.” (Monitor them and support if necessary.)

Assessing learning

- Now Ask ss, “Recite the rhyme with gesture.” Then ask them, “Act out the words – play, fiddle, jump, laugh, run etc.” Ask ss, “Raise your hand who can recite and act out.” Observe and find out who can’t write properly.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support those who can’t recite and act out during the class. Repeat Activity D if possible.

Summary of the session: Now summarise the session by asking ss, “What have we learnt today?”. Help them to answer properly.

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

Assess students using the following relevant performance indicators at the end of each session of Unit- 9 and keep record.

Class-wise attainable competency	Performance Indicator	Performance Level		
		Good	Very Good	Excellent
1.4	02.02.04.01 Ask short and simple questions about family members	Ask short and simple questions about family members with assistance	Ask short and simple questions about family members independently	Ask short and simple questions about family members for specific information
	02.02.04.02 Answer to short and simple questions about family members.	Answer to short and simple questions about family members with assistance.	Answer to short and simple questions about family members independently	Answer to short and simple questions about family members with proper information.

2.1	02.02.04.01 Answer to short and simple questions about family members.	Answer to short and simple questions about family members with assistance.	Answer to short and simple questions about family members independently	Answer to short and simple questions about family members with proper information.
	02.02.05.02 Respond to cartoons/digital contents.	Respond to cartoons and digital contents	Respond to cartoons and digital contents with joy	Respond to cartoons and digital contents with joyful expressions
4.2	02.02.12.01 Read aloud simple sentences with full stops.	Read simple sentences with full stops after teacher.	Read aloud simple sentences with full stops independently.	Read aloud simple sentences with full stops with proper pronunciation.-
	02.02.12.02 Read aloud simple sentences with question marks.	Read simple sentences with question marks after teacher.	Read aloud simple sentences with question marks independently.	Read aloud simple sentences with question marks with proper intonation.
5.1	02.02.12.01 Read aloud simple sentences with question marks.	Read simple sentences with question marks after teacher.	Read aloud simple sentences with question marks independently.	Read aloud simple sentences with question marks with proper intonation.
	02.02.13.02 Read /Get the specific information in simple sentences	Read the sentences in assistance with teacher	Read simple sentences for getting information independently	Get specific information in simple sentences

7.4	02.02.16.01 Write familiar words in correct spelling.	Write familiar words with assistance.	Write familiar words independently.	Write familiar words in correct spelling.
	02.02.16.02 Write simple sentences in correct spelling.	Write simple sentences with the help of teacher.	Write simple sentences independently.	Write simple sentences in correct spelling.
8.1	02.02.17.01 Use familiar words in everyday conversations.	Identify familiar words frequently used in the texts.	Use familiar words in everyday conversations.	Use familiar words in everyday conversations appropriately.
9.1	02.02.18.01 Use capital letters in simple sentences.	Use capital letters in simple sentences with assistance	Use capital letters in simple sentences independently.	Use capital letters in simple sentences properly.
	02.02.18.02 Use punctuation marks in simple sentences.	Use punctuation marks in simple sentences with assistance	Use punctuation marks in simple sentences independently.	Use punctuation marks in simple sentences properly.

Unit 10

Story Time

Total Lessons: 2	Total sessions: 6	Each Session Duration: 45 minutes
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Lesson	Session
Lesson 1	S97: A, B
	S98: C, D
	S99: E
Lesson 2	S100: A, B
	S101: C, D, E
	S102: F, G, H

Unit 10

Story Time

Lesson 1: The crow and the jar

Session	Attainable competency (ies)
Session 97: A, B Page: 94	3.4 Asking and answering questions for getting information about others with appropriate gesture

Teaching aids: Picture of Activity A; audio/video clip (if available)

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity

Introduction:

- Exchange greetings with a smiling face.

Review prior knowledge

- Show a picture of ‘Crow’. Ask ss “What’s the name of the bird?”
- Tell them we learnt about this bird ‘crow’. Ask ss, “Do you know any story about crow?”
- Allow some ss to share their stories.
- Then, tell them today we are going to learn a story about a crow.
- Write the title ‘The crow and the jar’ on the board.

Presentation of the session

- Tell ss ‘Open your book at page 94’. Show the picture given in Activity-A, and ask them ‘What do you see in Picture-1?’
- First, tell ss to think individually about the objects in the picture. Then, allow ss to talk about the pictures in pairs.
- Encourage ss to talk about the picture either in Bangla or English.
- Before showing Picture-2, ask ss ‘what will happen in the next picture?’
[Follow the same process to introduce Picture 2—Picture 11.]
- Then tell the story in brief to the students.

Practice activities

- **Group work:** Divide ss into groups. Ask each group to discuss the pictures.
- Encourage each student in the group to participate in the discussion.
- Monitor group work and support ss to talk in English if necessary.

Assessing learning:

- Divide ss into small groups. Put the pictures on the table in a random order. Ask ss to make the story by ordering the pictures in a sequence.

- Then, the teacher first shows the pictures and asks students randomly to talk about the pictures.
- Praise ss at the end.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support the students who cannot talk about the pictures of the story during the lesson. Reassess and make sure they are learning. Praise the ss who can do the task.

Summary of the session: Now, summarise today’s lesson. Ask ss randomly, “What have we learnt today?” [Say in Bangla if necessary]Retell the story in brief if necessary.

Concluding the session: Conclude today’s session by saying, “Goodbye, my dear ss. See you in the next class.”

Lesson 1: The crow and the jar

Session	Attainable competency (ies)
Session 98: C, D Page: 96	4.2 Reading aloud simple sentences with proper punctuation

Teaching aids: Picture of Activity A; audio/video clip (if available)

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity

Introduction:

- Exchange greetings with a smiling face.

Review of the previous session

- Show the picture of Activity-A. Tell ss to recall the objects and the story.
- Then, tell them today we are going to read the story ‘The crow and the jar’.

Presentation of the session

- Show/ hold the picture cards of the story.
- Read the story aloud. Put your finger under the lines when you read the story.
- Vary the pace of the story and the tone of your voice. Make eye contact with the students.
- Ask ss to listen carefully and put a finger under the lines while listening to the story. (Play an audio if possible).
- Read the story again. Ask students to repeat after you and put a finger under the lines.
- Read the story again using the spotting mistakes game. Ss will say the missing words aloud.

Practice activities

- **Group work:** Divide ss into groups. Ask students of the groups to read one sentence each by turns.
- Monitor group work and support ss to read the story if necessary.

Assessing learning:

- Distribute the picture cards randomly to the students, and ask them to hold the cards up so everyone can see. Then, read the story aloud and ask the class to point at the correct picture cards as you read.
- Then, ask students randomly to read aloud the sentences of the story.
- Praise ss at the end.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support the students who can't read the sentences of the story during the lesson.

Summary of the session: Now, summarise today's lesson. Ask ss randomly, "What have we learnt today?" [Say in Bangla if necessary] Retell the story in brief if necessary.

Concluding the session: Conclude today's session by saying, "Goodbye, my dear ss. See you in the next class."

Lesson 1: The crow and the jar

Session	Attainable competency (ies)
Session 99: E Page: 96	5.1 Understanding familiar words and simple sentences for specific information

Teaching aids: Picture of Activity A; audio/video clip (if available)

Session Procedures**Session Duration: 45 minutes**

Teaching Learning Activity

Introduction:

- Exchange greetings with a smiling face.

Review of the previous session

- Show the picture of Activity-A. Tell ss to recall the story.
- Then, tell them today we are going to read the story again.

Presentation of the session

- Read the story aloud. Vary the pace of the story and the tone of your voice. Make eye contact with the students.
- Ask ss to listen and repeat after you. Ask them to put a finger under the lines while listening to the story.

Practice activities

- Ask students to read the story individually.
- Tell ss to underline the difficult words while reading the story.
- Ask ss to discuss the difficult words and their meanings with their partner.
- Monitor and support ss to know the meaning of the difficult words if necessary.

Assessing learning:

- Ask students randomly to say the meaning of the words of the story.
- Then, ask some oral questions to check ss understanding of the story. Sample questions-
 - How is the day?
 - Who is tired?
 - Where is the jar?
 - Where is the water in the jar?
 - What does the crow pick up?
 - How does the crow pick up pebbles?
 - Who files away happily?
- Praise ss at the end.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support the students who cannot say the meaning of the words of the story during the lesson.

Summary of the session: Now, summarise today’s lesson. Ask ss randomly, “What have we learnt today?” [Say in Bangla if necessary] Retell the story in brief if necessary.

Concluding the session: Conclude today’s session by saying, “Goodbye, my dear ss. See you in the next class.”

Lesson 2: The boys and the frogs

Session	Attainable competency (ies)
Session 100: A, B Page: 97-98	3.4 Asking and answering questions for getting information about others with appropriate gesture

Teaching aids: Picture of Activity A; audio/video clip (if available)

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity

Introduction:

- Exchange greetings with a smiling face.

Review prior knowledge

- Show a picture of ‘Frog’. Ask ss ‘What’s the name of the animal?’
- Tell them we learnt about this animal ‘frog’.
- Ask ss, “Do you know any story about frog?”
- Allow some ss to share stories.

- Then, tell them today we are going to learn a story about frogs.
- Write the title ‘The boys and the frogs’ on the board.

Presentation of the session

- Tell ss ‘Open your book at page 97’. Show the picture given in Activity-A, and ask them ‘What do you see in Picture-1?’
- First, tell ss to think individually about the objects in the picture. Then, allow ss to talk about the pictures in pairs.
- Encourage ss to talk about the picture either in Bangla or English.
- Before showing Picture-2, ask ss “What will happen in the next picture?”
- [Follow the same process to introduce Picture 2—Picture 6.]
- Then tell the story in brief to the students.

Practice activities

- **Group work:** Divide ss into groups. Ask each group to discuss the pictures.
- Encourage each student in the group to participate in the discussion.
- Then, tell ss to make a pair. Ask ss to practice answering questions given in Activity-B in pairs.
- Monitor the activity and support ss to talk in English if necessary.

Assessing learning:

- Divide ss into small groups. Put the pictures on the table in a random order. Ask ss to make the story by ordering the pictures in a sequence.
- Then, ask oral questions given in Activity-B to check ss understanding of the story.
- Praise ss at the end.
- Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support the students who cannot talk about the pictures of the story during the lesson.

Summary of the session: Now, summarise today’s lesson. Ask ss randomly, “What have we learnt today?” [Say in Bangla if necessary] Retell the story in brief if necessary.

Concluding the session: Conclude today’s session by saying, “Goodbye, my dear ss. See you in the next class.”

Lesson 2: The boys and the frogs

Session	Attainable competency (ies)
Session 101: C, D, E Pages: 98-99	4.2 Reading aloud simple sentences with proper punctuation 5.1 Understanding familiar words and simple sentences for specific information

Teaching aids: Picture of Activity A; audio/video clip (if available)

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity
<p>Introduction:</p> <ul style="list-style-type: none"> Exchange greetings with a smiling face.
<p>Review of the previous session</p> <ul style="list-style-type: none"> Show the picture of Activity-A. Tell ss to recall the pictures and the story. Then, tell them today “We are going to read the story ‘The boys and the frogs’.”
<p>Presentation of the session</p> <ul style="list-style-type: none"> Show/ hold the picture cards of the story. Read the story aloud. Put your finger under the lines when you read the story. Vary the pace of the story and the tone of your voice. Make eye contact with the students.
<ul style="list-style-type: none"> Ask ss to listen carefully and put a finger under the lines while listening to the story. (Play an audio if possible). Read the story again. Ask students to repeat after you and put a finger under the lines. Read the story again using the spotting mistakes game. Ss will say the missing words aloud.
<p>Practice activities</p> <ul style="list-style-type: none"> Group work: Divide ss into groups. Ask students of the groups to read one sentence each by turns. to discuss the pictures. Monitor group work and support ss to read the story if necessary.
<p>Assessing learning:</p> <ul style="list-style-type: none"> Ask students randomly to read aloud the sentences of the story. Then, ask ss to give the answers to the MCQs given in Activity E. Tell ss to do this activity in their book. Check students’ answers and support if necessary. Praise ss at the end. Assess students using the relevant performance indicators included at the end of the unit.

Feedback: Support the students who cannot read the sentences of the story and answer the MCQs during the lesson.

Summary of the session: Now, summarise today’s lesson. Ask ss randomly, “What have we learnt today?” [Say in Bangla if necessary] Retell the story in brief if necessary.

Concluding the session: Conclude today’s session by saying, “Goodbye, my dear ss. See you in the next class.”

Lesson 2: The boys and the frogs

Session	Attainable competency (ies)
Session 102: F, G, H Page: 100	5.1 Understanding familiar words and simple sentences for specific information 7.4 Writing familiar words and simple sentences in correct spelling 9.1 Recognising and using capitalization and punctuation marks

Teaching aids: Picture of Activity A; audio/video clip (if available)

Session Procedures

Session Duration: 45 minutes

Teaching Learning Activity

Introduction: Exchange greetings with a smiling face.

Review of the previous session

- Show the picture of Activity-A. Tell ss to recall the story.
- Then, tell them today we are going to read the story again.

Presentation of the session

- Read the story aloud. Vary the pace of the story and the tone of your voice. Make eye contact with the students.
- Ask ss to listen and repeat after you. Ask them to put a finger under the lines while listening to the story.
- Then, ask Question-1 given in Activity-F, and show them on the board how to write the answer.

Practice activities

- Divide students into small groups.
- Ask students to discuss and answer the questions given in Activity-F. Tell them to write the answers in their exercise book.
- Encourage students to participate actively in the discussion and write the answers. [Monitor and support students if necessary.]
- Allow ss to share their answers with other groups.
- Next, show how to use capitalisation and punctuation marks in the sentences given in Activity-G.

<ul style="list-style-type: none"> • Then, ask ss to rewrite the sentences given in Activity-G using proper capitalization and punctuation marks. • Monitor and support ss in using punctuation marks if necessary.
<p>Assessing learning:</p> <ul style="list-style-type: none"> • Ask students some questions given in Activity-F, and tell them to write the answers individually in their exercise khata. • Allow ss to share their answers with another partner. • Check ss answers focusing on providing specific information to question and using punctuation marks. • Then, ask ss to colour any two pictures of Activity-A, and display them in the classroom. • Praise ss at the end. • Assess students using the relevant performance indicators included at the end of the unit.
<p>Feedback: Support the students who cannot answer the questions of the story and use punctuation marks during the lesson.</p>
<p>Summary of the session: Now, summarise today’s lesson. Ask ss randomly, “What have we learnt today?” [Say in Bangla if necessary] Retell the story in brief if necessary.</p>
<p>Concluding the session: Conclude today’s session by saying, “Goodbye, my dear ss. See you in the next class.”</p>

Assess students using the following relevant performance indicators at the end of each session of Unit- 10 and keep record.

Class-wise attainable competency	Performance Indicator	Performance Level		
		Good	Very Good	Excellent
3.4	02.02.09.01 Ask questions for getting information about others.	Ask questions for getting information about others with assistance	Ask questions for getting information about others with gesture	Ask questions for getting information about others appropriate gesture, pronunciation, & intonation.
	02.02.09.02 Answer the questions about others.	Answer the questions about others with assistance	Answer the questions about others with gesture	Answer the questions about others appropriate gesture, pronunciation, & intonation.

4.2	02.02.12.01 Read aloud simple sentences with full stops.	Read simple sentences with full stops after teacher.	Read aloud simple sentences with full stops independently.	Read aloud simple sentences with full stops with proper pronunciation.
	02.02.12.02 Read aloud simple sentences with question marks.	Read simple sentences with question marks after teacher.	Read aloud simple sentences with question marks independently.	Read aloud simple sentences with question marks with proper intonation.
5.1	02.02.12.01 Read aloud simple sentences with question marks.	Read simple sentences with question marks after teacher.	Read aloud simple sentences with question marks independently.	Read aloud simple sentences with question marks with proper intonation.
	02.02.13.02 Read /Get the specific information in simple sentences	Read the sentences in assistance with teacher	Read simple sentences for getting information independently	Get specific information in simple sentences
7.4	02.02.16.01 Write familiar words in correct spelling.	Write familiar words with assistance.	Write familiar words independently.	Write familiar words in correct spelling.
	02.02.16.02 Write simple sentences in correct spelling.	Write simple sentences with the help of teacher.	Write simple sentences independently.	Write simple sentences in correct spelling.

9.1	02.02.18.01 Use capital letters in simple sentences.	Use capital letters in simple sentences with assistance	Use capital letters in simple sentences independently.	Use capital letters in simple sentences properly.
	02.02.18.02 Use punctuation marks in simple sentences.	Use punctuation marks in simple sentences with assistance	Use punctuation marks in simple sentences independently.	Use punctuation marks in simple sentences properly.

(The end)

Academic year 2024, English TG-2



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