

## Semester One

Grade: 3

Period: I

TOPIC: READING AND COMPREHENSION

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OUTCOMES	Learning Objectives	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCY/ASSESSMENT
Learners are able to Read and process information	<p>Upon completion of the topics, learners will:</p> <ol style="list-style-type: none"> <li>1. Read a variety of stories and identify the elements</li> <li>2. Read words with varied word patterns</li> <li>3. Ask and answer different types of questions</li> <li>4. Identify beginning, middle and end of a story using story chart</li> <li>5. Identify characters, setting, and plot in a story</li> <li>6. Summarize a story</li> <li>7. Compare and contrast characters in a story</li> </ol> <p>Use context clues to</p>	<ol style="list-style-type: none"> <li>1. Reading &amp; listening</li> <li>2. COMPREHENSION <ul style="list-style-type: none"> <li>○ Story chart</li> <li>○ Story elements</li> <li>○ Main idea</li> <li>○ Context clues</li> <li>○ Story reading and summarization</li> <li>○ Comparison and contrast</li> <li>○ Read and discuss poems</li> </ul> </li> </ol>	<p><b><u>Inclusive and Differentiated Learning</u></b></p> <p><b>Individual seat work or work in small mixed groups according to gender and learning styles</b></p> <ul style="list-style-type: none"> <li>• Group identify and read words with varied patterns in texts/stories, on boards, charts, etc</li> <li>• Group preview stories- (discuss title, pictures/ illustrations)</li> <li>• Discover main idea through reading and visuals</li> <li>• Learners identify story elements</li> <li>• Pairs take turns</li> </ul>	<p><b>Primary Text</b>  Elementary Language Arts for Liberia Book 3  Gateway to English for Primary School Book 3</p> <p>Approved grade three Supplementary Readers</p> <ul style="list-style-type: none"> <li>- Ayo and his pencil</li> <li>- Lorpu becomes a super reader</li> <li>- Elementary Language Arts for Liberia Book 3</li> <li>- Gateway to English for Primary School Book 3</li> </ul> <p><b>Secondary Text</b>  USAID Grade 3 Early Grade Reading materials (Teacher's Instruction guide; Let's Read, SAB)</p>	<p><b><u>EXPECTED COMPETENCIES</u></b></p> <p>Effective Communication Skill  Analytical Skill</p> <p><b><u>ASSESSMENT STRATEGIES</u></b>  <b><u>That can be used to check competencies. Select relevant options:</u></b></p> <p>participation, group work, peer work, demonstration &amp; returned demonstration, assignments, quiz,</p>

	determine word meaning		<p>summarizing stories</p> <ul style="list-style-type: none"> <li>• Pairs describe the meaning of words based on context clues in the story</li> <li>• work with partner to make picture chart to depict story comprehension</li> <li>• work with partners who need more support to read</li> </ul>	<p><u>Story titles:</u></p> <p>'This Plant Eats Meat'</p> <p>'Dogs at Home and in the Wild'</p> <p>'Mama Famah'</p> <p>'The Rainy Season'</p> <p>'Stripes'</p> <p>'A Land of Contrast'</p> <p>'Jabu and the Lion'</p> <p>'The Story thunder and Lighting'</p> <p>'The Wind and the Sun'</p> <p>'Whose Shoes'</p> <p>'Where Does Ram Come From'</p> <p>The promise of Solar-Powered Lamp'</p>	<p>tests</p> <p>Attendance</p> <p>Participation</p> <p>Oral presentation</p> <p>Peer assessment</p>
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## Semester One

**Grade: 3**

Period: I

TOPIC: TOPIC SENTENCE AND SUPPORTING DETAIL

1.

OUTCOMES	Learning Objectives:	CONTENT	ACTIVITIES	MATERIALS	COMPETENCY/ASSESSMENT
<p>Learners are able to:</p> <ul style="list-style-type: none"> <li>• interact with peers and others using appropriate sentences</li> <li>• Use appropriate grammar and diction for every situation/occasion</li> <li>• Use graphic organizers to write about given topics</li> </ul>	<p>Upon completion of the topic, learners will:</p> <ol style="list-style-type: none"> <li>2. Define Sentence</li> <li>3. Identify topic sentences</li> <li>4. Identify supporting details</li> </ol> <p>Develop topic sentences and supporting details about given topics</p>	<p>- Definition of Sentence</p> <p>-topic sentences</p> <p>-supporting sentences</p> <p>Listening, writing &amp; Speaking:</p> <p>Oral communication using correct sentences to communicate clearly</p>	<p><b><u>Inclusive and Differentiated Learning</u></b></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> <li>• <b>Task-based</b>- write topic sentences and list supporting details</li> <li>• Connect topic sentences to supporting details to make complete sentences</li> <li>• Role play- meet and greet each other</li> <li>• Learners develop topic sentences as well as supporting details and present to class</li> </ul>	<p><b>Primary Text</b></p> <p>Elementary Language Arts for Liberia Book 3</p> <p>Gateway to English for Primary School Book 3</p> <p>Approved grade three Supplementary Readers</p> <ul style="list-style-type: none"> <li>- Ayo and his pencil</li> <li>- Lorpu becomes a super reader</li> <li>- Fun in the interior</li> <li>- Ujae works hard</li> <li>- The empty water tank</li> <li>- Waste litter and pollution</li> <li>- Elementary Language Arts for Liberia Book 3</li> <li>- Gateway to English for Primary School Book 3</li> </ul>	<p><b><u>EXPECTED COMPETENCIES</u></b></p> <ul style="list-style-type: none"> <li>• Effective Communication skill</li> <li>• Analytical Skill</li> </ul> <p><b><u>ASSESSMENT STRATEGIES</u></b></p> <p><b><u>That can be used to check competencies.</u></b></p> <p><b><u>Select relevant options:</u></b></p> <p>participation, group work, peer work, demonstration &amp; returned demonstration, quiz, tests</p> <p>Attendance</p> <p>Participation</p> <p>Oral presentation</p> <p>Peer assessment</p> <p>Role play</p>

				<b>Secondary Text</b> <i>USAID EGR grade 3 materials</i> Elementary Language Arts for Liberia-Book 3 Links: <a href="http://www.proteacher.org">www.proteacher.org</a> <a href="http://www.teachingenglish.org.uk">www.teachingenglish.org.uk</a>	
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## Semester One

Grade: 3

Period: I

TOPICS:

A. SENTENCE WRITING

B. VOCABULARY DEVELOPMENT

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

			<p>sentences that summarize a story they have read</p> <ul style="list-style-type: none"> <li>• Learners participate in spelling drills</li> <li>• Learners construct vocabulary webs for unknown words in a story</li> <li>• Review sight words with flash cards</li> </ul> <p>Note: Teacher to obtain <b><i>periodic subject word</i></b> list at the school level</p>	<p>Liberia Book 3</p> <ul style="list-style-type: none"> <li>- Gateway to English for Primary School Book 3</li> </ul> <p><b><u>Secondary Text:</u></b>  <i>USAID EGR materials for grade 3</i>  <a href="https://www.fastweb.com">https://www.fastweb.com</a></p>	<p>tests</p> <p>Attendance  Participation  Oral presentation  Peer assessment  Role play &amp; responsibility</p>
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## Semester One

Grade: 3

Period: II

Topic: READING & COMPREHENSION

OUTCOMES	Learning objectives:	CONTENT	ACTIVITIES	MATERIALS	COMPETENCY/ASSESSMENT
<p>Learners are able to: use letter-sound associations, word parts, and context to read new words and interpret texts</p> <p>use basic grammatical features to appropriately compose and respond to texts</p>	<p>Upon completion of the topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Read words with varied word patterns</li> <li>2. Read and comprehend sequential texts</li> <li>3. Read diverse types of writings</li> <li>4. Identify features of a folktale</li> <li>5. Identify main idea and facts in fiction and nonfiction</li> <li>6. Identify themes in a text</li> <li>7. Identify prefixes, suffixes and</li> </ol>	<p><b>Reading &amp; listening:</b></p> <p><u>Word skill:</u> patterns: Attaching prefixes (e.g. re-, un-, dis-, mis-, multi-, de-, dys-, pro-, and imm-) to form new words</p> <p>Attaching suffixes (eg. -ness, -ful, -y, -s -es, -ed, -ing, -er, -or, -ment, -less, -ion, -ery, -ory, -ary, -able, and -ible) to form new words</p> <p>Sequential words usage (first, next,</p>	<p><b><u>Inclusive and Differentiated Learning</u></b></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> <li>• Do word search and sort words with related patterns in a given text, etc</li> <li>• Practice using sequential words (first, next, then, etc.) to write sentences</li> <li>• Read patterned words in stories, etc.</li> <li>• Use prefixes and suffixes to form new words</li> <li>• Read a story, compare and contrast the characters</li> <li>• Readers' Theatre</li> </ul>	<p><b>Primary Text</b> Elementary Language Arts for Liberia Book 3 Gateway to English for Primary School Book 3</p> <p>Approved grade three Supplementary Readers</p> <ul style="list-style-type: none"> <li>- Ayo and his pencil</li> <li>- Lorpu becomes a super reader</li> <li>- Fun in the interior</li> <li>- Ujae works hard</li> <li>- The empty water tank</li> <li>- Waste litter and pollution</li> <li>- Elementary Language Arts for Liberia Book 3</li> <li>- Gateway to English</li> </ul>	<p><b><u>EXPECTED COMPETENCIES</u></b></p> <ul style="list-style-type: none"> <li>• Effective Communication Skill</li> <li>• Analytical Skill</li> <li>• Creativity and Innovation skills</li> </ul> <p><b><u>ASSESSMENT STRATEGIES</u></b> <b><u>That can be used to check competencies. Select relevant options:</u></b></p> <p>participation, group work, peer work, demonstration &amp; returned demonstration, assignments, quizzes, tests Attendance Oral presentation Peer assessment Role play &amp; responsibility</p>

	<p>base words</p> <p>Recognize the elements of diverse types of writings</p>	<p>then, etc.)</p> <p><u>COMPREHENSION</u></p> <p><u>Diverse writings:</u></p> <ul style="list-style-type: none"> <li>○ folktales</li> <li>○ fable</li> <li>○ theme</li> <li>○ Story elements</li> <li>○ Main idea</li> <li>○ Story reading and retelling</li> <li>○ making comparison and contrast</li> <li>○ Organizing information from a text</li> </ul>		<p>for Primary School Book 3</p> <p><b><u>Secondary Text:</u></b> <i>USAID EGR, grade 3 materials-TIG, SAB, Let's Read</i></p> <p><b><u>Stories:</u></b> from <u>USAID EGR grade 3 materials:</u></p> <p>'The promise of Solar Powered Lamp'</p> <p>'How to do Basic First Aid'</p> <p>'With Some String and a Button'</p> <p>'The Chameleon King'</p> <p>'Saving the Ram'</p> <p>'A Star's Life'</p> <p>'A Comeback for Liberia's Cocoa'</p> <p>'The Orange Tree'</p> <p>'An Adventure with a Crow'</p> <p>'The Monkey and the Crocodile'</p> <p>'Ellen Johnson Sirleaf, Leader of Liberia'</p> <p>'Kanchil and the Crocodiles'</p>	
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**Semester One**



Grade: 3

Period: II

Topics:

A. UNDERSTANDING PREFIXES AND SUFFIXES

B. IDENTIFYING BASE WORDS

OUTCOMES	Learning objectives:	CONTENT	ACTIVITIES	MATERIALS	COMPETENCY/ASSESSMENT
Learners are able to use prefixes and suffixes with the right words	<p>Upon completion of the topics, learners will:</p> <ol style="list-style-type: none"> <li>1. Define prefix, suffix and base word</li> <li>2. Identify prefixes and suffixes</li> <li>3. Form new words using some prefixes and suffixes</li> <li>4. Use prefixes and suffixes correctly in sentences</li> </ol> <p>Detach prefixes and suffixes from base words</p>	<p><u>Prefixes</u> List prefixes and correctly attach them to base words to form new words</p> <p><u>Suffixes</u> List suffixes and correctly attach them to base words to form new words</p> <p><u>Base word</u> Detach base words from suffixes/prefixes</p>	<p><b><u>Inclusive and Differentiated Learning</u></b></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> <li>• Learners list five prefixes</li> <li>• Learners list five suffixes</li> <li>• Learners name/ sort words that can add prefixes &amp; suffixes and discuss the new word reference the base word</li> <li>• Learners (boys &amp; girls) practice (take turns) forming new words using prefixes and suffixes</li> <li>• Learners work in pairs to form new words</li> </ul>	<p><b>Primary Text</b></p> <ul style="list-style-type: none"> <li>- Elementary Language Arts for Liberia Book 3</li> <li>- Gateway to English for Primary School Book 3</li> </ul> <p><b>Secondary Text</b> USAID Early Grade Reading Grade 3 Materials</p> <p>Elementary Language Arts for Liberia-Book 3</p>	<p><b><u>EXPECTED COMPETENCIES</u></b></p> <ul style="list-style-type: none"> <li>• Effective Communication Skills</li> <li>• Creativity and Innovation Skills</li> </ul> <p><b><u>ASSESSMENT STRATEGIES That can be used to check competencies. Select relevant options:</u></b></p> <p>participation, group work, peer work, demonstration &amp; returned demonstration, assignments, quiz, tests Attendance Oral presentation Peer assessment</p>

Semester One

Grade: 3

Period: II

TOPICS: WRITING COMPOSITION AND VOCABULARY DEVELOPMENT

OUTCOMES	Learning objectives:	CONTENT	ACTIVITIES	MATERIALS	COMPETENCY/ASSESSMENT
Learners are able to improve on spelling and writing skills for effective communication	Upon completion of the topics, learners will: <ol style="list-style-type: none"><li>1. Write sentences using prefixes and suffixes</li><li>2. Complete a main idea and supporting details graphic organizer from text</li><li>3. Write a paragraph that uses detail to support a main idea</li></ol>	Spelling & Writing:  Descriptive writing  Main idea & supporting details  Compare/contrast <u>Word development</u> Identify and use grade level vocabulary words and subject words (eg. watches misses, shredded, dozed, brushing, smiling, painless, addition, explanation, suggestion, bravery, and imaginary)	<b><u>Inclusive and Differentiated Learning</u></b>  Individual seat work or work in small mixed groups according to gender and learning styles Learners: <ul style="list-style-type: none"><li>• In groups of threes, write descriptive sentences and paragraphs</li><li>• Discovery learning: take turns to identify prefixes &amp; suffixes in texts</li><li>• In groups, derive the meaning that suffixes and prefixes give various words</li><li>• Use graphic organizers to identify main idea</li></ul>	<b>Primary Text</b> <ul style="list-style-type: none"><li>- Elementary Language Arts for Liberia Book 3</li><li>- Gateway to English for Primary School Book 3</li></ul> <b>Secondary Text</b> USAID Early Grade Reading Grade 3 Materials  Links: <a href="http://www.readingrockets.org">www.readingrockets.org</a>	<b><u>EXPECTED COMPETENCIES</u></b> <ul style="list-style-type: none"><li>• Effective Communication Skills</li><li>• Analytical skills</li><li>• Creativity and Innovation Skills</li></ul> <b><u>ASSESSMENT STRATEGIES</u></b> <b><u>That can be used to check competencies. Select relevant options:</u></b>  Group work, peer work, demonstration & returned demonstration, assignments, quizzes, tests Attendance Participation Oral presentation Peer assessment

	<p>4. Write comparison paragraphs</p> <p>Demonstrate knowledge of new words formed using vocabulary webs</p>		<p>and supporting details</p> <ul style="list-style-type: none"><li>• Use new vocabulary correctly</li></ul>		
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**Subject: English/Reading**

Grade: 3

Period: III

**TOPIC: READING & COMPREHENSION**

OUTCOMES	Learning objectives	CONTENT	ACTIVITIES	MATERIALS	COMPETENCY/ASSESSMENT
Learners are able to: <ul style="list-style-type: none"><li>analyze text content and share ideas, information and messages with others</li><li>discover and discuss narrator's point of view</li></ul>	Upon completion of the topic, learners will <ol style="list-style-type: none"><li>Read and analyze journals, articles and other informational texts</li><li>Demonstrate vocabulary and structural analysis activity</li><li>Discuss nonfiction text and articles in a small group</li></ol> Describe a narrator's point of view	<u>Reading &amp; listening:</u>  Journals Articles Informational texts  Read fictional and nonfictional stories  Interpret narrator's point of view(1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup> persons)	<b><u>Inclusive and Differentiated Learning</u></b>  Individual seat work or work in small mixed groups according to gender and learning styles <ul style="list-style-type: none"><li>Peer &amp; group reading support</li><li>Read aloud nonfiction text for fluency</li><li>Discussions and discoveries of text features</li><li>Read and retell</li><li>Read an activity page using problem and solution</li><li>Identify text structure using</li></ul>	<b>Primary Text</b> Elementary Language Arts for Liberia Book 3 Gateway to English for Primary School Book 3 <ul style="list-style-type: none"><li>Graphic organizers</li><li>Relevant books and visuals</li><li>USAID Read Liberia grade 3 reading materials (TIG, SAB, Reader)</li></ul> Suggested EGR Read aloud stories: <ul style="list-style-type: none"><li><b>A Quilt for a Queen</b></li><li><b>The Hippo Water Roller</b></li><li><b>Water for Everyone</b></li><li><b>It Starts With me</b></li><li><b>A Trip to Grandma's</b></li></ul> Links: <a href="http://www.independent.org">www.independent.org</a> <a href="http://www.monstercrawler.com">www.monstercrawler.com</a> <a href="https://www.quora.com">https://www.quora.com</a>	<b><u>EXPECTED COMPETENCIES</u></b> <ul style="list-style-type: none"><li><b>Effective Communication Skill</b></li><li><b>Analytical Skill</b></li><li><b>Creativity &amp; Innovation Skills</b></li><li><b>Organizational ability</b></li></ul> <b><u>ASSESSMENT STRATEGIES</u></b> <b><u>That can be used to check competencies.</u></b> <b><u>Select relevant options:</u></b>  participation, group work, peer work, demonstration & returned demonstration, assignments, quiz, tests

			<p>signal words</p> <ul style="list-style-type: none"> <li>• In a group of four, discuss genre and story elements</li> <li>• Define types of <i>point of view</i></li> <li>• Discover the author's point of view in a given text</li> <li>• Determine and use adjectives in speech and writings</li> </ul> <p>Assignments;</p> <ul style="list-style-type: none"> <li>• Find and bring to class articles and journals of other writers</li> </ul>		<p>Attendance Participation Oral presentation Peer assessment Role play &amp; responsibility</p>
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### Semester One

**Subject: English/Grammar**

Grade: 3

Period: III

**TOPIC: RECOGNIZING ADJECTIVES**

OUTCOMES	Learning objectives:	CONTENT	ACTIVITIES	MATERIALS	COMPETENCY/ASSESSMENT
<p>Learners are able to:</p> <p>Use appropriate grammar and diction for clearer speaking and writing</p> <p>Utilize descriptors to improve writing</p>	<p>Upon completion of the topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Define adjectives</li> <li>2. Identify and use adjectives</li> <li>3. Develop descriptive narratives on various topics</li> </ol> <p>Participate in oral communication</p>	<p>WRITING AND SPEAKING</p> <p>Define Adjectives (colors, numbers, size, shape, taste, odor, sound etc.)</p> <p><u>Adjective suffixes</u> Eg. -ive, -ic, -ial</p> <p><u>Roots</u> Eg: graph and photo, auto and tele, ology and bio</p>	<p><b><u>Inclusive and Differentiated Learning</u></b></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> <li>○ Write sentences using adjectives and apply suffixes</li> </ul> <p>Develop given topics using descriptive paragraphs</p> <p>Oral presentations of writings</p>	<p>References:</p> <p><b>Primary Text</b> Elementary Language Arts for Liberia Book 3 Gateway to English for Primary School Book 3</p> <p>Approved grade three sup. books</p> <p>Links: <a href="https://www.tes.com">https://www.tes.com</a> <a href="https://www.google.com">https://www.google.com</a> <a href="https://www.youtube.com">https://www.youtube.com</a> <a href="http://peoplelikehotdogs.blogspot.com">http://peoplelikehotdogs.blogspot.com</a></p>	<p><b><u>EXPECTED COMPETENCIES</u></b></p> <ul style="list-style-type: none"> <li>• <b>Effective Communication skill:</b></li> <li>• Creativity and innovation skill</li> </ul> <p><b><u>ASSESSMENT STRATEGIES</u></b> <b><u>That can be used to check competencies. Select relevant options:</u></b></p> <p>participation, group work, peer work, demonstration &amp; returned demonstration, assignments, quiz, tests Attendance Participation Oral presentation Peer assessment Role play &amp; responsibility</p>

**Semester One**

**Subject: English/Spelling & Writing**

Grade: 3  
Period: III

**TOPIC: WORD SKILL & VOCABULARY DEVELOPMENT**

OUTCOMES	Learning objectives	CONTENT	ACTIVITIES	MATERIALS	COMPETENCY/ASSESSMENT
<p>Learners are able to:</p> <p>Demonstrate improved writing and comprehension skills.</p>	<p>Upon completion of the topics, learners will:</p> <p>Use vocabulary words in sentences/ paragraphs</p>	<p><u>SPELLING &amp; WRITING</u></p> <p><u>Word development</u></p> <p>Identify and use grade level vocabulary words)</p> <p>Journals:</p> <p>Expand word development</p>	<p><b><u>Inclusive and Differentiated Learning</u></b></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> <li>▪ Create vocabulary webs for grade level</li> <li>▪ Write sentences using grade level vocabulary</li> <li>▪ Pull out unfamiliar words from text, define and use them in sentences</li> <li>▪ Word meaning matching game</li> <li>▪ Use words in sentences that depict meaning</li> </ul>	<p><b><u>Primary Text</u></b></p> <p>Elementary Language Arts for Liberia Book 3 Gateway to English for Primary School Book 3</p> <p>Elementary Language Arts for Liberia-Book 3</p> <p>Moe Sup. books</p> <p>Links:</p> <p><a href="http://www.write.com/writing">www.write.com/writing</a></p> <p><a href="https://www.youtube.com/watch">https://www.youtube.com/watch</a></p> <p><a href="https://journaltherapy.com">https://journaltherapy.com</a></p>	<p><b><u>EXPECTED COMPETENCIES</u></b></p> <ul style="list-style-type: none"> <li>• <b>Effective Communication skill</b></li> <li>• <b>Creativity and innovation skill</b></li> </ul> <p><b><u>ASSESSMENT STRATEGIES</u></b></p> <p><b><u>That can be used to check competencies. Select relevant options</u></b></p> <p>participation, group work, peer work, demonstration &amp; returned demonstration, assignments, quiz, tests Attendance Participation Oral presentation Peer assessment Role play &amp; responsibility</p>

			<ul style="list-style-type: none"><li>▪ Write about a show you watched on television using some root words you learned</li></ul>		.
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Semester Two

Subject: English/Reading

Grade: 3



Period: IV

**TOPIC: READING & COMPREHENSION**

OUTCOMES	Learning objectives:	CONTENT	ACTIVITIES	MATERIALS	COMPETENCY/ASSESSMENT
<p>Learners are able to:</p> <p>analyze text content and share ideas, information and messages with others, and make inferences and predictions</p>	<p>Upon completion of the topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Read journal articles</li> <li>2. Identify main idea and supporting details of an article</li> <li>3. Read nonfiction articles</li> <li>4. Identify the features of nonfiction</li> </ol> <p>Make inferences and predictions from texts</p>	<p>Reading &amp; listening:</p> <ul style="list-style-type: none"> <li>• Journals Articles</li> <li>• Main idea in articles and other Informational texts</li> <li>• nonfiction</li> <li>• read and analyze persuasive text</li> </ul>	<p><b><u>Inclusive and Differentiated Learning</u></b></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> <li>• Peer &amp; group reading support</li> <li>• Read aloud</li> <li>• Discussions and discoveries of text features</li> <li>• Read a story and identify facts and opinions</li> </ul> <p>Assignments;</p> <ul style="list-style-type: none"> <li>• Find and bring to class articles and journals of other writers (newspapers,</li> </ul>	<p><b><u>Primary Text</u></b></p> <p>Elementary Language Arts for Liberia Book 3</p> <p>Gateway to English for Primary School Book 3</p> <ul style="list-style-type: none"> <li>▪ Relevant books and visuals</li> <li>▪ USAID Reading materials-grade 3 reading materials (TIG, SAB, Reader)</li> </ul> <p>Suggested EGR Read aloud stories:</p> <ul style="list-style-type: none"> <li>- <b>A Trip to Grandma's</b></li> <li>- <b>A wise Idea</b></li> <li>- <b>Amelia's Own Briar</b></li> <li>- <b>Patch</b></li> <li>- <b>Why They Blow Their Tops</b></li> <li>- <b>Haboob</b></li> <li>- <b>Tamba's Doughnut</b></li> <li>- <b>The Nest</b></li> </ul>	<p><b><u>EXPECTED COMPETENCIES</u></b></p> <p><b>Effective Communication skill, analytical skill</b></p> <p><b>Creativity &amp; innovation skill</b></p> <p><b><u>ASSESSMENT STRATEGIES</u></b></p> <p><b><u>That can be used to check competencies. Select relevant options:</u></b></p> <p>participation, group work, peer work, demonstration &amp; returned demonstration, assignments, quiz, tests</p> <p>Attendance</p> <p>Participation</p> <p>Oral presentation</p> <p>Peer assessment</p> <p>Role play &amp; responsibility</p>

			<p>editorials, articles downloaded from the web,etc).</p> <ul style="list-style-type: none"><li>• Read diverse texts with understanding</li><li>• Examine text structure</li><li>• Identify story elements</li></ul>		
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**Semester Two**

**Subject: English/Grammar**

Grade: 3

Period: IV

Topic: Subject-verb agreement

A. Types of Pronouns

B. Phrases

OUTCOMES	Learning objectives	CONTENT	ACTIVITIES	MATERIALS	COMPETENCY/ASSESSMENT
<p>Learners are able to:</p> <p>Communicate clearly through speech and writing</p> <p>Demonstrate the ability to identify phrases, different types of pronouns, and effectively apply subject-verb agreement.</p>	<p>Upon completion of the topics, learners will:</p> <ol style="list-style-type: none"> <li>1. Identify Subject-verb agreement</li> <li>2. Categorize Pronouns</li> <li>3. Identify prepositional phrases</li> <li>4. Utilize pronouns, propositional phrases and subject-verb agreement in speech and writing</li> </ol>	<p>Listening, Speaking and Writing:</p> <p>Writing sentences using various types of pronouns</p> <p>Identifying phrases in a texts</p>	<p><b><u>Inclusive and Differentiated Learning</u></b></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> <li>○ Work in groups to categorize pronouns</li> <li>○ work with partners to write sentences which include phrases</li> <li>○ Ask learners to share their sentences with the class</li> <li>○ Develop stories to showcase the use of subject-verb agreement, different types of pronouns, as well as phrases</li> <li>○ Independently identify phrases and personal</li> </ul>	<p><b><u>Primary Text</u></b></p> <p>Elementary Language Arts for Liberia Book 3</p> <p>Gateway to English for Primary School Book 3</p> <p>Links  <a href="https://cmsw.mit.edu">https://cmsw.mit.edu</a>  <a href="https://www.liferichpublishing.com">https://www.liferichpublishing.com</a></p>	<p><b><u>EXPECTED COMPETENCIES:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Effective Communication skills</b></li> <li>• <b>Organizational Ability</b></li> <li>• <b>Creativity and innovation skill</b></li> </ul> <p><b><u>ASSESSMENT STRATEGIES</u></b>  <b><u>That can be used to check competencies. Select relevant options:</u></b></p> <p>participation, group work, peer work, demonstration &amp; returned demonstration, assignments, quiz, tests  Attendance  Participation  Oral presentation  Peer assessment  Role play &amp; responsibility</p>

			<div>pronouns</div> <div>○ Write sentences using phrases and personal pronouns</div>		
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Grade: 3  
Period: IV  
Topics:

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

OUTCOMES	Learning objectives	CONTENT	ACTIVITIES	MATERIALS	COMPETENCY/ASSESSMENT
<p>Learners are able to:</p> <p>Improve writing and speaking skill for effective communication</p> <p>Demonstrate the ability to differentiate synonyms, antonyms, compound words and compound nouns</p>	<p>Upon completion of the topics, learners will</p> <ol style="list-style-type: none"> <li>1. Identify synonyms</li> <li>2. Identify antonyms</li> <li>3. Recognize compound nouns</li> </ol> <p>Formulate compound nouns</p>	<p><u>Spelling &amp; Writing</u></p> <p><u>Similarity and Differences</u></p> <p>Learners will differentiate synonyms from antonyms</p> <p>Recognize and formulate compound nouns</p>	<p>Inclusive and Differentiated Learning</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> <li>• Define Synonyms and Antonyms</li> <li>• Work in small groups and write synonyms and antonyms for given words (sweet, big, tall, dangerous)</li> <li>• Work in pairs to discover objects whose names are compound nouns (blackboard, book bag, palaver hut bedroom, classroom)</li> <li>• Practice writing</li> </ul>	<p><b>Primary Text</b></p> <p>Elementary Language Arts for Liberia Book 3</p> <p>Gateway to English for Primary School Book 3</p> <p>MoE Supplementary Readers</p> <p>Links:</p> <p><a href="http://www.write.com/writing">www.write.com/writing</a></p> <p><a href="https://www.youtube.com/watch">https://www.youtube.com/watch</a></p> <p><a href="https://journaltherapy.com">https://journaltherapy.com</a></p>	<p><b><u>EXPECTED COMPETENCIES</u></b></p> <ul style="list-style-type: none"> <li>• <b>Effective Communication skill</b></li> <li>• <b>Creative and innovation skill</b></li> </ul> <p><b><u>ASSESSMENT STRATEGIES</u></b></p> <p><b><u>That can be used to check competencies. Select relevant options:</u></b></p> <p>participation, group work, peer work, demonstration &amp; returned demonstration, assignments, quiz, tests</p> <p>Attendance</p> <p>Participation</p> <p>Oral presentation</p> <p>Peer assessment</p> <p>Role play &amp; responsibility</p>

			<p>sentences using vocabulary depicting correct word meaning</p> <ul style="list-style-type: none"><li>• Solve spelling puzzles</li><li>• Participate in class contests and level spelling</li></ul>		
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**Subject: English/Reading**

Grade: 3

Period: V

TOPIC: READING AND COMPREHENSION

OUTCOMES	Learning objectives	CONTENT	ACTIVITIES	MATERIALS	COMPETENCY/ASSESSMENT
<p>Learners are able to: Analyze text, share ideas, information and messages with others</p> <p>Fluently read grade-level texts for comprehension Read for pleasure and build vocabulary skills</p>	<p>Upon completion of the topic, learners will</p> <ol style="list-style-type: none"> <li>1. Read words associated with various subjects (Mathematics, Geography, Science, Civics, Economics, and Social Studies)</li> <li>2. Discover and define new words</li> </ol>	<p>Reading, listening and writing: stories/books in different subject areas</p> <ul style="list-style-type: none"> <li>• stories/poems for enjoyment</li> <li>• short stories and elements(characters, conflict, events and climax)</li> <li>• poems</li> </ul>	<p><b><u>Inclusive and Differentiated Learning</u></b></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> <li>• Peer &amp; group reading support</li> <li>• Read aloud</li> <li>• Discussions and discoveries of story elements</li> <li>• Partners read, retell</li> </ul>	<p><b><u>Primary Text</u></b> Elementary Language Arts for Liberia Book 3 Gateway to English for Primary School Book 3</p> <ul style="list-style-type: none"> <li>▪ Relevant books and visuals</li> </ul> <p>Suggested stories:</p> <ul style="list-style-type: none"> <li>- <b>Smallest of the Small</b></li> <li>- <b>The Quiet Kingdom</b></li> <li>- <b>The Talking Goat</b></li> <li>- <b>Journey to Musadu</b></li> <li>- <b>22-years old Invents Special Fridge</b></li> <li>- <b>The Cassava Party</b></li> <li>- <b>Insects and Spiders</b></li> <li>- <b>The Big Old Yellow Bus</b></li> </ul> <p>Links:</p>	<p><b><u>EXPECTED COMPETENCIES</u></b></p> <ul style="list-style-type: none"> <li>• <b>Effective Communication skill, Analytical skill</b></li> <li>• <b>Creativity &amp; Innovation skills</b></li> </ul> <p><b><u>ASSESSMENT STRATEGIES</u></b> <b><u>That can be used to check competencies.</u></b> <b><u>Select relevant options</u></b></p> <p>participation, group work, peer work, demonstration &amp; returned demonstration, assignments, quiz, tests Attendance Participation</p>

	<p>3. Identify story elements</p> <p>4. Read fluently for comprehension</p> <p>Read poems for enjoyment</p>		<p>and answer comprehension questions (story interview)</p> <ul style="list-style-type: none"> <li>• Individual oral reading fluency drills</li> <li>• Vocabulary development: create word webs for new words (definition, synonyms, antonyms and usage)</li> </ul> <p>Assignments;</p> <ul style="list-style-type: none"> <li>• Find and bring to class your favorite poems, short stories etc (search the internet for samples)</li> <li>• Read diverse texts</li> </ul>	<p><a href="http://www.write.com/writing">www.write.com/writing</a></p> <p><a href="https://www.youtube.com/watch">https://www.youtube.com/watch</a></p> <p>- <a href="https://journaltherapy.com">https://journaltherapy.com</a></p>	<p>Oral presentation</p> <p>Peer assessment</p> <p>Role play &amp; responsibility</p>
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			<p>fluently, formulate questions and derive answers from the text</p> <ul style="list-style-type: none"> <li>• Read and map stories (title, author, setting, characters, conflict, major events, resolution and theme)</li> </ul>		
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**Subject: English/Grammar**

**Semester Two**

Grade: 3  
Period: V

**TOPIC: LETTER WRITING**

OUTCOMES	Learning objectives	CONTENT	ACTIVITIES	MATERIALS	COMPETENCY/ASSESSMENT
Learners are able to: Demonstrate improved writing skills by utilizing subject and verbs correctly	<p>Upon completion of the topics, learners will:</p> <ol style="list-style-type: none"> <li>Utilize different parts of speech</li> <li>Use subject/verb correctly</li> <li>Compare adjectives in the comparative and superlative degrees</li> </ol>	<p>Different parts of speech</p> <p>Subject/verb agreement</p> <p>Use of adjectives in comparative and superlative degrees</p> <p>Letter writing format(friendly)</p>	<p><b><u>Inclusive and Differentiated Learning</u></b></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> <li>Learners write friendly letters using different parts of speech and applying appropriate subject/verb agreement</li> <li>Learners practice writing adjectives in degrees(short, shorter, shortest)</li> <li>Group learners to create a list of ten adjectives and form the</li> </ul>	<p><b><u>Primary Text</u></b></p> <p>Elementary Language Arts for Liberia Book 3</p> <p>Gateway to English for Primary School Book 3</p> <ul style="list-style-type: none"> <li>USAID Read Liberia grade 3 materials (TIG, SAB, Reader)</li> </ul> <p><b>Links:</b></p> <p><a href="http://www.write.com/writing">www.write.com/writing</a></p> <p><a href="https://www.youtube.com/watch">https://www.youtube.com/watch</a></p> <p><a href="https://journaltherapy.com">https://journaltherapy.com</a></p> <p><a href="http://www.education.com">www.education.com</a></p> <p>Offline Games Activities › Word Recognition</p> <p><a href="http://www.readwritethink.org">www.readwritethink.org</a> › Classroom Resources ›</p> <p>Relevant objects, pictures, short stories, picture story books, puzzles, audio recordings of non-fiction stories</p>	<p><b><u>EXPECTED COMPETENCIES</u></b></p> <ul style="list-style-type: none"> <li>Effective Communication skill</li> <li>Analytical &amp; Research Skill</li> <li>Creativity and Innovation Skill</li> </ul> <p><b><u>ASSESSMENT STRATEGIES</u></b></p> <p><b><u>That can be used to check competencies.</u></b></p> <p><b><u>Select relevant options:</u></b></p> <p>participation, group work, peer work, demonstration &amp; returned demonstration, assignments, quiz, tests</p> <p>Attendance</p> <p>Participation</p> <p>Oral presentation</p> <p>Peer assessment</p> <p>Role play &amp; responsibility</p>

			<div>degrees.</div> <div>▪ Group presentations of work</div>		
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Semester Two

Subject: English/Spelling & Writing

Grade: 3

Period: V

**Topics: WORD SKILL & VOCABULARY DEVELOPMENT**

OUTCOMES	Learning objectives	CONTENT	ACTIVITIES	MATERIALS	EVALUATIONS/COMPETENCIES
Learners are able to:  demonstrate good writing skills	Upon completion of the topics, learners will: <ol style="list-style-type: none"><li>1. Spell high frequency and subject related words</li><li>2. Demonstrate understanding of vocabulary</li></ol>	<u>Spelling &amp; Writing</u> Words: <b>action, broken, expel, disagree, manuscript, signal, excel, nonliving, rectangle, revise, triangle, measure, length, distance,</b>  Descriptive and Narrative writing( <b>using created adjectival words</b> )  Word maps of high frequency words	<b><u>Inclusive and Differentiated Learning</u></b>  Individual seat work or work in small mixed groups according to gender and learning styles <ul style="list-style-type: none"><li>• Introduce spelling words</li><li>• Learners work in pair to define and practice spelling words</li><li>• Write a story about school(likes and dislikes)</li><li>• Word identification game (card, computer)</li><li>• Word meaning matching game ( I have, who has)</li><li>• Take a trial spelling test</li></ul>	<b><u>Primary Text</u></b> Elementary Language Arts for Liberia Book 3 Gateway to English for Primary School Book 3 <ul style="list-style-type: none"><li>▪ USAID EGR grade 3 materials</li><li>▪ Learners work-book</li><li>▪ Manual &amp; electronic scrabble board games for juniors</li></ul> <b>Links:</b> <a href="http://www.readingrockets.org">www.readingrockets.org</a> <ul style="list-style-type: none"><li>▪</li></ul>	<b>Competencies:</b> Effective communication Skill Creativity and Innovation Skill Analytical and Research Skill  <b>Tools for evaluation:</b> participation, group work, peer work, demonstration & returned demonstration, assignments, quiz, tests  Attendance Participation Oral presentation Peer assessment Role play & responsibility

			<ul style="list-style-type: none"><li>• Reteach</li><li>• Whole word spelling method</li><li>• Practice writing sentences using words learned</li></ul>		
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**Semester Two**

**Subject: English/Reading**

Grade: 3  
Period: VI

**TOPIC: READING AND COMPREHENSION**

OUTCOMES	Learning objectives	CONTENT	ACTIVITIES	MATERIALS	COMPETENCY/ASSESSMENT
<p>Learners are able to:</p> <p>Demonstrate pronunciation of words that contain relatively complex patterns correctly and clearly</p> <p>Discuss features of folktale</p> <p>Analyze text with emphasis on cause and effect</p> <p>Read</p>	<p>Upon completion of the topics, learners will:</p> <ol style="list-style-type: none"> <li>1. Pronounce/read words containing varied word patterns</li> <li>2. Identify cause and effect relationship</li> <li>3. Compare and contrast nonfiction text</li> <li>4. Read a text for fluency</li> <li>5. Identify and understand figurative language in narrative poetry</li> <li>6. Identify</li> </ol>	<p>Reading &amp; listening:</p> <p>Word pronunciation</p> <p>Cause and effect relationship in a text</p> <p><u>Poetry:</u> Grade level poems and figurative language</p> <p>Varied subject texts for fluency</p> <p><u>Story reading</u> comprehension</p>	<p><b><u>Inclusive and Differentiated Learning</u></b></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> <li>• Word card games to find words with similar word patterns</li> <li>• read and reread texts to find words that fit a pattern and sort them</li> <li>• story read aloud and silent reading</li> <li>• read folktale (oral traditions )and discuss characteristics(characters, plot, setting, theme, events, style, tone and point of view)</li> <li>• identify and discuss figurative</li> </ul>	<p><b><u>Primary Text</u></b> Elementary Language Arts for Liberia Book 3 Gateway to English for Primary School Book 3</p> <p><b><u>Supplementary Text</u></b></p> <ul style="list-style-type: none"> <li>▪ USAID Read Liberia grade three materials (TIG, SAB, Reader)</li> <li>▪ Word charts, flash cards (student made letter, word cards)</li> <li>▪ Relevant objects, pictures, short stories, picture story books, Computer word games, puzzles, audio recordings of non-fiction stories</li> </ul> <p><u>Story titles:</u></p> <ul style="list-style-type: none"> <li>- <i>Parks to Protect the Planet</i></li> <li>- <i>New Shoes for Korpo</i></li> </ul>	<p><b><u>EXPECTED COMPETENCIES</u></b></p> <ul style="list-style-type: none"> <li>• <b>Effective Communication skills</b></li> <li>• <b>Analytical skills</b></li> </ul> <p><b><u>ASSESSMENT STRATEGIES</u></b> <b><u>That can be used to check competencies.</u></b> <b><u>Select relevant options:</u></b></p> <p>participation, group work, peer work, demonstration &amp; returned demonstration, assignments, quizzes, tests Attendance Participation Oral presentation</p>

narrative poems and identify the figurative language	features of a folktale		<p>language(simile, metaphor, personification, hyperbole, onomatopoeia, symbolism)</p> <ul style="list-style-type: none"> <li>• identify text details that support main idea of a text</li> <li>• read story and establish cause and effect relationship( cause-what makes something happen- and effect is the thing that happens) Clue words: (as a result, because, due to, so, therefore, the reason that/the reason for)</li> <li>• peer support reading(think-paired-share)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Spot's Surprise</i></li> <li>- <i>Zainab and the Pencil</i></li> <li>- <i>Sando Finds a New Pet</i></li> <li>- <i>The Dancing Tree</i></li> </ul> <p><b>Links:</b></p> <p><a href="https://www.education.com">https://www.education.com</a></p> <p><a href="http://www.tesol.org">www.tesol.org</a></p> <p><a href="http://www.learnzillion.com">www.learnzillion.com</a></p> <p><a href="http://www.verywellfamily.com">www.verywellfamily.com</a></p> <p><a href="http://www.homeofbob.com">www.homeofbob.com</a></p>	Peer assessment Role play & responsibility
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## Semester Two

Subject: English/Grammar

Grade: 3

Period: VI

**TOPIC: LANGUAGE DEVELOPMENT**

OUTCOMES	Learning objectives	CONTENT	ACTIVITIES	MATERIALS	COMPETENCY/ASSESSMENT
<p>Learners are able to: Define, identify and form contractions</p> <p>Distinguish and use conjunctions</p> <p>Brainstorm and develop BCRs about various topics</p>	<p>Upon completion of the topics, learners will:</p> <ol style="list-style-type: none"> <li>1. Identify and form contractions</li> <li>2. Use conjunctions</li> <li>3. Develop Brief Constructive Responses (BCR)</li> </ol>	<p>A. <u>Listening, Writing and Speaking</u></p> <ul style="list-style-type: none"> <li>• Definition and use of contractions and conjunctions <u>Contractions:</u> I + am=I'm do + not = don't <u>Conjunctions:</u> but, and, or, therefore, however, because, for</li> </ul>	<p><b><u>Inclusive and Differentiated Learning</u></b></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> <li>• Define and formulate list of contractions</li> <li>• Partner game</li> <li>• Combine simple sentences using conjunctions e.g. Kemah lives here. She works in Monrovia. (Kemah lives here, but works in Monrovia.)</li> <li>• Learners generate simple sentences to be combined</li> <li>• Learners provide topics of interest to develop BCRs</li> </ul>	<p><b><u>Primary Text</u></b> Elementary Language Arts for Liberia Book 3 Gateway to English for Primary School Book 3</p> <p><b><u>Supplementary Text</u></b></p> <ul style="list-style-type: none"> <li>▪ USAID Read Liberia grade three materials (TIG, SAB, Reader)</li> </ul> <p><b><u>Links:</u></b> <a href="https://www.education.com">https://www.education.com</a> <a href="http://www.readwritethink.org">www.readwritethink.org</a> <a href="http://www.grammaryourdictionary.com">www.grammaryourdictionary.com</a> <a href="http://www.partsofspeech.org">www.partsofspeech.org</a></p>	<p><b><u>EXPECTED COMPETENCIES</u></b></p> <p><b>Effective Communication skills</b> <b>Creativity and Innovation skills</b></p> <p><b><u>ASSESSMENT STRATEGIES That can be used to check competencies. Select relevant options:</u></b></p> <p>participation, group work, peer work, demonstration &amp; returned demonstration, assignments, quizzes, tests</p> <p>Attendance Participation Oral presentation Peer assessment</p>

**Semester Two**

**Subject: English/Spelling & Writing**



Grade: 3  
Period: VI  
Topics:

**A. ORIGIN OF WORDS**

**B. WORD SKILL & VOCABULARY DEVELOPMENT**

OUTCOMES	Learning objectives	CONTENT	ACTIVITIES	MATERIALS	COMPETENCY/ASSESSMENT
<p>Learners are able to:</p> <p>Identify word origin</p> <p>Define and spell words in different subject areas</p> <p>Use context clues to aid vocabulary comprehension</p>	<p>Upon completion of the topics, learners will:</p> <ol style="list-style-type: none"> <li>1. Identify the origin of words</li> <li>2. Define an spell subject related words</li> <li>3. Demonstrate understanding of vocabulary and related subject words in context</li> </ol>	<p>Origin of Words</p> <p>Definition of spelling words and subject related words</p> <p>Context clues to promote comprehension of word meaning</p> <p><b>Review vocabulary</b></p> <p>action, broken, expel, disagree, manuscript, signal, excel, nonliving, rectangle, revise, triangle,</p>	<p><b><u>Inclusive and Differentiated Learning</u></b></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> <li>• Research word origin</li> <li>• Word meaning matching game</li> <li>• Spelling drills</li> <li>• Play junior scrabble games (<i>manual/ electronic</i>)</li> <li>• Whole word</li> </ul>	<p><b><u>Primary Text</u></b> Elementary Language Arts for Liberia Book 3 Gateway to English for Primary School Book 3</p> <p><b><u>Secondary Text:</u></b></p> <ul style="list-style-type: none"> <li>▪ USAID Read Liberia grade three materials (TIG, SAB, Reader)</li> </ul> <p><b><u>Links:</u></b></p> <p><a href="http://www.education.com">www.education.com</a> <a href="http://www.learnzillion.com">www.learnzillion.com</a></p>	<p><b><u>EXPECTED COMPETENCIES</u></b></p> <ul style="list-style-type: none"> <li>• <b>Effective communication skill</b></li> <li>• <b>Creativity and Innovation skill</b></li> </ul> <p><b><u>ASSESSMENT STRATEGIES</u></b> <b><u>That can be used to check competencies. Select relevant options:</u></b></p> <p>participation, group work, peer work, demonstration &amp; returned demonstration, assignments, quizzes tests Attendance Participation Oral presentation Peer assessment Role play &amp; responsibility</p>

		measure, length, distance	spelling method <ul style="list-style-type: none"> <li>• Formulation of new words (signal=sign, sin, in, lag, nail, ail)</li> <li>• Read grade level books in other subject areas (Science, Social Studies, etc)</li> </ul>		
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## SEMESTER ONE

**SUBJECT: English Grammar**

GRADE: 4

PERIOD: I

**TOPICS:**

- A. Kinds and Types of sentences
  - B. Kinds of adjectives
  - C. Connecting words, phrases and sentences
  - D. Short and long vowel sounds
- 1.

Outcomes	Learning objectives:	Contents	Activities	Materials	COMPETENCY/ASSESSMENT
<b>Learners are able to:</b>  Develop skills in using sentences, punctuations, kinds of adjectives, conjunctions, definite and indefinite articles and short and long vowel sounds	<b>upon completion of the topic, learners will:</b>  1. Demonstrate command of formal English through speech and writing  2. Demonstrate the use of short and long vowel sounds	Kinds and Types of sentences  Punctuations  Adjectives( indefinite( few, many, some), demonstrative( this, that, those and these), interrogative(which, what, whose) and quantitative(numbers, many, half, a lot) ) Possessive adjectives(my, mine, his, hers, theirs, ours, yours, its)	<b>Inclusive and Differentiated Learning</b> Individual seat work or work in small mixed groups according to gender and learning styles  Solicit different kinds and types of sentences from learners. Eg: Declarative (statement): <ul style="list-style-type: none"><li>• Massa is pretty.</li></ul> Interrogative(question): <ul style="list-style-type: none"><li>• Is it raining?</li></ul> Imperative(command): <ul style="list-style-type: none"><li>• Close the door.</li></ul> Exclamatory(strong	<b>Primary Text</b> Elementary Language Arts for Liberia Book 4 Gateway to English for Primary School Book 4 <b>Secondary Text:</b> <ul style="list-style-type: none"><li>▪ USAID Read Liberia grade three materials (TIG, SAB, Reader)</li></ul> <b>Links:</b> <a href="http://www.education.com">www.education.com</a> <a href="http://www.learnzillion.com">www.learnzillion.com</a>	<b><u>EXPECTED COMPETENCIES</u></b> <ul style="list-style-type: none"><li>• <b>Effective communication skill</b></li><li>• <b>Analytical skill</b></li><li>• <b>Digital skill.</b></li></ul> <b><u>ASSESSMENT STRATEGIES</u></b> <b><u>That can be used to check competencies. Select relevant options:</u></b>  participation, demonstration, assignments, quiz, tests individual work, home work class work

		<p>Connecting words, phrases and sentences (conjunctions: and, but, or)</p> <p>Short and long vowel sounds</p> <p>Definite and indefinite articles (the, a, an)</p>	<p>feeling): What a scene!</p> <p><b>Types of Sentences:</b> Simple sentence:</p> <ul style="list-style-type: none"> <li>• I love to go to school.</li> </ul> <p>Compound sentence:</p> <ul style="list-style-type: none"> <li>• I love to go to school and learn different subjects.</li> </ul> <p>Group learners to formulate simple and compound sentences with the appropriate punctuations.</p> <p>Use the following words as indefinite adjectives in sentences</p> <ul style="list-style-type: none"> <li>• few</li> <li>• many</li> <li>• some</li> </ul> <p>Use the following adjectives to formulate various kinds and types of sentences:</p> <ul style="list-style-type: none"> <li>• Demonstrative</li> <li>• Interrogative</li> <li>• Quantitative</li> <li>• Possessive</li> </ul> <p><b>Short and Long vowel sounds</b> Learners identify words that do not have a short vowel</p>	<p><a href="#">m</a></p> <p>Textbook: Effective ENGLISH for Junior Secondary Schools (Evans Brothers) Flash cards Poster sheets</p>	
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			<p>sound:</p> <ol style="list-style-type: none"><li>beat cap sin</li><li>set ape apple</li></ol> <p>Short vowel sounds: Write one word for each short vowel:</p> <ol style="list-style-type: none"><li>a _____</li><li>e _____</li><li>i _____</li><li>o _____</li><li>u _____</li></ol> <p>Long vowel sounds: <b>Circle the word with long vowel:</b></p> <ol style="list-style-type: none"><li>son ice bat</li><li>gate ant up</li><li>on pot no</li></ol> <p>Practice words with long vowel sounds.</p> <p><b>Matching game:</b> Match correct articles to words or sentences: Eg: banana = a banana apple = an apple Ministry of Education = The Ministry of Education</p>		
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**SUBJECT: English and spelling**

GRADE: 4

PERIOD: II

**TOPIC:**

- A. Simple tenses: present, past and future
- B. Contractions
- C. Consonant sounds, consonant blends

Outcomes	Learning Objectives	Contents	Activities	Materials	COMPETENCY/ASSESSMENT
<b>Learners are able to:</b> Distinguish and uses tenses, form contractions and identify and pronounce consonant blends	upon completion of the topic learners will: <ul style="list-style-type: none"><li>1. Distinguish and use verb tenses for regular and irregular verbs correctly</li><li>2. Form contractions, spell and pronounce them correctly</li><li>3. Identify and pronounce</li></ul>	<b>Verb tenses</b> Present, past and future eg: Present tense- talk ( action taking place)  Past tense- talked (action already took place)  Future tense- Will talk (action takes place in the future)	<b>Inclusive and Differentiated Learning:</b> Individual seat work or work in small mixed groups according to gender and learning styles <ul style="list-style-type: none"><li>1. Formulate tenses for the given verbs (regular and irregular) and use them correctly in sentences:<ul style="list-style-type: none"><li>a. Jump</li><li>b. Shout</li><li>c. Write</li><li>d. Choose</li></ul></li><li>2. Create a chart of regular and irregular verbs and formulate the tenses</li></ul>	<b>Primary Text</b> Elementary Language Arts for Liberia Book 4 Gateway to English for Primary School Book 4  Textbooks: NEW ELEMENTARY ENGLISH for Liberia Grade 4 (PEARSON)  Effective ENGLISH for Junior Secondary Schools (Evans Brothers)  Word charts, flash cards (learners made letter, word cards)	<b><u>EXPECTED COMPETENCIES</u></b> <ul style="list-style-type: none"><li>• Effective communication skills</li><li>• Creativity &amp; Innovation skills</li><li>• Digital skills</li></ul> <b><u>ASSESSMENT STRATEGIES</u></b> <b><u>That can be used to check competencies.</u></b> <b><u>Select relevant options:</u></b> <ul style="list-style-type: none"><li>• Oral questions</li><li>• Assignments</li><li>• Quiz</li><li>• Group presentation</li></ul>

	consonant blends	<p>Contractions Was +not = wasn't</p> <p>They + have = they've</p> <p>Consonant Blends Eg: sl – slap</p> <p>tr- trap</p> <p>ch-church</p>	<p>3. Develop a journal entry on “ A Day at School” utilizing at least ten (10) different verb tenses</p> <p>4. Form contractions from the words given: a. He + will = b. She + had = c. Would + not = d. She + would = e. They + will =</p> <p>5. Group practice creating contractions from words generated by them</p> <p>6. Use flash cards with consonants and learners create words</p> <p>Eg. a. gr – great, greed, grade, groom, grow, green b. bl – blend, blue, blow, black, blade, bloat, bleed, blur, blink</p>	<p><b>Links:</b> <a href="http://www.education.com">www.education.com</a> <a href="http://www.learnzillion.com">www.learnzillion.com</a></p>	
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## SEMESTER ONE

**SUBJECT: English and spelling**

GRADE: 4

PERIOD: III

TOPIC: READING COMPREHENSION & WRITING

Outcomes	Learning Objectives	Contents	Activities	Materials	COMPETENCY/ASSESSMENT
<p><b>Learners are able to:</b> Explicitly explain what a text states, draw inferences and identify story elements.</p> <p>Demonstrate clear and coherent writing in which the appropriate subject-verb and pronoun-antecedent agreement are utilized.</p> <p>Recognize the types of paragraphs in any composition</p> <p>Develop vocabulary Skills using homonyms</p>	<p><b>upon completion of the topic learners will</b></p> <ol style="list-style-type: none"> <li>1. Explain what a text explicitly states</li> <li>2. Draw inferences from a text</li> <li>3. Identify the story elements</li> <li>4. Demonstrate the appropriate use of subject-verb and pronoun-antecedent agreement</li> </ol>	<p><b>Types of Text:</b> descriptive expository persuasive informative</p> <p><b>Story elements:</b> Plot Characters Conflict Setting Climax Resolution Theme</p> <p>Subject-verb agreement</p> <p>Pronoun and antecedent</p>	<p><b>Inclusive and Differentiated Learning:</b> Individual seat work or work in small mixed groups according to gender and learning styles</p> <ol style="list-style-type: none"> <li>1. Learners recognize different types of texts <ul style="list-style-type: none"> <li>• Purpose (purpose for which a text is written determines which type it is). Eg. <ol style="list-style-type: none"> <li>a. School information sheet = <b>informative text</b></li> <li>b. An advertisement to purchase something = <b>persuasive text</b></li> <li>c. A text that describes an event ( football match, short</li> </ol> </li> </ul> </li> </ol>	<p><b>Primary Text</b> Elementary Language Arts for Liberia Book 4 Gateway to English for Primary School Book 4</p> <p>NEW ELEMENTARY ENGLISH for Liberia Grade 4 (PEARSON)</p> <p>Effective ENGLISH for Junior Secondary Schools (Evans Brothers)</p> <p><b>Links:</b> <a href="http://www.education.com">www.education.com</a> <a href="http://www.learnzillion.com">www.learnzillion.com</a> <a href="http://www.study.com">www.study.com</a></p>	<p><b><u>EXPECTED COMPETENCIES</u></b></p> <ul style="list-style-type: none"> <li>• Effective communication skill</li> <li>• Digital skill</li> <li>• Analytical &amp; Innovation skills</li> </ul> <p><b><u>ASSESSMENT STRATEGIES</u></b> <b><u>That can be used to check competencies.</u></b> <b><u>Select relevant options</u></b></p> <p>participation, demonstration, assignments, quiz, tests, individual work, home work class work, discussion</p>



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

**SUBJECT: English and spelling**

GRADE: 4

PERIOD: IV

TOPICS: VOCABULARY & SPELLING

Outcomes	Learning Objectives	Contents	Activities	Materials	COMPETENCY/ASSESSMENT
<p><b>Learners are able to:</b> Form and create passages with new words by combining prefixes and suffixes to root words, define and use vocabulary in speech writing and demonstrate knowledge of the meaning of prefixes and suffixes.</p>	<p><b>upon completion of the topic learners will:</b></p> <ol style="list-style-type: none"> <li>1. Form new words by combining prefixes and or suffixes to root words</li> <li>2. Define and use vocabulary in speech and writing</li> <li>3. Demonstrate knowledge of the meaning of prefixes and suffixes</li> <li>4. Create passages with new words</li> </ol>	<p>Prefixes, root words and suffixes Eg.</p> <p><b>Prefixes:</b></p> <ol style="list-style-type: none"> <li>a. dis (means not , or the opposite of)</li> <li>b. non (means not)</li> <li>c. super (means above)</li> </ol> <p><b>Root words:</b></p> <ol style="list-style-type: none"> <li>a. agree</li> <li>b. toxic</li> <li>c. market</li> </ol> <p><b>Suffixes:</b></p> <ol style="list-style-type: none"> <li>a. ment</li> <li>b. ity</li> <li>c. able</li> </ol> <p><b>Vocabulary:</b></p> <ol style="list-style-type: none"> <li>a. disagree</li> <li>b. nontoxic</li> <li>c. supermarket</li> <li>d. agreement</li> <li>e. toxicity</li> <li>f. marketable</li> </ol>	<p><b>Inclusive and Differentiated Learning:</b></p> <p><b>Individual seat work or work in small mixed groups according to gender and learning styles</b></p> <p>Learners demonstrate the knowledge of the combination of prefixes and suffixes to root words</p> <p>Provide the meaning of the given word, add prefixes un-, en- or ex- to the word then provide the meaning of the new word:</p> <ol style="list-style-type: none"> <li>a. do</li> </ol> <p>meaning: prefix + word = new word Meaning of new word. Eg. do = to accomplish Un + do = undo Undo = not to accomplish</p> <p>Write a single word bi-, tri- or</p>	<p><b>Primary Text</b> Elementary Language Arts for Liberia Book 4 Gateway to English for Primary School Book 4</p> <p>NEW ELEMENTARY ENGLISH for Liberia Grade 4 (PEARSON)</p> <p>Textbook: Effective ENGLISH for Junior Secondary Schools</p> <p><b>Links:</b> <a href="http://www.education.com">www.education.com</a> <a href="http://www.learnzillion.com">www.learnzillion.com</a> <a href="http://www.study.com">www.study.com</a> <a href="http://www.teach-nology.com">www.teach-nology.com</a></p>	<p><b><u>EXPECTED COMPETENCIES</u></b></p> <ul style="list-style-type: none"> <li>• Effective communication skill</li> <li>• Digital skill</li> <li>• Creativity and Innovation skills</li> </ul> <p><b><u>ASSESSMENT STRATEGIES</u></b> <b><u>That can be used to check competencies.</u></b> <b><u>Select relevant options:</u></b></p> <p>participation, demonstration, assignments, quiz, tests, individual work, home work, class work, discussion</p>

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

**SUBJECT: English Grammar**

GRADE: 4

PERIOD: V

TOPIC: READING, WRITING & SPEAKING

Outcomes	Learning Objectives:	Contents	Activities	Materials	COMPETENCY/ASSESSMENT
<p><b>Learners are able to:</b> Read, write and speak correctly as well as develop autobiographies and biographies.</p>	<p><b>upon completion of the topic learners will:</b></p> <ol style="list-style-type: none"> <li>1. Read and comprehend a variety of texts</li> <li>2. Improve speaking skill</li> </ol> <p>Develop autobiographies and biographies</p>	<p>Reading, Writing and speaking:</p> <ol style="list-style-type: none"> <li>a. Reading variety of texts</li> <li>b. Writing autobiographies and biographies</li> <li>c. Individual and group presentations</li> </ol>	<p><b>Inclusive and Differentiated Learning:</b></p> <p><b>Individual seat work or work in small mixed groups according to gender and learning styles</b></p> <p>Make it better:</p> <ol style="list-style-type: none"> <li>1. Read through what you have written</li> <li>2. Make sure your introduction get the reader's attention</li> <li>3. Let your paragraphs support the topic sentence and interesting information</li> <li>4. Use different kinds and types of sentences and proper punctuations.</li> <li>5. Edit before submitting work</li> </ol> <p>Discuss with learners steps in improving speaking skills.</p> <ol style="list-style-type: none"> <li>1. Reading out aloud</li> </ol>	<p>Textbook: <b>Primary Text</b> Elementary Language Arts for Liberia Book 4 Gateway to English for Primary School Book 4</p> <p>NEW elementary ENGLISH for Liberia Grade 4 (PEARSON)</p> <p><b>Links:</b> <a href="http://www.education.com">www.education.com</a> <a href="http://www.learnzillion.com">www.learnzillion.com</a> <a href="http://www.study.com">www.study.com</a> <a href="http://www.teach-nology.com">www.teach-nology.com</a></p>	<p><b><u>EXPECTED COMPETENCIES</u></b></p> <ul style="list-style-type: none"> <li>• Effective communication skill</li> <li>• Digital skill</li> <li>• Research &amp; problem solving skills</li> <li>• Analytical skill</li> <li>• Creativity &amp; Innovation skills</li> <li>• Organizational ability</li> </ul> <p><b><u>ASSESSMENT STRATEGIES</u></b> <b><u>That can be used to check competencies. Select relevant options:</u></b></p> <p>participation, demonstration, assignments, quiz, tests, individual work, home work class work, discussion</p>

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|  |  |  | <p>2. Use different tones of voice as you read</p> <p>3. Read at different speed</p> <p>4. Observe where to stop or pause to make the presentation more exciting</p> <p>5. Look up at your audience every now and then</p> <p><b>Biographies:</b><br/>Learners generate a list of prominent Liberians past or present. Teacher assigns a person to each learner to research and write a biography.</p> <p><b>Autobiography:</b><br/>Learners write about themselves and present to class.</p> |  |  |
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## SEMESTER TWO

**SUBJECT: English Grammar**

GRADE: 4

PERIOD: VI

**TOPICS:**

- A. CONSONANT DIGRAPH/VOWEL DIPHTHONGS, EG. Oy, oi, ew, etc.
- B. PREPOSITIONS AND CONJUNCTIONS
- C. SYNONYMS, ANTONYMS AND HOMONYMS

Outcomes	Learning Objectives:	Contents	Activities	Materials	Evaluation/Competencies
<p><b>Learners are able to:</b></p> <p>Develop knowledge in the use of consonant digraph, vowel diphthongs, prepositions and conjunctions as well as distinguish synonyms from antonyms and homonyms.</p>	<p><b>upon completion of the topic learners will:</b></p> <ol style="list-style-type: none"> <li>1. Identify consonant digraph and formulate words with vowel diphthongs</li> <li>2. Apply prepositions and conjunctions to connect sentences</li> <li>3. Distinguish synonyms from antonyms and homonyms</li> </ol>	<p><b>CONSONANT DIGRAPH/VOWEL DIPHTHONGS:</b></p> <p><b>Consonant digraph:</b> Eg. a. Sl = sleep b. Str = street</p> <p><b>Vowel diphthongs:</b> Eg. a. Oy = toy b. Oi = oil</p> <p>Propositions &amp; Conjunctions</p> <p>Prepositions: a. To b. For c. When d. Where</p> <p><b>Propositional phrases:</b> Eg. a. To fight a man b. For the sake of his love c. When the time comes</p>	<p><b>Inclusive and Differentiated Learning:</b></p> <p><b>Individual seat work or work in small mixed groups according to gender and learning styles</b></p> <p>Learners demonstrate the knowledge of the use of consonant digraph and vowel diphthongs</p> <p>Form a complete word by adding the missing letters</p> <p><b>consonant digraph:</b> a. bl ----- b. gr -----</p> <p><b>Vowel diphthongs:</b> a. ey ----- b. uy-----</p> <p>Learners define antonyms, homonyms and synonyms and provide examples.</p>	<p><b>Primary Text</b> Elementary Language Arts for Liberia Book 4 Gateway to English for Primary School Book 4</p> <p>NEW elementary ENGLISH for Liberia Grade 4 (PEARSON)</p> <p><b>Links:</b> <a href="http://www.education.com">www.education.com</a> <a href="http://www.learnzillion.com">www.learnzillion.com</a> <a href="http://www.study.com">www.study.com</a> <a href="http://www.teach-nology.com">www.teach-nology.com</a> <a href="http://www.gingersoftware.com">www.gingersoftware.com</a></p>	<p><b>Competencies:</b> Effective communication skill Digital skill Research &amp; problem solving skills Analytical &amp; Innovation skills</p> <p><b>Tools for evaluation:</b> participation, demonstration, assignments, quiz, tests individual work, home work class work/group work</p>

		<p>d. Where to begin the story</p> <p><b>Conjunctions:</b></p> <ul style="list-style-type: none"> <li>a. And</li> <li>b. But</li> <li>c. Meanwhile</li> <li>d. therefore</li> </ul> <p>Synonyms, antonyms and homonyms</p> <p><b>Synonyms:</b></p> <ul style="list-style-type: none"> <li>a. big --- large</li> <li>b. small ---little</li> </ul> <p><b>Antonyms:</b></p> <ul style="list-style-type: none"> <li>a. hate – love</li> <li>b. sick – well</li> </ul> <p><b>Homonyms:</b></p> <ul style="list-style-type: none"> <li>a. order – other</li> <li>b. meat – meet</li> </ul>	<p>Provide a list of words and let generate the correct antonyms, homonyms and /or synonyms.</p> <p>Ask learners to state if the following words are antonyms, homonyms or synonyms.</p> <ul style="list-style-type: none"> <li>a. up – down</li> <li>b. smell – smear</li> <li>c. old --- young</li> </ul> <p><b>Preposition game:</b></p> <p>Learners look around the classroom and state where objects are located.</p> <p>Eg. Text books = <u>under</u> the chair <u>on</u> the desk. <u>beneath</u> the desk</p> <p>Learners in groups identify prepositional phrases from texts and discuss in class.</p> <p>Learners define conjunction and give examples.</p>		
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			<p>Play a conjunction video from Youtube (<a href="http://www.youtube.com">www.youtube.com</a>) to foster learner's comprehension of conjunctions.</p> <p>Learners research various conjunctions and incorporate them in sentences.</p>		
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**SEMESTER ONE**

**SUBJECT: English Grammar**



**GRADE: 5**

**PERIOD: I**

**TOPICS:**

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

Outcomes	Learning Objectives	contents	Activities	Materials	COMPETENCY/ASSESSMENT
<b>Learners are able to:</b> Distinguish and use prepositions correctly, combine two or more sentences using conjunctions, as well as identify vowel and consonant sounds  Develop skills to pronounce initial blends	<b>: upon completion of the topics, learners will:</b>  1. Distinguish and use prepositions correctly  2. Utilize conjunctions to combine two or more sentences  3. Identify vowel and consonant sounds  Pronounce initial consonant blend	Define preposition a. Prepositional phrases  <b>Prepositions</b> Eg. By, to, under, behind, in etc.  <b>Define conjunctions:</b> a. Coordinating conjunctions F = for A = and N = nor B = but O = or Y = yet S = so  b. Subordinating conjunction <ul style="list-style-type: none"><li>• as soon as</li><li>• whenever</li></ul>	<b>Inclusive and Differentiated Learning:</b> <b>Individual seat work or work in small mixed groups according to gender and learning styles</b>  <b>Categories of Prepositions:</b> <ul style="list-style-type: none"><li>• Time ( on, in , at, since, during, before</li><li>• Place ( at, on, off, beside, under, over, <b>down</b>)</li><li>• Direction/Movement (across, through, towards, into, from)</li></ul> Learners write sentences in which they circle the prepositions and underline the prepositional phrase  <b>Writing with conjunctions:</b>	<b>Primary Text</b> Elementary Language Arts for Liberia Book 5 Gateway to English for Primary School Book 5  NEW elementary ENGLISH for Liberia Grade 5 (PEARSON)  <b>Links:</b> <a href="http://www.education.com">www.education.com</a> <a href="http://www.learnzillion.com">www.learnzillion.com</a> <a href="http://www.study.com">www.study.com</a> <a href="http://www.teach-nology.com">www.teach-nology.com</a> <a href="http://www.partofspeech.org">www.partofspeech.org</a>	<b><u>EXPECTED COMPETENCIES</u></b> <ul style="list-style-type: none"><li>• <b>Effective communication skill</b></li><li>• <b>Digital skill</b></li><li>• <b>Analytical skill</b></li><li>• <b>Organizational ability</b></li></ul> <b><u>ASSESSMENT STRATEGIES</u></b> <b><u>That can be used to check competencies.</u></b> <b><u>Select relevant options:</u></b>  Participation/discussion , group work, peer

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

**SUBJECT: Reading & Writing**

**GRADE: 5**

**PERIOD: II**

**TOPIC: COMPREHENSION**

Outcomes	Learning Objectives	contents	Activities	Materials	COMPETENCY/ASSESSMENT
<p><b>Learners are able to:</b></p> <p>Read and respond to various types of literature, interpret figurative language, compare and contrast characters, as well as apply diphthongs to reading and writing</p>	<p><b>upon completion of the topic, learners will:</b></p> <ol style="list-style-type: none"><li>1. Read and respond to various types of literatures</li><li>2. Interpret figurative language</li><li>3. Compare and contrast characters</li></ol> <p>Apply diphthongs to reading and writing</p>	<p>Reading Comprehension &amp; Writing</p> <p><b>Read:</b> Poems, short stories, newspapers and magazines</p> <p><b>Figurative language:</b> Symbolism, onomatopoeia, hyperbole, imagery, simile, metaphor, personification, alliteration</p> <p>Literal Meaning</p> <p><b>Characterization:</b></p> <p>Diphthongs :</p> <ol style="list-style-type: none"><li>1. Defining diphthongs (review)</li></ol>	<p><b>Inclusive and Differentiated Learning:</b> <b>Individual seat work or work in small mixed groups according to gender and learning styles</b></p> <p>Learners read poems, short stories, newspapers and magazines</p> <p>Learners define figurative language and provide examples</p> <p><b>Eg.</b> Alliteration: repetition of the same initial letter, sound or group of sounds</p>	<p><b>Primary Text</b> NEW Elementary ENGLISH for Liberia Book 5 Gateway to English for Primary School Book 5</p> <p>Flash cards Poster sheets</p> <p><b>Links:</b> <a href="http://www.education.com">www.education.com</a> <a href="http://www.learnzillion.com">www.learnzillion.com</a> <a href="http://www.study.com">www.study.com</a> <a href="http://www.literarydevices.net">www.literarydevices.net</a></p>	<p><b><u>EXPECTED COMPETENCIES</u></b></p> <ul style="list-style-type: none"><li>• Effective communication skill</li><li>• Digital skill</li><li>• Creativity &amp; Innovation skills</li><li>• Organizational ability</li></ul> <p><b><u>ASSESSMENT STRATEGIES</u></b> <b><u>That can be used to check competencies. Select relevant options:</u></b></p> <p>Participation/discussion, group work, peer work, , individual and class work, quizzes, tests Oral presentation</p>

		<p>2. Review diphthongs with the sounds they make</p>	<p>Eg. She sells seashells by the sea shore.</p> <p>Onomatopoeia: The use of a word to describe or imitate a natural sound, sound made by an object or an action. Eg. Boom!!,</p> <p>Learners create poems and short stories, employing the use of figurative language Eg. A poem about shapes</p> <p>Learners compare and contrast two characters from a story</p> <p>Diphthongs – a. Definition b. Give examples: ou, ow, oi, oy, ew</p> <p>Words with diphthongs: Eg. ounce, clown,</p>		
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			<p>poise, troy, newspaper, shout, now, coil, joy</p> <p>Additional words: louse, mouse, bound, sprout, proud, ground, brown, crown, bow, toil, moist, broil, Roy, Joyce, mew, newspaper, few</p>		
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SEMESTER ONE

SUBJECT: Speaking & Writing

**GRADE: 5**

**PERIOD: III**

**TOPICS:**

**A. DRAMATIZATION**

**B. INTERJECTION**

**C. MONOLOGUE AND DIALOGUE**

Outcomes	Learning Objectives	Contents	Activities	Materials	COMPETENCY/ASSESSMENT
<b>Learners are able to:</b>  Dramatize details from readings, identify and use interjections, discuss articles, pictures, poems and stories as well as present facts and ideas through dialogue and monologues.	<b>Upon completion of the topic learners will:</b> <ol style="list-style-type: none"><li>1. Read and dramatize details from readings</li><li>2. Identify and use interjections</li><li>3. Discuss articles, pictures, poems and stories</li></ol> Present facts and ideas through dialogue and monologues	<b>Speaking and Writing:</b>  Dramatization  Interjections  Articles, Pictures Poems and Stories <ul style="list-style-type: none"><li>• Dialogue</li><li>• Monologue</li></ul>	<b>Inclusive and Differentiated Learning:</b> <b>Individual seat work or work in small mixed groups according to gender and learning styles</b>  Learners read grade 5 Supplementary Reader (I am HIV Positive) or any WHO/UNAIDS article on HIV/AIDS to dramatize associated risky behaviors.  Learners infuse	<b>Primary Text</b> NEW Elementary ENGLISH for Liberia Book 5 Gateway to English for Primary School Book 5  Flash cards Poster sheets  <b>Links:</b> <a href="http://www.education.com">www.education.com</a> <a href="http://www.learnzillion.com">www.learnzillion.com</a> <a href="http://www.study.com">www.study.com</a>  Textbook: The Path of Peace (chapters 1 – 4)  1. PEARSON	<b><u>EXPECTED COMPETENCIES</u></b> <ul style="list-style-type: none"><li>• Effective communication skill</li><li>• Digital skill</li><li>• Creativity &amp; Innovation skills</li><li>• Organizational ability</li></ul> <b><u>ASSESSMENT STRATEGIES</u></b> <b><u>That can be used to check competencies. Select relevant options</u></b>  Participation/discussion, group work, peer work, , individual and class work, quizzes, tests Oral presentation

			<p>interjections in their writing or speech to express feelings Eg. Wow! We are finally done.</p> <p>Learners demonstrate the ability to express themselves in public through oral communication by presenting through dialogue (peer to peer exchange of views) and monologue (individual expression)</p> <p>Read the following chapters in the story –Path for Peace: Returning home – chapter 1 A reunion – chapter 2 Fire! - chapter 3 The truth comes out – chapter 4</p> <p>1. Learners define</p>		
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			<p>unfamiliar words to prepare for reading</p> <p>2. Learners read and explain what was read</p> <p>3. Learners connect the issues to their lives</p> <p>4. Learners generate questions based on the readings</p> <p>5. Discuss all questions at the end of the story</p>		
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## SEMESTER TWO

**SUBJECT: English Grammar**

**GRADE: 5**



**PERIOD: IV**

**TOPIC: READING AND COMPREHENSION**

Outcomes	Learning Objectives	Contents	Activities	Materials	COMPETENCY/ASSESSMENT
Learners are able to Read with clarity and comprehension, interpret and discuss the text.	<p><b>Upon completion of the topic learners will:</b></p> <ol style="list-style-type: none"> <li>1. Read silently/orally with understanding</li> <li>2. Discuss and answer questions correctly from the text</li> <li>3. Demonstrate good/active listening skills</li> </ol> <p>Think critically to interpret the text</p>	<p>Reading and comprehension</p> <p>Strategies:</p> <p>A. silent reading:</p> <ul style="list-style-type: none"> <li>• Choose reading material</li> <li>• Allot a specified amount of time</li> <li>• Use inner voice</li> <li>• Read silently and independently</li> </ul> <p>B. Oral reading Strategies:</p> <ul style="list-style-type: none"> <li>• Choose reading material</li> <li>• Allot a specified amount of</li> </ul>	<p><b>Inclusive and Differentiated Learning:</b></p> <p><b>Individual seat work or work in small mixed groups according to gender and learning styles</b></p> <p>Read the following stories: Under The Bridge and The Palm Cabbage Party</p> <ol style="list-style-type: none"> <li>1. Learners define unfamiliar words</li> <li>2. Learners read silently and/or orally using the strategies</li> <li>3. Learners connect readings to the Liberian Civil War(research online and through interviews)</li> <li>4. Learners discuss, answer questions and depict their thoughts using an open mind graphic organizer</li> <li>5. Learners develop a reflective narration about one of the stories read             <ol style="list-style-type: none"> <li>a. Under the Bridge</li> </ol> </li> </ol>	<p><b>Primary Text</b></p> <p>NEW Elementary ENGLISH for Liberia Book 5</p> <p>Gateway to English for Primary School Book 5</p> <p>Flash cards</p> <p>Poster sheets</p> <p>Graphic Organizer</p> <p><b>Links:</b></p> <p><a href="http://www.skillsyouneed.com">www.skillsyouneed.com</a></p> <p><a href="http://www.learnzillion.com">www.learnzillion.com</a></p> <p><a href="http://www.study.com">www.study.com</a></p> <p>Supplementary Readers:</p> <ol style="list-style-type: none"> <li>1. Under The Bridge</li> <li>2. The Palm Cabbage Party (Augustus Y. Voahn) (Brandy and Wolova)</li> </ol>	<p><b><u>EXPECTED COMPETENCIES</u></b></p> <ul style="list-style-type: none"> <li>• Effective communication skill</li> <li>• Digital skill</li> <li>• Creativity &amp; Innovation skills</li> <li>• Organizational ability</li> </ul> <p><b><u>ASSESSMENT STRATEGIES</u></b></p> <p><b><u>That can be used to check competencies. Select relevant options:</u></b></p> <p>Participation/discussion, group work, peer work, , individual and class work, quizzes, tests</p> <p>Oral presentation</p>

		<p>time</p> <ul style="list-style-type: none"><li>• Read aloud</li><li>• Readers theatre</li></ul> <p>Analyze text to actively participate in discussions</p> <p>Good/Active listening skills (emphatic listening)</p> <ul style="list-style-type: none"><li>• Focus on the speaker</li><li>• Listen for key words</li><li>• Speak only by permission</li><li>• Remain objective</li></ul> <p>Critical thinking Strategies:</p> <ul style="list-style-type: none"><li>• Actively engage in what you are reading</li><li>• Ask, what is the author trying to say or what is the main argument</li></ul>	<p>b. The Palm Cabbage Party.</p> <p>6. Ask/draw questions from the stories read for discussion</p>		
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		<div>being presented</div> <ul style="list-style-type: none"><li>• What the text says explicitly and describes</li><li>• Interpretation of the text</li></ul>			
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SEMESTER TWO

SUBJECT: Reading & Writing

GRADE: 5

PERIOD: V

TOPIC: READING AND COMPREHENSION

Outcomes	Learning Objectives:	Contents	Activities	Materials	COMPETENCY/ASSESSMENT
<b>Learners are able to:</b> Identify and use literary terms, rhyming words and compound words effectively and pronounce words with C and G sound.	<b>upon completion of the topic learners will:</b> <ol style="list-style-type: none"> <li>1. Identify and use literary terms and devices</li> <li>2. Make use of rhyming words and compound words</li> </ol> Pronounce words with the same sound of C and G	Reading and comprehension  Stories, narratives and poetry Literary terms and devices <ul style="list-style-type: none"> <li>• Imagery</li> <li>• Foreshadowing</li> <li>• Allusion</li> <li>• Flashback</li> <li>• Irony</li> </ul> Rhyming words <ul style="list-style-type: none"> <li>• Fall – wall</li> <li>• Brown –town</li> <li>• Bake – cake</li> </ul> <b>Words with C and G sound</b> <b>Soft C</b> eg. Cell <b>Hard C</b> eg. Cry  <b>Soft G</b> eg. Agent <b>Hard G</b> eg. Glass	<b>Inclusive and Differentiated Learning:</b>  <b>Individual seat work or work in small mixed groups according to gender and learning styles</b>  Learners define the literary terms and devices Eg. Imagery—language which appeals to the five senses, descriptive in nature. <i>The street lights burned yellow night and day, no matter the weather</i>  Learners provide examples of literary terms and devices.  Learners identify literary terms and devices from texts.	<b>Primary Text</b> NEW Elementary ENGLISH for Liberia Book 5 Gateway to English for Primary School Book 5  Flash cards Poster sheets Graphic Organizer  <b>Links:</b> <a href="http://www.skillsyouneed.com">www.skillsyouneed.com</a> <a href="http://www.learnzillion.com">www.learnzillion.com</a> <a href="http://www.study.com">www.study.com</a> <a href="http://www.literary-devices.com">www.literary-devices.com</a>	<b><u>EXPECTED COMPETENCIES</u></b> <ul style="list-style-type: none"> <li>• Effective communication skill</li> <li>• Digital skill</li> <li>• Creativity &amp; Innovation skills</li> <li>• Organizational ability</li> </ul> <b><u>ASSESSMENT STRATEGIES</u></b> <b><u>That can be used to check competencies.</u></b> <b><u>Select relevant options:</u></b>  Participation/discussion, group work, peer work, , individual and class work, quizzes, tests Oral presentation

			<p><b>Rhyming words</b> Learners are able to distinguish rhymes in text.</p> <p>Learners will create poems applying rhymes</p> <p>Learners read created poems with a flare to the class</p> <p>Learners write vowel diphthongs with two sounds of C and G.</p> <p><b>Rules:</b> When c or g meets a, o, or u, its sound is hard Eg. cap, comedy, gas, gum</p> <p>When c and g meets e, i, or y, its sound is soft Eg. Center, circle, giant, gyrate</p>		
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## SEMESTER TWO

**SUBJECT: English Grammar & Comprehension**

**GRADE: 5**

**PERIOD: VI**

**TOPIC:**

**A. READING COMPREHENSION**

**B. SPEAKING & WRITING**

Outcomes	Learning Objectives:	Contents	Activities	Materials	COMPETENCY/ASSESSMENT
<b>Learners are able to:</b> Analyze and summarize text, apply text vocabulary in writing, as well as present and defend points of view.	upon completion of the topics learners will: <ol style="list-style-type: none"> <li>1. Analyze and summarize text</li> <li>2. Apply context vocabulary in writing</li> </ol> Present and defend points of view	Summary Writing SWBST Strategy S – Somebody (character, speaker or author) W – Wanted ( what the character is trying to accomplish, achieve or acquire) B – But (the problem/conflict) S - so ( how the problem is resolve) T – Then (resolution/ending or outcome)  Main ideas and supporting details  Context Vocabulary Define, Apply and utilize in speech and writing	<b>Inclusive and Differentiated Learning:</b>  <b>Individual seat work or work in small mixed groups according to gender and learning styles</b>  <b>Summarizing</b> SWBST Learners apply the SWBST strategy to summarize text  Learners write summaries applying the main idea and supporting details strategy.  Learners utilize context vocabulary in sentences, stories and speech.  Learners research	<b>Primary Text</b> NEW Elementary ENGLISH for Liberia Book 5 Gateway to English for Primary School Book 5  Flash cards Poster sheets Graphic Organizer  <b>Links:</b> <a href="http://www.skillsyouneed.com">www.skillsyouneed.com</a> <a href="http://www.study.com">www.study.com</a> <a href="http://www.readingrockets.org">www.readingrockets.org</a> <a href="http://www.summarizing.biz">www.summarizing.biz</a>	<b><u>EXPECTED COMPETENCIES</u></b> <ul style="list-style-type: none"> <li>• Effective communication skill</li> <li>• Digital skill</li> <li>• Creativity &amp; Innovation skills</li> <li>• Organizational ability</li> </ul> <b><u>ASSESSMENT STRATEGIES</u></b> <b><u>That can be used to check competencies. Select relevant options:</u></b>  Participation/discussion, group work, peer work, , individual and class work, quizzes, tests Oral presentation

		Speaking Oral presentations Defending a position	various topics, present and defend points of view of the author.		
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Semester One

English Grammar

GRADE: 6

PERIOD: I

**TOPIC:**

**A. KINDS AND TYPES OF SENTENCES WITH RELATED PUNCTUATIONS**

**B. KINDS OF PRONOUNS**

**C. PARAGRAPH WRITING**

Outcomes	Learning Objectives	Contents	Activities	Materials	COMPETENCY/ASSESSMENT
<b>Learners are able to:</b> Develop the ability to identify kinds and types of sentences and related punctuation s, apply a variety of pronouns and develop paragraphs with proper mechanics.	<b>upon completion of the topic learners will:</b> <ol style="list-style-type: none"> <li>1. Identify kinds and types of sentences and apply related punctuation s</li> <li>2. Apply a variety of pronouns in speech and writing</li> <li>3. Develop paragraphs employing proper mechanics</li> </ol>	Kinds and Types of sentences <ul style="list-style-type: none"> <li>• Declarative</li> <li>• Interrogative</li> <li>• Imperative</li> <li>• Exclamatory</li> <li>• Simple</li> <li>• Compound</li> <li>• Complex</li> </ul> Punctuations: (. ? ; ; ! , ) Pronouns: <ul style="list-style-type: none"> <li>• Personal (I, you, he, she, they, we, it)</li> <li>• Possessive (my, mine,</li> </ul>	<b>Inclusive and Differentiated Learning:</b>  <b>Individual seat work or work in small mixed groups according to gender and learning styles</b>  Solicit different kinds and types of sentences from learners. Eg: Declarative (statement): <ul style="list-style-type: none"> <li>• My goal is to pass.</li> </ul> Interrogative(question): <ul style="list-style-type: none"> <li>• Is it easy to pass the six grade?</li> </ul> Imperative(command): <ul style="list-style-type: none"> <li>• Come here now! (strong)</li> <li>• Come here please. (soft)</li> </ul> Exclamatory(strong feeling): <b>Great, I passed!</b>  <b>Types of Sentences:</b>	<b>Primary Text</b> NEW Elementary ENGLISH for Liberia Book 6 Gateway to English for Primary School Book 6  Flash cards Poster sheets Graphic Organizer  <b>Links:</b> <a href="http://www.skillsyouneed.com">www.skillsyouneed.com</a> <a href="http://www.study.com">www.study.com</a> <a href="http://www.verywellmind.com">www.verywellmind.com</a>	<b><u>EXPECTED COMPETENCIES</u></b> <ul style="list-style-type: none"> <li>• Effective communication skill</li> <li>• Digital skill</li> <li>• Creativity &amp; Innovation skills</li> <li>• Organizational ability</li> </ul> <b><u>ASSESSMENT STRATEGIES</u></b> <b><u>That can be used to check competencies. Select relevant options</u></b> participation, group work, peer work, demonstration, assignments, tests



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

English Grammar

GRADE: 6

PERIOD: II

## TOPICS:

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

Outcomes	Learning Objectives:	Contents	Activities	Materials	COMPETENCY/ASSESSMENT
<b>Learners are able to:</b> Demonstrate the use of effective writing skills to develop sentences and paragraphs using appropriate subject-verb agreement, as well as the use of words with short and long vowel sounds.	<b>upon completion of the topic learners will:</b> <ol style="list-style-type: none"> <li>1. Demonstrate the use of verb-subject agreement in paragraph writing</li> <li>2. Construct different types of paragraphs</li> </ol> Develop sentences using words with short and long vowel sounds	<b>SUBJECT-VERB AGREEMENT</b>  Use of Verb tenses  Types of paragraphs <ul style="list-style-type: none"> <li>• Narrative Elements:</li> </ul> Central idea ( <b>what the story/event is about</b> ) Characters ( <b>who the story is about</b> ) Plot ( <b>conflict, complication, climax, resolution of the story/event</b> ) Adequate description Setting (when and where the story happens)	<b>Inclusive and Differentiated Learning:</b> <b>Individual seat work or work in small mixed groups according to gender and learning styles</b>  Demonstrate the use of subject-verb agreement throughout writing and speech. <i>Hint: singular subject = singular verb; plural subject = plural verb</i>	<b>Primary Text</b> NEW Elementary ENGLISH for Liberia Book 6 Gateway to English for Primary School Book 6  Flash cards Poster sheets Graphic Organizer  <b>Links:</b> <a href="http://www.skillsyouneed.com">www.skillsyouneed.com</a> <a href="http://www.study.com">www.study.com</a> <a href="http://www.verywellmind.com">www.verywellmind.com</a>	<b><u>EXPECTED COMPETENCIES</u></b> <ul style="list-style-type: none"> <li>• Effective communication skill</li> <li>• Digital skill</li> <li>• Creativity &amp; Innovation skills</li> <li>• Organizational ability</li> </ul> <b><u>ASSESSMENT STRATEGIES</u></b> <b><u>That can be used to check competencies. Select relevant options:</u></b>  participation, group work, peer work, demonstration, assignments, tests and quizzes

		<ul style="list-style-type: none"> <li>• Descriptive <b>Elements:</b> Sensory details – sound, smell, taste, or feel like  Figurative language- <b>onomatopoeia, simile, metaphor, hyperbole</b>  Dominant impressions Precise language Careful organization</li> <li>• Expository <b>Organization</b> <b>Topic sentence</b> <b>Transitions</b> <b>Evidence and examples</b> <b>Conclusion</b></li> <li>• Argumentative Introduction Thesis statement Body conclusion Organization and focus Descriptions and analysis Evidence</li> </ul>	<p>Learners demonstrate ideas in composing different kinds of paragraphs adhering to the elements of descriptive, narrative, expository and argumentative.</p> <p>Learners are grouped and assigned a particular kind of paragraph for oral presentation</p> <p>Group learners to develop at least 5 sentences containing words with short and long vowel sounds.</p>		
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		Answering a counter arguments			
		Sentences with short and long vowel sounds			

SEMESTER ONE

English Grammar

GRADE: 6

**PERIOD: III**

**TOPIC: WRITING AND SPEAKING**

Outcomes	Learning Objectives:	Contents	Activities	Materials	COMPETENCY/ASSESSMENT
<p><b>Learners are able to:</b></p> <p>Explain similarities in propositions and conjunctions as connectives</p>	<p><b>upon completion of the topic learners will:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to compose different kinds of letters</li> <li>2. Analyze and write poems using literary devices and figurative language</li> </ol> <p>Demonstrate public speaking skills</p>	<p>Different kinds of letters</p> <ul style="list-style-type: none"> <li>• Friendly</li> <li>• Business</li> </ul> <p>Parts of letters:</p> <ul style="list-style-type: none"> <li>• Heading</li> <li>• Greeting</li> <li>• Body</li> <li>• Closing</li> <li>• signature</li> </ul> <p>Poetry</p> <p>Literary devices</p> <ul style="list-style-type: none"> <li>• rhymes</li> <li>• Imagery</li> <li>• Theme</li> <li>• Figurative language (language that appeals to the senses)</li> </ul> <p>Public speaking skills</p> <ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Body</li> </ul>	<p><b>Inclusive and Differentiated Learning:</b></p> <p><b>Individual seat work or work in small mixed groups according to gender and learning styles</b></p> <p>Learners write letters to friends and relatives about the school Gala day celebration.</p> <p>Learners compose business to various entities applying for vacation jobs.</p> <p>Learners share</p>	<p><b>Primary Text</b></p> <p>NEW Elementary ENGLISH for Liberia Book 6</p> <p>Gateway to English for Primary School Book 6</p> <p>Flash cards</p> <p>Poster sheets</p> <p>Graphic Organizer</p> <p><b>Links:</b></p> <p><a href="http://www.skillsyouneed.com">www.skillsyouneed.com</a></p> <p><a href="http://www.study.com">www.study.com</a></p> <p><a href="http://www.verywellmind.com">www.verywellmind.com</a></p>	<p><b><u>EXPECTED COMPETENCIES</u></b></p> <ul style="list-style-type: none"> <li>• Effective communication skill</li> <li>• Digital skill</li> <li>• Creativity &amp; Innovation skills</li> <li>• Organizational ability</li> </ul> <p><b><u>ASSESSMENT STRATEGIES</u></b></p> <p><b><u>That can be used to check competencies. Select relevant options:</u></b></p> <p>participation, group work, peer work, demonstration, assignments, tests</p>

		<p>language</p> <ul style="list-style-type: none"> <li>• Diction</li> <li>• presentation</li> </ul>	<p>letters with peers.</p> <p>Learners read and analyze poems to identify rhyming words, imagery, theme, figurative language:</p> <ul style="list-style-type: none"> <li>• The Crocodile</li> <li>• The Owl and the Kitty Cat</li> <li>• IF</li> </ul> <p>Learners discuss the analysis of the poems.</p> <p>Learners demonstrate dramatic readings of the poems utilizing public speaking skills.</p>		
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## SEMESTER TWO

English Grammar

GRADE: 6

**PERIOD: IV**

**TOPICS:**

- A. VERB TENSES**
- B. COMPARISON OF ADVERBS**
- C. READING COMPREHENSION AND WRITING**

<b>Outcomes</b>	<b>Learning Objectives:</b>	<b>Contents</b>	<b>Activities</b>	<b>Materials</b>	<b>COMPETENCY/ASSESSMENT</b>
<b>Learners are able to:</b> Identify verb tenses, compare verbs using comparative and superlative degrees, as well as analyze texts, newspaper and magazines.	<b>upon completion of the topic learners will:</b> <ol style="list-style-type: none"> <li>1. Identify verb tenses</li> <li>2. Compare adverbs using the comparative and superlative degrees</li> </ol> Analyze texts, newspapers and magazines	<b>Verb Tenses</b> Present, past and future Present perfect, past perfect and future perfect  Adverbs in comparative and superlative degrees  Analyzing texts, newspapers and magazines	<b>Inclusive and Differentiated Learning:</b> <b>Individual seat work or work in small mixed groups according to gender and learning styles</b>  Learners demonstrate the ability to use verb tenses.  Learners work in groups to Create a chart of ten verbs and provide the different tenses (Present, past and future Present perfect, past perfect and future perfect) Learners identify words that are adverbs and provide the comparative and superlative degrees. Eg. Soon – sooner –	<b>Primary Text</b> NEW Elementary ENGLISH for Liberia Book 6 Gateway to English for Primary School Book 6  Flash cards Poster sheets Graphic Organizer  <b>Links:</b> <a href="http://www.skillsyouneed.com">www.skillsyouneed.com</a> <a href="http://www.study.com">www.study.com</a> <a href="http://www.verywellmind.com">www.verywellmind.com</a>	<b><u>EXPECTED COMPETENCIES</u></b> <ul style="list-style-type: none"> <li>• Effective communication skill</li> <li>• Digital skill</li> <li>• Creativity &amp; Innovation skills</li> <li>• Organizational ability</li> </ul> <b><u>ASSESSMENT STRATEGIES</u></b> <b><u>That can be used to check competencies. Select relevant options:</u></b>  participation, group work, peer work, demonstration, assignments, tests



			<p>soonest; Beautiful – more beautiful, most beautiful.</p> <p>Learners write sentences demonstrating the use of adverbs in comparison.</p> <p>Learners listen to the daily news broadcast and analyze current events</p> <p>Learners read newspapers, articles, magazines etc. to summarize, write a narrative in agreement with the author's perspective.</p> <p>Learners work in pairs to discuss and write about an important event. Eg. A Nice Surprise.</p>		
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## SEMESTER TWO

**English Grammar**

**GRADE: 6**

**PERIOD: V**

**TOPIC: ENGLISH AND READING**

Outcomes	Learning Objectives:	Contents	Activities	Materials	COMPETENCY/ASSESSMENT
<p><b>Learners are able to:</b></p> <p>Analyze texts, conduct research as well as conduct interviews and field visits</p>	<p><b>Upon completion of the topic learners will:</b></p> <ol style="list-style-type: none"> <li>1. Analyze texts on varying topics</li> <li>2. Research the status of HIV/AIDS in Liberia</li> </ol> <p>Conduct interviews and field visits</p>	<p>Analysis of texts Author's perspective Theme Style Tone</p> <p>Research Facts Corroborating evidence Information gathering leading to a conclusion</p> <p>Interviews and field visits Vulnerable people(directly and indirectly affected) Hospitals and or hospice;</p>	<p><b>Inclusive and Differentiated Learning:</b></p> <p><b>Individual seat work or work in small mixed groups according to gender and learning styles</b></p> <p>Learners read various texts to determine author's perspective, style, tone, theme, etc.</p> <p>Learners research the status of HIV/AIDS in Liberia to highlight</p> <ul style="list-style-type: none"> <li>• Cause and effect</li> <li>• Risky behaviors</li> <li>• Impact on young people</li> <li>• Effect on society, school and family</li> <li>• Rape</li> <li>• Substance</li> </ul>	<p><b>Primary Text</b> NEW Elementary ENGLISH for Liberia Book 6 Gateway to English for Primary School Book 6</p> <p>Flash cards Poster sheets Graphic Organizer</p> <p><b>Links:</b> <a href="http://www.unaids.org">www.unaids.org</a> <a href="http://www.who.org">www.who.org</a> <a href="http://www.unesco.org">www.unesco.org</a></p>	<p><b><u>EXPECTED COMPENTENCIES</u></b></p> <ul style="list-style-type: none"> <li>• Effective communication skill</li> <li>• Digital skill</li> <li>• Creativity &amp; Innovation skills</li> <li>• Organizational ability</li> <li>• Research &amp; problem solving skills</li> </ul> <p><b><u>ASSESSMENT STRATEGIES</u></b> <b><u>That can be used to check competencies. Select relevant options:</u></b></p> <p>participation, group work, peer work, demonstration, assignments, tests</p>

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

English Grammar

GRADE: 6

PERIOD: VI

**TOPIC: ENGLISH AND READING**

Outcomes	Learning Objectives:	Contents	Activities	Materials	COMPETENCY/ASSESSMENT
<p><b>Learners are able to:</b></p> <p>Form words using root words, prefixes, write sentences with regular and irregular verbs, as well as read, write and recite poems and write traditional stories.</p>	<p><b>upon completion of the topic learners will:</b></p> <ol style="list-style-type: none"> <li>1. Learn to form words with root words, prefixes and suffixes</li> <li>2. Write sentences with regular and irregular verbs</li> <li>3. Read, write and recite poems</li> </ol> <p>Write traditional stories</p>	<p>Root words, Prefixes and suffixes</p> <p>Regular and irregular verbs</p> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• From A Railway Carriage</li> <li>• Dry River Bed</li> <li>• I Wandered Lonely As a Cloud</li> <li>• The Wind</li> </ul> <p><b>Traditional stories from Liberia</b></p>	<p><b>Inclusive and Differentiated Learning:</b></p> <p><b>Individual seat work or work in small mixed groups according to gender and learning styles</b></p> <p>Learners will:</p> <ol style="list-style-type: none"> <li>1. Identify root words, prefixes and suffixes</li> <li>2. Differentiate root word, prefix and suffix from one another</li> <li>3. Define and give example for each one</li> <li>4. Review with learners regular and irregular verbs</li> </ol>	<p><b>Primary Text</b></p> <p>NEW Elementary ENGLISH for Liberia Book 6</p> <p>Gateway to English for Primary School Book 6</p> <p>Flash cards Poster sheets Graphic Organizer</p>	<p><b><u>EXPECTED COMPETENCIES</u></b></p> <ul style="list-style-type: none"> <li>• Effective communication skill</li> <li>• Digital skill</li> <li>• Creativity &amp; Innovation skills</li> <li>• Organizational ability</li> <li>• Research &amp; problem solving skills</li> </ul> <p><b><u>ASSESSMENT STRATEGIES</u></b></p> <p><b><u>That can be used to check competencies. Select relevant options:</u></b></p> <p>participation, group work, peer work, demonstration, assignments, presentation tests</p>

			<p>and solicit examples</p> <p>5. Give additional examples and write a listing on the chalkboard</p> <p>6. Use regular and irregular verbs in compositions</p> <p>Learners read and dramatize poems.</p> <p>Identify literary devices, rhyming words, figurative language and parts of speech.</p> <p>Learners research and write traditional stories.</p>		
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