

English

Semester I

Grade: 2

Period: I

Topic: READING AND COMPREHENSION

Learning Outcomes	Objectives	Contents	Activities	Materials	Evaluations/ Competencies
<p><u>Learners are able to:</u></p> <p>Read and process information</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Identify vowels and recognize consonants 2. Read words with varied word patterns 3. Identify three ways to ask questions 4. Identify 	<p>Reading & listening:</p> <p><u>Alphabet skill:</u></p> <ul style="list-style-type: none"> o vowels o Consonants <p><u>Word patterns:</u></p> <ul style="list-style-type: none"> o Short vowel sound (e.g.: /ă//ĕ//ĭ//ŏ//ŭ/ o long vowel sounds: /ā/= ai, ay; /ē/= ee, ea; eer, ear; /ō/=oa, ow o digraphs: sh, th, wh, -tch, -ck, -ng o vowel-consonant- e (e.g.: o_e=hole) 	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> • Group identify and read words with varied patterns in texts , on boards, charts, etc 	<p>Primary Text</p> <p>Elementary Language Arts for Liberia Book 2</p> <p>Gateway to English for Primary School Book 2</p> <p>Approved grade two</p> <p>Supplementary Readers</p> <ul style="list-style-type: none"> - <i>Notty Goat</i> <ul style="list-style-type: none"> ▪ Word charts ▪ Letter cards ▪ Word cards <p>Secondary Text</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication Skill • Analytical Skill <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> - participation, - group work, - peer work, - demonstration & returned demonstration, - assignments, - quiz,

	<p>beginning, middle and end of a story</p> <p>5. Retell a story</p> <p>6. Make a story chart</p> <p>7. Identify characters, setting, events & plot in a story</p> <p>8. Identify the problem in a story</p> <p>9. Use context clues to determine word meaning</p>	<p>o <i>ol, oll, old</i> letter pattern</p> <p><u>COMPREHENSION</u></p> <p>Questioning:</p> <ul style="list-style-type: none"> o right there? o Think & search? o Author & me? o Story chart o Story elements o Main idea o Context clues o Story reading and retelling 	<ul style="list-style-type: none"> • Group preview stories- (discuss title, pictures/ illustrations) • Discover main idea through visuals/pictures with scenes • Read stories; replace new word/s with familiar words or synonyms (eg: mad/angry) • Pairs take turns retelling stories • Pairs talk about one inference they made based on clues in the story 	<p>USAID Early Grade2 Reading materials (Teacher's Instruction guide; Let's Read, SAB)</p> <p><u>Story titles:</u></p> <p><i>'The Mother Hen and the Hawk'</i></p> <p><i>'Spot Got Hit'</i></p> <p><i>'Beth and the Math Test'</i></p> <p><i>'My First Day at School'</i></p> <p><i>'A Good Friend'</i></p> <p><i>'The Fresh Fish'</i></p> <p><i>'Kwenah Goes to Monrovia'</i></p> <p><i>'A Good Laugh for Papee'</i></p> <p><i>'Muhammad Goes to the Market'</i></p> <p><i>'A Trip to the Supermarket'</i></p>	<ul style="list-style-type: none"> - tests - Attendance - Oral presentation - Peer assessment - Role play & responsibility
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Grade: 2

Period: I

Topics:

- A) NOUNS
- B) PARTS OF A SENTENCE
- C) SENTENCE WRITING
- D) VOCABULARY DEVELOPMENT

Learning Outcomes	Objectives	Contents	Activities	Materials	Evaluations/ Competencies
<u>Learners are able to:</u> <ul style="list-style-type: none">• interact with sensitivity and respect, considering the situation, audience, and purpose• Use appropriate grammar and diction for every	Upon completion of this topic, learners will: <ol style="list-style-type: none">1. Greet and introduce him/herself2. Recognize common & proper nouns3. Identify subject and verb/s in sentences4. Form/write	Listening, Speaking, Writing & Spelling: <u>Oral communication</u> (e.g.: <i>Hello, my name is, etc</i>) <u>Common & proper nouns</u> (e.g.: <i>CN= boy, girl; PN=Pushu, Mushu</i>) <u>Verbs/describi</u>	<u>Inclusive & Differentiated Learning</u> Individual seat work or work in small mixed groups according to gender and learning styles <ul style="list-style-type: none">• Sing greeting	Primary Text Elementary Language Arts for Liberia Book 2 Gateway to English for Primary School Book 2 <ul style="list-style-type: none">▪ Word charts▪ Letter cards▪ Word card Secondary Text Teacher made: <ul style="list-style-type: none">▪ Name board/list (<i>names of learners written on it</i>)▪ Get to know each other	<u>Expected Competencies</u> <ul style="list-style-type: none">• Effective Communication Skill• Analytical Skill• problem-solving skills Assessment Strategies that will be used to measure competencies <ul style="list-style-type: none">- participation,- group work,

<p>situation/occasion</p> <ul style="list-style-type: none"> Demonstrate knowledge of sight words and other vocabularies for Improved spelling and writing skills 	<p>contractions</p> <ol style="list-style-type: none"> Speak using contractions Identify & use demonstrative pronouns Construct sentences correctly Write a story summary Write sentences using spelling and sight words Identify and read sight, story and subject words 	<p>ing actions (e.g.: <i>look, knock, etc</i>)</p> <p><u>Contractions</u> (e.g.: it is-it's; etc)</p> <p><u>Demonstrative pronouns: this that these and those</u></p> <p>Spell- plant, grin, play, shape, meat, cheese, boat, broke, shone, smoke</p> <p>Review vocabulary & Subject-words: polite, help, correct, easy, hard, some,</p> <p><u>Writing composition</u></p> <p>Write a story summary; Check writing for capital letters at the beginning of sentences and periods at the end</p>	<p>songs</p> <ul style="list-style-type: none"> Role play-meet and greet each other demonstrating kindness and respect <p>Task-based- form contractions; match subject with correct verb form; identify and use demonstrative pronouns</p> <ul style="list-style-type: none"> In pairs, write sentences telling three things about your family. 	<p>cards (eg: <i>Name a book you like to read; What do you like to do best? etc</i>)</p> <ul style="list-style-type: none"> Picture cards (<i>to stimulate discussions</i>) relevant classroom objects List of class rules Computer games boards (that displays related objects) <p>USAID EGR grade 2 materials</p> <p>Grammar & Comprehension for schools-STAR/Bk 1/2</p> <p>Links: www.proteacher.org https://www.teachingenglish.org.uk https://www.fastweb.com</p>	<ul style="list-style-type: none"> peer work, demonstration & returned demonstration, assignments, quiz, tests Attendance Oral presentation Peer assessment Role play & responsibility
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Grade: 2

Period: II

Topic: READING AND COMPREHENSION

Learning Outcomes	Objectives	Contents	Activities	Materials	Evaluations/ Competencies
<u>Learners are able to:</u> <ul style="list-style-type: none">• Use letter-sound associations, word parts, and context to read new words and analysis texts	Upon completion of this topic, learners will: <ol style="list-style-type: none">1. Read words with varied word patterns2. Use the three ways to ask questions3. Read diverse types of writings4. Identify	Reading & listening: <u>Word skill:</u> patterns: <ul style="list-style-type: none">○ long vowel soundl = -igh; ie○ VCC words ending in -ed, -ing, -er, -est○ Two syllable VCCV words (eg: cannot, center, etc)	<u>Inclusive & Differentiated Learning</u> Individual seat work or work in small mixed groups according to gender and learning styles <ul style="list-style-type: none">• Do word search and sort words with related	Primary Text Elementary Language Arts for Liberia Book 2 Gateway to English for Primary School Book 2 Approved grade two Supplementary Readers <ul style="list-style-type: none">• Blapoh's Dream• Word charts• Letter cards• Word cards• Computer word games, puzzles, audio recordings of narratives Secondary Text	<u>Expected Competencies</u> <ul style="list-style-type: none">• Effective Communication Skill• Analytical Skill Assessment Strategies that will be used to measure competencies <ul style="list-style-type: none">- participation,- group work,- peer work,- demonstration & returned demonstration,- assignments,- quiz,- tests

	<p>features of a folktale</p> <p>5. Identify facts from a text</p> <p>6. Identify main idea and facts in a nonfiction text</p> <p>7. Identify theme in a text</p> <p>8. Recognize the elements of diverse types of writings</p>	<p>○ y with long vowel i sound</p> <p><u>COMPREHENSION</u></p> <p><u>Diverse writings:</u></p> <p>○ folktales</p> <p>○ fable</p> <p>○ journal</p> <p>○ theme</p> <p>○ Story elements</p> <p>○ Main idea</p> <p>Story reading and retelling</p>	<p>patterns in a given text, etc</p> <ul style="list-style-type: none"> • Practice pronouncing words with varied word patterns • Read patterned words in stories, etc • Use the media to find out about, with examples, 	<p>References: <i>USAID EGR, grade 2 materials-TIG, SAB, Let's Read</i></p> <p>Stories: from <u>USAID EGR grade 2 materials:</u></p> <p><i>'The Rainy Season'</i></p> <p><i>'In the City'</i></p> <p><i>'The Lone Star Kite'</i></p> <p><i>'Jackal Tricks Lion'</i></p> <p><i>'Spider is Tricked'</i></p> <p><i>'Living Near the Beach'</i></p> <p><i>'At Home in the Stars'</i></p> <p><i>'The Game of Football'</i></p>	<ul style="list-style-type: none"> - Attendance - Oral presentation - Peer assessment - Role play & responsibility
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Grade: 2

Period: II

Topics:

A. PARTS OF SPEECH

B. TYPES OF SENTENCES

C. WRITING COMPOSITION

D. VOCABULARY DEVELOPMENT

Learning Outcomes	Objectives	Contents	Activities	Materials	Evaluations/ Competencies
<u>Learners are able to:</u> <ul style="list-style-type: none">- Use basic grammatical features to appropriately compose and respond to texts- Improved spelling and writing skills for effective	Upon completion of this topic, learners will: <ol style="list-style-type: none">1. Name and identify some types of Adjectives2. Identify and use adverbs correctly in sentences3. Identify indefinite pronouns and use them correctly in sentences4. Form new	<u>Listening, Speaking, Writing & Spelling:</u> Descriptive writing Main idea & supporting details Compare/contrast <u>Word development</u> Identify and use grade level vocabulary	<u>Inclusive & Differentiated Learning</u> Individual seat work or work in small mixed groups according to gender and learning styles <ul style="list-style-type: none">- Individual seat work or work in small mixed groups according to gender and	<u>Primary Text</u> Elementary Language Arts for Liberia Book 2 Gateway to English for Primary School Book 2 <ul style="list-style-type: none">▪ Teacher/learners letters & sight word cards▪ Learners work-book <u>References:</u> USAID Early Grade Reading Grade 2 Materials Grammar & Comprehension for schools-STAR/Bk 1/2	<u>Expected Competencies</u> <ul style="list-style-type: none">• Effective Communication Skill• Analytical Skill• problem-solving skills Assessment Strategies that will be used to measure competencies <ul style="list-style-type: none">- participation,- group work,- peer work,- demonstration & returned demonstration,- assignments,

communication	<p>words using some prefixes and suffixes</p> <ol style="list-style-type: none"> Form contractions Write descriptive sentences & paragraph Complete a main idea organizer Write a paragraph to compare 2 things Demonstrate knowledge of new words 	words and subject words	<p>learning styles</p> <ul style="list-style-type: none"> In groups of threes, write descriptive sentences and paragraphs Discovery learning: take turns to identify pronouns, adjectives, adverbs, prefixes & suffixes in texts Use graphic organizers to identify main idea 	<p>Links:</p> <p>www.readingrockets.org</p>	<ul style="list-style-type: none"> quiz, tests Attendance Oral presentation Peer assessment Role play & responsibility
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Grade: 2

Period: III

Topic: READING AND COMPREHENSION

Learning Outcomes	Objectives	Contents	Activities	Materials	Evaluations/ Competencies
<u>Learners are able to:</u> analysis text content and share ideas, information and messages with others predict outcomes and make judgment after careful evaluation of facts and	Upon completion of this topic, learners will: 1. Identify elements of journals 2. Identify some features of articles 3. Read and analyze journals, articles and other information al texts 4. Read	Reading & listening: Comprehension Journals Articles Informational texts Poetry: poems	<u>Inclusive & Differentiated Learning</u> Individual seat work or work in small mixed groups according to gender and learning styles <ul style="list-style-type: none">• Peer & group reading support• Read aloud• Discussions and discoveries of text	Primary Text Elementary Language Arts for Liberia Book 2 Gateway to English for Primary School Book 2 Approved grade two Supplementary Readers <ul style="list-style-type: none">• Parcel for Garmondeh• All about books <ul style="list-style-type: none">- Word charts, flash cards- Relevant objects, pictures,- short stories,- picture- story books,- audio recordings of non-fiction stories	<u>Expected Competencies</u> <ul style="list-style-type: none">• Effective Communication Skill• Analytical Skill Assessment Strategies that will be used to measure competencies <ul style="list-style-type: none">- participation,- group work,- peer work,- demonstration & returned demonstration,- assignments,- quiz,- tests- Attendance- Oral presentation

issues	<p>nonfiction articles</p> <p>5. Listen to and read poem</p> <p>6. Review features of poetry</p>		<p>features</p> <ul style="list-style-type: none"> • Read and retell <p>Assignments; Find and bring to class articles and journals of other writers</p>	<p>Secondary Text</p> <ul style="list-style-type: none"> ▪ USAID Read Liberia grade 2 reading materials (TIG, SAB, Reader) <p>Suggested EGR Read aloud stories:</p> <ul style="list-style-type: none"> - African Gray Parrot - The Game of Football - Fun and Games - At Home in the Hive 	<ul style="list-style-type: none"> - Peer assessment - Role play & responsibility
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Grade: 2

Period: III

Topics

- A. PARTS OF SPEECH**
- B. USAGE AND MECHANICS OF GRAMMAR**
- C. LETTER REPRESENTATION**
- D. WORD SKILL & VOCABULARY DEVELOPMENT**

Learning Outcomes	Objectives	Contents	Activities	Materials	Evaluations/ Competencies
<u>Learners are able to:</u> <ul style="list-style-type: none"> Use appropriate grammar and diction demonstrate appropriate practices in writing demonstrate sustained engagement in other forms of representation improved writing and comprehension skills 	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> Identify direct and indirect objects in sentences Use present, past and past participle in sentences correctly Participate in oral communication Identify synonyms Identify antonym Write a friendly letter Use vocabulary words in sentences/pa 	<p>Listening, Speaking, Writing & Spelling:</p> <p><u>Direct and indirect objects</u> Eg. He gave the students some books. Juah bought a gift.</p> <p><u>Verbs:</u> participles</p> <p><u>Synonyms</u> Eg: large/big</p> <p><u>Antonyms</u> Eg: High/low</p> <p><u>communication:</u> Dramatization (oral)</p>	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> Write sentences using direct & indirect objects <p>Eg: David gave the <u>child</u> (IO) a <u>book</u> (DO)</p> <p>Complete sentences with the correct forms of the verb Eg:</p>	<p>Primary Text Elementary Language Arts for Liberia Book 2 Gateway to English for Primary School Book 2</p> <ul style="list-style-type: none"> Learners work-book <p>Grammar & Comprehension for schools-STAR/Bk 1/2</p> <p>Links: www.write.com/writing https://www.youtube.com/watch https://journaltherapy.com https://www.tes.com https://www.google.com https://www.youtube.com http://peoplelikehotdogs.blogspot.com </p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> Effective Communication Skill Analytical Skill Creative skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> participation, group work, peer work, demonstration & returned demonstration, assignments, quiz, tests Attendance Oral presentation Peer assessment Role play &

	<p>ragraphs</p> <p>7. Begin writing a journal</p>	<p>Friendly Letter (written)</p> <ul style="list-style-type: none"> Parts of a friendly letter (heading, greeting, body, closing, signature) <p><u>VOCABULARY DEVELOPMENT</u></p> <p>T-</p> <p>Journals:</p> <p>Expand word development</p>	<p>Paul (go, goes) to school.</p> <ul style="list-style-type: none"> Work in pairs to identify and sort synonyms and antonyms Use synonyms to interpret other words <ul style="list-style-type: none"> Watch an instructional demo for writing a friendly letter (video) Display letters sample 		responsibility
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Semester II

Grade: 2

Period: IV

Topic: READING AND COMPREHENSION

Learning Outcomes	Objectives	Contents	Activities	Materials	Evaluations/ Competencies
<p><u>Learners are able to:</u></p> <p>Demonstrate the awareness that speech is made of a sequence of symbols and sounds that can be manipulated to recognize and read words, accurately and fluently</p> <p>Demonstrate</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Read journals articles 2. Identify main idea of an article 3. Read a fable 4. Identify the features of a fable 5. Read nonfiction 	<p>Reading & listening:</p> <ol style="list-style-type: none"> 1. Read journals articles 2. Identify main idea of an article 3. Read a fable 4. Identify the features of a fable 5. Read nonfiction articles 	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> • Peer & group reading support • Read aloud • Discussions and 	<p>Primary Text</p> <p>Elementary Language Arts for Liberia Book 2</p> <p>Gateway to English for Primary School Book 2</p> <p>Approved grade two Supplementary Readers</p> <ul style="list-style-type: none"> • Duyounggee and red Bicycle - Word charts, flash cards - Relevant objects, pictures, short stories, picture story books, - Computer word games, puzzles, - audio recordings of non-fiction stories 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication Skill • Analytical Skill • Creativity Skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> - participation, - group work, - peer work, - demonstration & returned demonstration, - assignments, - quiz, - tests

a literal comprehension of readings, through identification and analysis of main ideas & supporting details	n articles 7. Listen to and read poem	8. Listen to and read poem	discoveries of text features <ul style="list-style-type: none"> Read and retell Assignments; Find and bring to class articles and journals of other writers	<p>Secondary Text</p> <ul style="list-style-type: none"> USAID Reading materials-grade 2 reading materials (TIG, SAB, Reader) <p>Suggested EGR Read aloud stories:</p> <ul style="list-style-type: none"> Gorilla Park The Game of Football Fun & Games The Picnic Mosquito & Ear Why Spider Has Eight Legs Why Cheetah Has Tear-stained Cheeks 	<ul style="list-style-type: none"> Attendance Oral presentation Peer assessment Role play & responsibility
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Grade: 2

Period: IV

Topics:

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

Learning Outcomes	Objectives	Contents	Activities	Materials	Evaluations/ Competencies
<u>Learners are able to:</u> Communicate clearly in speech and writing Demonstrate the ability to set and achieve objectives Improved	Upon completion of this topic, learners will: <ol style="list-style-type: none">1. Choose a relevant topic for writing2. Organize ideas for writing3. Use strategies to develop a purpose for writing4. Explain what alphabetical order means5. Arrange the letters of the	<u>Listening, Speaking, Writing & Spelling:</u> Choosing a topic Organizing your writing ideas Developing your purpose for writing	<u>Inclusive & Differentiated Learning</u> Individual seat work or work in small mixed groups according to gender and learning styles <ul style="list-style-type: none">- Individual seat work or	<u>Primary Text</u> Elementary Language Arts for Liberia Book 2 Gateway to English for Primary School Book 2 <ul style="list-style-type: none">• Alphabet chart• Teacher/learners letters & sight word cards• Learners work-book• Manual & electronic scrabble board games for junior <u>References:</u> USAID Early Grade Reading grade 2 materials	<u>Expected Competencies</u> <ul style="list-style-type: none">• Effective Communication Skill• Analytical Skill• Organizational Ability Assessment Strategies that will be used to measure competencies <ul style="list-style-type: none">- participation,- group work,- peer work,- demonstration & returned demonstration,- assignments,- quiz,

<p>writing and speaking skill for effective communication</p> <p>Demonstrate the ability to set and achieve objectives</p>	<p>alphabet in order</p> <p>6. Arrange words in alphabetical order by first letter</p> <p>7. Expand word knowledge</p>	<p>Following the writing process:</p> <p>Prewriting Making a draft Revision Editing your writing</p> <p>Alphabet principal:</p> <p>ABC order</p> <p><u>HF/sight words:</u> these, some, as, live(s), school, go, her, put, door, after, come</p>	<p>work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> ○ Work in groups and list some things you would like to write about ○ practice (take 	<p>Link:</p> <p>https://study.com</p> <p>https://www.education.com</p> <p>https://cmsw.mit.edu</p> <p>https://www.liferichpublishing.com</p>	<ul style="list-style-type: none"> - tests - Attendance - Oral presentation - Peer assessment - Role play & responsibility
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		<p>Vocabulary Development- sight words: '<i>crop</i>' and multiple meanings -fine</p> <p><u>Writing Composition:</u> simple sentences with prepositions (<i>where, in, under, after, at, on, down, near, up</i>)</p>	<p>turns) work with a partner to think of sentences that could tell some things about what you would like to write about</p> <ul style="list-style-type: none">○ Ask several learners to share their ideas with the class <p>Write about</p>		
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			<p>what you know about HIV & AIDS</p> <ul style="list-style-type: none">• Whole class hold cards with alphabet printed on it, then arrange themsel ves in ABC order• Arrange words in ABC order by the first letter <p>Practice writing sentences using vocabulary</p>		
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Grade: 2

Period: V

Topic: READING AND COMPREHENSION

Learning Outcomes	Objectives	Contents	Activities	Materials	Evaluations/ Competencies
<u>Learners are able to:</u> <ul style="list-style-type: none">analysis text content and share ideas, information and messages with othersfluently read grade-leveled texts	Upon completion of this topic, learners will: <ol style="list-style-type: none">Read words with variant word patternsIdentify the sequence of a textListen to a biography	Reading & listening: <p>r-controlled vowels- say the sounds represented by ar, er, ir, ur, or, are, air, etc</p> <ul style="list-style-type: none">Biography/profile (Life story)Sequencing Poems and elements of a poem (stanza, etc)	<u>Inclusive & Differentiated Learning</u> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none">Peer & group reading supportRead aloudDiscussions and	Primary Text <p>Elementary Language Arts for Liberia Book 2 Gateway to English for Primary School Book 2</p> <p>Approved grade two Supplementary Readers</p> <ul style="list-style-type: none">Danger in the Lake <ul style="list-style-type: none">Word charts, flash cardsRelevant objects, pictures,short stories,picture story books,Computer word	<u>Expected Competencies</u> <ul style="list-style-type: none">Effective Communication SkillAnalytical SkillCreativity Skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none">participation,group work,peer work,demonstration & returned demonstration,assignments,quiz,tests

	<p>cal text</p> <p>4. Read a biographical text</p> <p>5. Say the meanings of stanza, rhyme, poem</p> <p>6. Read fluently</p>		<p>discoveries of text features</p> <ul style="list-style-type: none"> Partners read and retell and answer comprehension questions Oral reading fluency drills <p>Assignments; Find and bring to class samples of biography, poems, etc from other authors (search the internet for samples</p>	<p>games, puzzles,</p> <ul style="list-style-type: none"> audio recordings of non-fiction stories <p>Secondary Text</p> <ul style="list-style-type: none"> Relevant books and visuals USAID Read Liberia grade 2 reading materials (TIG, SAB, Reader) <p>Suggested EGR Read aloud stories:</p> <ul style="list-style-type: none"> Wanibo Toe Liberian Mongoose Soccer Star and President George Weah Hairy Frogs: Not a Cute Frog! Who is Best The Lost and Found Button <i>Parks to Protect the Planet</i> <i>New Shoes for Korpo</i> <i>Spot's Surprise</i> <i>Zainab and the Pencil</i> <i>Sando Finds a New Pet</i> <i>The Dancing Tree</i> 	<ul style="list-style-type: none"> Attendance Oral presentation Peer assessment Role play & responsibility
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Grade: 2

Period: V

Topics:

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

Learning Outcomes	Objectives	Contents	Activities	Materials	Evaluations/ Competencies
<u>Learners are able to:</u> Interpret figurative information in communications Demonstrate the ability to share ideas, information and messages	Upon completion of this topic, learners will: 1. Use the concept of figurative language (simile) 2. Identify and use present progressive tenses 3. Tell/read time	Listening, Speaking, Writing & Spelling: <u>Figurative language:</u> Simile in poems, etc <u>present progressive tenses</u> (<i>continuing action; formed with</i>	<u>Inclusive & Differentiated Learning</u> Individual seat work or work in small mixed groups according to gender and learning styles	Primary Text Elementary Language Arts for Liberia Book 2 Gateway to English for Primary School Book <ul style="list-style-type: none">Teacher/learners letters & sight word cardsLearners work-bookManual & electronic scrabble board games for juniors	<u>Expected Competencies</u> <ul style="list-style-type: none">Effective Communication SkillAnalytical SkillCreativity & Innovation Skills Assessment Strategies that will be used to measure competencies - participation,

<p>concisely and precisely with others</p>	<ol style="list-style-type: none"> 4. Identify perfect tenses 5. Spell high frequency and subject related words 6. Demonstrate understanding of vocabulary and related subject words in context 7. Use charts and graphic organizers to add details to writings 8. Write independently 	<p><i>the helping "to be" verb, in the present tense, plus the present participle of the verb (with an -ing ending):</i> <i>"I am buying all my family's Christmas gifts early this year.)</i></p> <p><u>Telling time</u></p> <p><u>Perfect tenses</u> <i>uses the verb's base form (write, work), or, for third-person singular subjects, the base form plus an -s ending (he writes, she works).</i></p>	<ul style="list-style-type: none"> • Write an example of simile • Explain that simile compares two things using the words "like" or "as" • Partners read poems and identify similes and create their own similes 	<p>Links: https://www.education.com http://www.k12reader.com www.readwritethink.org grammar.ccc.commnet.edu https://www.ixl.com</p>	<ul style="list-style-type: none"> - group work, - peer work, - demonstration & returned demonstration, - assignments, - quiz, - tests - Attendance - Oral presentation - Peer assessment - Role play & responsibility
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Grade: 2

Period: VI

Topic: READING AND COMPREHENSION

Learning Outcomes	Objectives	Contents	Activities	Materials	Evaluations/ Competencies
<u>Learners are able to:</u> Read grade leveled text with speed and accuracy Correctly respond to questions from texts read	Upon completion of this topic, learners will: 1. Read words with endings 2. Read and retell a how-to text 3. Follow the instructions of a how-to text to make or do something 4. Read diverse	Reading & listening: words with endings (prefixes/suffixes: dis-, in-, un-, re-, -y, -ly) assorted texts: (how-to/informational, persuasive) Listen to & discuss texts Informational	<u>Inclusive & Differentiated Learning</u> Individual seat work or work in small mixed groups according to gender and learning styles Partners read and reread texts <ul style="list-style-type: none">• story read aloud and	Primary Text Elementary Language Arts for Liberia Book 2 Gateway to English for Primary School Book 2 Approved grade two Supplementary Readers <ul style="list-style-type: none">• Friends for life <ul style="list-style-type: none">- Word charts, flash cards- Relevant objects, pictures,- short stories,- picture- story books,	<u>Expected Competencies</u> <ul style="list-style-type: none">• Effective Communication Skill• Analytical Skill• Creativity and Innovation Skills Assessment Strategies that will be used to measure competencies <ul style="list-style-type: none">- participation,- group work,- peer work,- demonstration & returned demonstration,

	<p>texts fluently</p> <p>5. Listen to & discuss texts</p> <p>6. Identify words and phrases that indicates persuasive text</p>	<p><u>Descriptive details:</u> (words that the author uses in a text that paints a picture in the mind of the reader)</p> <p><u>Story reading comprehension</u> (<i>read aloud, oral/silent</i>)</p>	<p>silent reading</p> <ul style="list-style-type: none"> • discuss story elements • take turns identify text details that provides sequence in how-to texts • in pairs provide the order of sequence in making your bed/doing the dishes, etc • role play: making a paper boat by reading 	<ul style="list-style-type: none"> - Computer word games, puzzles, <ul style="list-style-type: none"> ▪ USAID Read Liberia grade 2 materials (TIG, SAB, Reader) <p><u>Story titles:</u></p> <ul style="list-style-type: none"> - <i>Let's Make Palava Sauce</i> - <i>Flag Day</i> - <i>The Hopping Boy</i> - <i>Stone Stew</i> - <i>Fishing Up</i> - <i>Smart Fun</i> - <i>Staying Clean</i> - <i>Staying Healthy</i> - <i>Staying in School</i> - <i>Exercise is Important</i> - <i>Eva Loved Her Skirt</i> - <i>Rogue in the House</i> <p>Links: https://www.education.com</p>	<ul style="list-style-type: none"> - assignments, - quiz, - tests - Attendance - Oral presentation - Peer assessment - Role play & responsibility
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Grade: 2

Period: VI

Topics:

A. LANGUAGE DEVELOPMENT

B. LETTER REPRESENTATION

C. WORD SKILL & VOCABULARY DEVELOPMENT

Learning Outcomes	Objectives	Contents	Activities	Materials	Evaluations/ Competencies
<u>Learners are able to:</u> <ul style="list-style-type: none">Clearly communicate information about people, and objectsDemonstrate good listening, reading and writing skills;	Upon completion of this topic, learners will: <ol style="list-style-type: none">Read information in tables and picturesInterpret date and calendar informationMatch information from reading with picturesWrite	<u>Listening, Speaking, Writing & Spelling:</u> <ul style="list-style-type: none">TablesCalendarPicturesRead aloud & oral reading of Informational text and pictures HF/sight	<u>Inclusive & Differentiated Learning</u> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none">- Individual seat work or work in small mixed groups according to gender	<u>Primary Text</u> <p>Elementary Language Arts for Liberia Book 2 Gateway to English for Primary School Book 2</p> <ul style="list-style-type: none">▪ Teacher/learners letters & sight word cards▪ Learners work-book▪ Manual & electronic scrabble board games for juniors▪ USAID Read Liberia grade two materials (TIG, SAB, Reader)	<u>Expected Competencies</u> <ul style="list-style-type: none">Effective Communication SkillAnalytical SkillCreative skillsResearch Skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none">- participation,- group work,- peer work,- demonstration & returned

<ul style="list-style-type: none"> Be able to express oneself using different medium 	<p>information from pictures</p> <ol style="list-style-type: none"> Carry out a class survey Spell high frequency and subject related words Demonstrate understanding of vocabulary and related subject words in context Use the concept of alphabetical to arrange words with same first letter Demonstrate the concept of how to use a dictionary 	<p>& Vocabulary and subject words</p> <p><u>Dictionary skill</u> (alphabetize , guide words, etc)</p>	<p>and learning styles</p> <ul style="list-style-type: none"> practice in pairs Have students do class surveys and draw simple charts to show the likes of students Group study tables, pictures, calendars and discuss what they communicate In groups work with word 	<p>Links:</p> <p>https://www.education.com</p> <p>www.readwritethink.org</p> <p>www.bbc.co.uk/skillswise</p> <ul style="list-style-type: none"> https://www.architonic.com https://www.teachingenglish.org www.easyteacherworksheets.com 	<p>demonstration,</p> <ul style="list-style-type: none"> assignments, quiz, tests Attendance Oral presentation Peer assessment Role play & responsibility
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			<p>cards arranging them in alphabeti cal order</p> <ul style="list-style-type: none">- Whole word spelling method- Discuss what happened in the story- Partners survey a junior dictionary and discuss and ask questions about what they observe (e.g.: words arrangem ent, guide words, etc)		
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