

H.Dh. Atoll Education Centre
English Scheme
First Term, Grade 2 2008

Wk	Pd	Topic	Objective	Suggested Teaching Activities	T. aids	Integrated	Pg
1	13 th January 2008	My self (Speaking)	By the end of the lesson children should be able to - ask and answer simple introductory questions.	* Self introduction. * Teacher use a puppet and the puppet ask the questions to the teacher & T. give the answers. * Write those questions on the board. - What's your name? – Hello how are you? -how many brothers and sisters do you have? Where do you live? - When is your birth day? - What is the name of your house? * Ask pairs to come in front of the class. One child can ask the questions and other child can give the answers using puppet.	- Puppets. - Question cards	English ES Dhivehi	
	14 th January 2008	My self	By the end of the lesson children should be able to - answer simple introductory questions. - fill their address card.	* Ask oral questions from previous lesson. Make pairs and ask them to ask questions and answers each other. Give them a small work sheet which has some introductory questions. * do pages 7 & 8.	Pupils book Work sheet.	English ES Dhivehi	P 7 8
	15 th January 2008	My self (creative Writing)	By the end of the lesson children should be able to - Write a small paragraph (atleast four sentences) about themselves.	* Play parcel passing. (Make a circle, play music and pass two parcels. When tch stops the music the children who have the parcel have to ask and answer the questions that they learnt.) * Ask them to write about themselves. " self introduction"	Music tape 2 parcels	English ES Dhivehi	
	16 th January 2008	Vowels & articles.	By the end of the lesson children should be able to - say the phonics of the vowels. - make small words using vowels. (CVC)	* Write the alphabets on the board using children. Show the pictures which begins with the vowels. While children are saying the letters of the pictures Tch circle those letters on the board. Explain vowels and consonant. * Give slid cards and asks them to make words & write on the WB. *Do supplementary page 3 (1 st first part) * Give them a work sheet.	Pupils book Pictures letters		P 6

17 th January 2008	Vowels & articles.	By the end of the lesson children should be able to - say the phonics of the vowels. - make small words using vowels. (CVC)	Play dice matching game. Give each group two dice. One with letters and one with pictures. Ask one child to roll two dice together. Ask others to check by saying the sound and the name. Explain vowels & articles (names and sounds). Show them pictures and ask them to say the names. Eg: cat. Explain vowels and consonant. (an egg, an orange, a pencil these are the examples of articles.) * Give them work sheet on article and vowels.	Dice Pictures Work sheet		
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2	20 th January 2008	Family words	By the end of the lesson children should be able to - Say the name of family members. (mother, father, uncle, aunt, daughter, son cousin baby etc) - say sentences about their family.	* Play a game. Give each child a name card of a family member. Tch tell them a story. If they hear the names they have then they have to run in the middle of the circle and take a ball. * Show them a family tree and explain it. Explain the meaning of elder and younger.* Ask them to say sentences about their family members. Eg: my father is a fisherman. His name is a Mohamed. I have two elder sisters and one younger brother.	Family tree balls	ES English	
	21 st January 2008	Family words	By the end of the lesson children should be able to - draw a family tree. - say sentences about a family tree.	* play snake and ladder game. * Show them a family tree and ask questions. Eg: Who's Ali's mother? * Do page 9 & 10.	Pupils book	ES English	P 9 10
	22 nd January 2008	Parts of the body.	By the end of the lesson children will be able -Match the parts of the body with picture. -Draw and name atleast 5 body parts correctly	*Sing the song head and shoulder... * Show the body of a picture and ask them to show the parts. Discuss about the uses of different body parts. Read the spelling. Give uses of body parts, names, and pictures to the groups. Ask them to match it in their group. *let them to draw and write atleast 6 body parts.		ES English	

	23 rd January 2008	Revision	By the end of the lesson children will be able -Write atleast 3 introductory sentences. -Say the spelliny of family words. -Name the parts of the body by looking at the pictures -Fill in the blanks by looking at the pictures	*Revise introductory questions by asking questions. Let them write 3 sentences in their ex-book. *Show pictures of CVC words and ask about the vowels. Revise it. *Revise family words and parts of the body by showing word cards. * Give them a work sheet	Worksheet Flash cards		
	24 st January 2008	Assessment 1		Assessment 1 - Myself - Vowels and Articles - Body parts - Family words	Test paper		

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	27 th January 2008	Ordinal numbers	By the end of the lesson children will be able to - Write ordinal numbers and words. -Use ordinal numbers to describe the positions of people and objects. _ Answer the question using Who and what. (eg: Who is first? What is the first number?)	* Ask a group of students to come infront of the class. Ask others who came first, second, third....etc. Show them a picture which shows a race. Ask which place did Ali get? Eg: Ali get seventh place. Etc. *Explain how to read and write ordinal numbers up to 100. Eg: 1 st (First) 21 st (twenty first). Give a sheet to learn the. *Do pupils book pages 100 and 129?	Pictures	Math English	Pb 100 129

3	28 th January 2008	Ordinal numbers	By the end of the lesson children will be able to - Read ordinal numbers. -	* Revise previous lesson. Go out side and make groups. Let ask to run group by group. After each group ask questions. Come back and do a work sheet on it. *Give them a work sheet, where teacher has insert objects in rows or columns. And write questions below that. Ex: which is eleventh object?	Pictures Work sheet	Maths English	
	29 th January 2008	Colours	By the end of the lesson children will be able to - Use colours to describe an object and say sentences. - Read the instructions and colour the pictures.	*Show a coloured pencil and ask what is this? What colour is it? Is it a light colour or dark colour? Explain different light and dark colours. Also explain different colour in different objects. Eg: blue sky, green leaves. Do pupils book pages 13 and 158?		Dhivehi English	Pb 13 158
	30 th January 2008	Colours	By the end of the lesson children will be able to - Write sentences using the colour of given objects.	* Play finding partner game using colour words and colours. In this game half of the students will get colore words and the other half will get a coloured piece of paper which match the words. Ask them to go and find their partners. Check whether they are correct or wrong. * Let them draw any 4 object in their ex-book, colore them and write a sentence for each to describe their colour.	Flash cards Coloure papers Work sheet	Dhivehi English	Pb 57
	31 st January 2008	Like and don't like.	By the end of the lesson children will be able -Ask and answer the questions, What do you like/ don't you like? I like I don't like..... - Do you like ...? Yes I like.. No I don't like.	*Show some real foog items or some other objects and talk about that they like and what they don't like. Ask questions What do you like? Let them say answer in sentence form. I like Again ask What don't you like? I don't like Repeat it. After that write that structure of the questions and answers on the board and ask them to walk around the class and ask and answer each other. Do pupils book page 16 and ask them to draw any 2 things that they like and don't like in their ex-book and write a sentence for each.			Pb 16

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4	3 rd February 2008	Like and don't like.	By the end of the lesson children will be able to -Ask and answer the questions, What do you like/ don't you like? I like I don't like..... - Do you like ...? Yes I like... No I don't like... -join like and don't like sentences using but.	* Revise previous lesson by asking questions. Show them some action word cards and object word cards. When teacher show the card they have to say a sentences using like or don't like. Explain how to join like and don't like sentences using but. Eg: I like playing net ball but I don't like playing volley ball. Eg: Make pairs & ask them to write sentences using like, don't like and but. Present their work and discuss about the sentences. Do Supplementary page 61.	Pictures		Sp 61
	4 th February 2008	Can and can't.	By the end of the lesson children will be able to - ask and answer the questions, can you.....? And what can you do? - Yes I can..., No I can't ...	*Show them some action word cards Eg: climbing tree & paste them on the board. Ask what can you do from these actions? Also ask what can't you do? Eg: I can ride a bicycle I can't drive a car. Paste can, can't word cards on the board. Ask Dhivehi meaning of it. Ask to show the actions and tell the sentences. Eg: I can walk. Ask the groups think about three things that they can do and can't do. Let them list it down on the WB and present. Le them to draw two things that they can do and can't do and write a sentence for each	Pictures Flash cards		
	5 th February 2008	Can and can't.	By the end of the lesson children will be able to - ask and answer the questions, can you.....? And what can you do? - Yes I can..., No I can't ... -Join, I can and I can't using but .Eg: I can jump but I can't fly.	* . Explain them how to join can and can't sentences using but. Eg: I can cook noodles but I can't cook rice. * Ask them to join and write at least 5 sentences using can, can't and but. eg: : I can jump but I can't fly.	Pictures		

	6 th February 2008	Am	By the end of the lesson children should be able to - write sentences using am.	* Ask them to do some actions and tch ask what are you doing? They will say the answer using I am..... *Tell them am can be used only with I. * Give them a work sheet	Work sheet		
	7 th February 2008	Are & is	By the end of the lesson children should be able to - Fill the blanks using is or are.	* Show them pictures of singular and plural things. Eg: apples, flower, trees, stars, mango etc. Ask them to say a sentence using a name from the picture. Tell them if it is a singular noun use 'is' and plural use 'are'. # Always writes IS for a person or a thing. #Always writes ARE for more than one. -Write some sentences on the board by missing is or are. Ask in groups to write those sentences correctly in their ex-book. Eg: A parrot.....a bird. Ask them to do supplementary 23 first part. Ref: learning grammar 1 pages 4.	Pictures		Sp 23

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	10 th February 2008	This & That	By the end of the lesson children will be able to - write sentences for each word. (this and that)	Paste pictures and ask questions. What is this? What is that? Explain the meaning of "this and that". We use "THIS" when we speak of something that is near us. We use "THAT" when we speak something that is far away from us. This and that are use for singular noun. Let them to say sentences for that & this. Do a work sheet on this and that. Ref: learning grammar 1 pages 11- 16.	work sheet		

5	11 th February 2008	These & Those	By the end of the lesson children will be able to - write sentences for these and those. -say the meaning of these and those.	* Paste pictures and ask question. What are these? What are those? We use “these” when we speak of many things that are near us. We use “Those” when we speak many things that are far away from us. these and those are use for singular noun. Give wb to each pair and ask them to make sentences for each word. Present their sentences. Do a work sheet on these and those. Ref: learning grammar 1 pages 11- 16.			
	12 th February 2008	Comprehension	By the end of the lesson children should be able to - Develop their reading skill. - Develop their vocabulary. - Read the given passage and answer the questions.	* Teacher read the given passage to the children. (reading a loud). Ask children to read it silently. Ask children to underline the new words. Bring some children and tell them to read it aloud. Ask questions orally.	passage		
	13 th February 2008	Revision	By the end of the lesson children should be able to -Frame sentences using this, that, these, and those. -describe things using their colour.	*Revise ordinal numbers and colours by asking questions. *Make pairs and ask them to make sentences about what they like, don't like what they can do and can't do. Present it. *Say sentences using “am, is, and are” *Frame sentences using this, that, these, and those in their ex-book.	worksheet		
	14 th February 2008 Assessment 2			Assessment 2 ordinal numbers , colours , like, don't like ,can , am, is, and are* this, that, these, and those	Test paper		

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6	17 th February 2008	Days of the week	By the end of the lesson children will be able to -Say the days of the week. - Say which day comes before/after..... <i>Sunday</i> ?	-Read them the story a very hungry caterpillar. -Ask questions about the story? What did the caterpillar eat on Monday? On which day did the caterpillar eat oranges? Etc. - Explain the meaning of after and before. Ask questions? Which day comes after /before Tuesday? Monday comes before Tuesday. Practice it. Give them a work sheet.	Days of the week cards Story book Work sheet	Dhivehi English	
	18 th February 2008	Pronouns (he, she, it,)	By the end of the lesson children should be able to - fill the blanks using the correct pronouns.(he, she, it)	* paste a sentence on the board. Eg: Ali is sitting on a chair. Ask children I want write this sentence without using Ali. Which word can I use instead of Ali. Explain how to change nouns into pronouns. Tell them “pronouns are used instead of name of people or animals. (things). A word which can take the place of a noun is pronoun. It helps us in avoiding the repetition of a noun again and again” . Eg: Suzan is a teacher. She teaches English. * Give them a work sheet where they have to change nouns into correct pronouns. -Give them a work sheet(fill in the blanks) # Refer: Learning Grammar 1 pages 1-3, #Enrich your Grammar 3pages 14-16.	Work sheet.		
	19 th February 2008	Pronouns (I, we, you & they)	By the end of the lesson children should be able to -Fill in the blanks using correct pronouns. - Frame sentences using the given pronouns.	* Introduce pronouns “I, we, you and they)by showing pictures. * Get the students to retell the sentences by replacing the nouns with pronouns. * Get the students to frame sentences for the given pronouns *Give them a work sheet(fill in the blanks) # Refer: Learning Grammar 1 pages 1-3, #Enrich your Grammar 3 pages 14-16.	Work sheet.		

	20 th February 2008	Quantities of food	By the end of the lesson children will be able to -Draw and colour at least 5 foods they know. -Fill in the blanks with the correct quantity.	* Bring different quantity of food. Keep all the things on a table. Ask them to come and buy things from the shop. They have to come and say the correct quantity of what they want. Then give them that food. * Give them a worksheet where they have to fill in the blanks with the correct quantity of food.	Quantity of food (pictures) Real objects.		Pb 51
	21 st February 2008	Quantities of food	By the end of the lesson children will be able to - To tell the quantity of food. - To write at least 5 quantity of food. Eg: a cup of....., a slice of..... - Identify food and its quantity.	* Show real objects and ask them to tell the name of that food. Put some rice in to a plate and ask how do we measure this . Ask them how they will say if the milk is in the tin. * Ask chn. How they measure/say how much food they want. * Explain the quantity of food. * Let them draw and name 4 quantities of food.	Pictures Real objects like tins, cartons, etc.		

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	24 th February 2008	Quantities of food	By the end of the lesson children will be able to -Write a small paragraph including different quantities of food. (what they ate in a day)	* Have a speaking activity. Ask them to say what they eat in different meal times. *Make groups and give pictures and ask them to write sentences including quantities of food. Eg: Yesterday Ali ate a plate of noodle with a glass of juice. *Let them write what they ate Yesterday (a small paragraph)	Quantity of food (pictures)		

7	25 th February 2008	Transport	By the end of the lesson children should be able to - tell atleast 6 transport vocabulary. -Write sentences using transport -match the transport words and the picture.	* Show them transport picture. And ask what are these? When and where we use is? What are the uses of these? * Make group and ask them to list verities of transport used in the Maldives. Present their work. Make pairs and ask them to form three sentences for their favourite forms of transports. *Do pupils book pages 80, 89 and 90?	pictures	Dhivehi English
	26 th February 2008	Conjunction (but & and)	By the end of the lesson children should be able to - say what is conjunction. - make at least two sentences using but & and.	* Explain what is conjunction? Conjunction is a word that joins two sentences. Eg: and & but. Usually conjunctions come in between two sentences. Eg: Ali reads a story book and a news paper. Tell them “ and” used to say something positive (good). “ but” is used to say something negative. Eg: Ams is good at studies but not good at cooking. (when we want to show a difference). Show them different pictures and ask them to make sentences using “ but” & “ and”. Give them a work sheet. # Refer: Learning Grammar 2 pages 49 -52, #Enrich your Grammar 3 pages 82 -85.	Work sheet	
	27 th February 2008	Conjunction(because)	By the end of the lesson children should be able to - say what is conjunction. - make at least two sentences using because.	* Revise and & but. Ask question what is conjunction? * Explain “because”. Tell them we use “because” for a reason. Eg: I like tea because it is tasty. Explain how to make sentences using “because”. Tell them to make sentences in their exercise book using “because”. #Enrich your Grammar 3 pages 82 -85		
28 th February 2008	Conjunction (or)	By the end of the lesson children should be able to - say what is conjunction. - make at least two sentences using “or”	* Revise and , but & because. Ask question what is conjunction? * Explain “or”. Tell them we use “or” for choice. Eg: would you like coffee or tea. * Explain how to make sentences using “or”. Tell them to make sentences in their exercise book using “because”. # Refer: Learning Grammar 2 pages 49 - 52, #Enrich your Grammar 3 pages 82 - 85.			

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8	2 nd March 2008	Revision	By the end of the lesson children should be able to -join sentences using the correct conjunction word. -Read the spelling of transport words. -Write the quantities of given food items(by looking at the pictures.	-Revise pronouns by showing sentence cards. - Revise transport vocabularies. Read the spellings. Play hangs man. - Revise conjunctions. Paste sentences on the BB and ask students to come and join the sentences using the correct conjunction word. Revise days of the week orally -Show pictures and ask them to say the quantity of food. * give revision work sheet	Pictures Flash cards worksheet		
	3 rd March 2008	Assessment 3		Assessment 3 Quantities of food, Days of the week, Pronouns Conjunctions, Transport.	Test papers		
	4 th March 2008	Present continuous tense	By the end of the lesson children should be able to -to write at least 4 sentences in present continuous tense.	* Bring an individual in front of the class. Ask him/ her to do some actions. Eg: reading. Ask the chn what is s/he doing? * Explain where and when we can use the present continuous tense. Present continuous tense is something we are doing at that time. Paste some action pictures on the board and ask them to make PCT sentences in their exercise book. # Refer: Learning Grammar 1 pages 73 -77.	pictures		

	5 th March 2008	Present continuous tense	By the end of the lesson children should be able - To fill in the blanks using present continuous tense. - To fill in the blanks by changing the verb in the bracket to PCT. - Make 5 sentences for any 5 words from the given list.	* Give each group a picture. In groups ask them to discuss about the picture and write a sentence and present it. * Give each group sentence cards. Eg: Ali _____ water. * And also give them some word cards like is drinking, is running, etc. They have to fill the gap by keeping the right word card. * Give them the revision sheet where they have to fill in the blanks using present continuous tense and make sentences in present continuous tense by looking at the picture. Ask them to complete the revision. * Give a list of word and let them to write sentences. # Refer: Learning Grammar 1 pages 73 -77.	Sentence card, pictures Work sheet		
	6 th March 2008	Present continuous	By the end of the lesson children should be able to - answer the given questions by looking at the picture.	* Revise present CT. Paste some pictures and ask some children to come and write sentences on the board. Discuss about the sentences. Give them a work sheet, where teacher has to include pictures and the questions, then children have answer those questions by looking at the picture. # Refer: Learning Grammar 1 pages 73 -77.	Work sheet pictures		

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	10 th March 2008	Directions. (turn left, turn right and turn back)	By the end of the lesson children will be able to - Listen and follow the given instructions.	* Play a game called pining the tail on the cat. Others can give the instructions. eg: turn left, put your right hand up, go back ward, go around etc. * Do page pupil's book pages 40 and 41.		Dhivehi English	Pb 40 41

9	11 th March 2008	Directions. (turn left, turn right and turn back)	By the end of the lesson children will be able to - Listen and follow the given instructions. - Write atleast 3 sentences using direction words.	* Play Ali says using directions. Past a picture on the board and ask hoe to go Dhiraagu to hospital. * Give them a picture (work sheet) with questions. They have to look and follow the instruction to answer the questions. * Do page pupil's book page 42.	Picture1 work sheet	Dhivehi English	Pb 42
	12 th March 2008	Directions.	By the end of the lesson children will be able to - Write atleast 3 sentences using direction words.	*Ask pairs to give instructions and other child should follow the instructions. *Revise the previous lessons, turn left, turn right, go back, straight. -Give them a work sheet.			
	13 th March 2008	Has & Have	By the end of the lesson children should be able to - Use has and has in questions and answers. (Do you have a/ Yes I have a.....)	*Play a game. Make a circle and give each child a picture of class room objects. Eg: ruler. Pencil etc. Ask one child to go in the middle of the circle and ask questions. Do you have a pen? If the child has the pen say yes I have a pen. Then swap the place. * Explain how to use has and have in sentences. Ask them to write five sentences for each word. # Refer: Learning Grammar 1 pages 57 - 62	Pictures		

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10	23 rd March 2008	Has & Have	By the end of the lesson children should be able to - Use has and have in questions and answers. (Do you have a/ Yes I have a.....) - write 3 sentences for each word.	* Make two shops. Choose a shop keeper and ask others to go to the shop and buy things. Tell them to ask questions “Can I have a ruler please?” Repeat it. * Make pairs and write sentences in their ex- book using has and have. Eg: I have a long pencil. She has a thick story book. 3 sentences for each word. * Do page 50 # Refer: Learning Grammar 1 pages 57 - 62	Objects.		Pb 50
	24 th March 2008	Revision	By the end of the lesson children should be able to - Say sentences in PCT. -Use has and have in sentences.	*Revise present continuous tense. Show pictures and ask questions. *Revise directions by asking questions. Make groups and ask them to write the directions of how to go from schools to their house. *Revise has and have. Ask them to list what they have? And what their best friend has. *Give them a work sheet.	Work sheet.		
	25 th March 2008	Assessment 4		Assessment 4 Present continuous tense. Directions Has and have.	Test paper		
	26 th March 2008	Singular and plural(add s)	By the end of the lesson children should be able to - Write the plural words of the given singular words.	* Show them picture an apple. And ask what is this? Then show a picture which has more than one apple. And ask what are these? Ask what are the difference between apple and apples. Explain singular and plural. Give them a WB and ask them to list singular and plural words which they can see from the class room. Give them a work sheet. do page 107. Refer Basic ENGLISH GRAMMAR page 25, from the library	- work sheet		pb 10 7

	27 th March 2008	Singular and plural(end with ch & sh	By the end of the lesson children should be able to - Write the plural words of the given singular words.	* Show them words of something end with ch and sh . Ask them to write those words into a plural form. "When the last letters of singular nouns are ch , sh we usually add es to form the plural." Give them a work sheet. Refer Basic ENGLISH GRAMMAR page 26, from the library	Work sheet		
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11	30 th March 2008	Singular and plural(end with ss & x	By the end of the lesson children should be able to - Write the plural words of the given singular words.	* Show them words of something end with ss and x Ask them to write those words into a plural form. "When the last letters of singular nouns are ss , x we usually add es to form the plural." Eg: glass – glasses, box- boxes. Give them a work sheet. Refer Basic ENGLISH GRAMMAR page 26, from the library	Work sheet		
	31 st March 2008	Singular and plural(end with y)	By the end of the lesson children should be able to - Write the plural words of the given singular words.	* Show them words of something end with y , eg: baby, cherry. Ask them to write those words into a plural form. "When the last letters of singular nouns are y , we make these nouns plural by changing Y to I , adding -es ." Eg: baby – babies. But the letter before the last letter Y is a vowel then we just add s to make that word plural. Eg: key – keys. Give them a work sheet. Give them a work sheet. Refer Basic ENGLISH GRAMMAR page 27, from the library	Work sheet		

	1 st April 2008	Singular and plural(irregular words eg: teeth)	By the end of the lesson children should be able to - Write the plural words of the given singular words Should know the difference between singular and plural and when to use them.	* Show them irregular words eg: tooth, woman. Ask them how to write those words into plural form. Ply finding partner game. (use plural and singular nouns) *give them a worksheet. Refer Basic ENGLISH GRAMMAR page 27, from the library	Worksheet Flash cards		
	2 nd April 2008	Singular and plural(creative writing)	By the end of the lesson children should be able to - Write atleast five singular and plural sentences by drawing pictures.	* Paste some pictures on the board. Ask some children to come and write sentences on the board by looking at the pictures. Paste another pictures on the board and ask them to draw those pictures and make singular and plural sentences for those pictures.	Pictures		
	3 rd April 2008	Simple past (was, were)	By the end of the lesson children will be able to * Fill the blanks using the correct word. (Was or were). * Write sentences using was & were.	# Explain is & are the simple presentence and was and were are the simple past. Tell them was is used with singular nouns and were is used with plural nouns. Give each child a card with one side was and the other side were. Show them pictures and ask them to choose the correct word and show and say sentences. Eg: There was a big cat. There were two birds. Ask them to do a worksheet where they have to write sentences for the given pictures. & Let them to do page 70(Supplementary book 1 st part). (refer : leaning grammar 2 pages 66, 67)	Pictures Word cards		SP 70

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12	6 th April 2008	Time (12 hours)	By the end of the lesson children will be able to - Say the time by looking at a clock face.eg: o'clock.	<ul style="list-style-type: none"> * Show them a clock and ask what is the time? * Explain how to use two hands. * Give each pair a clock face then teacher say a time, students have to move the two hands with the correct numbers. * Do page 32 and 33 	Clock face	Maths English Dhivehi	Pb 32 33
	7 th April 2008	Time(quarter past and half past)	By the end of the lesson children will be able to - Write the time by looking at a clock face. - Ask question "what is the time?" and answer "it's quarter past..... Or it is half past....."	<ul style="list-style-type: none"> * Explain quarter past and half past. Give each pair a clock face and teacher say the time children show the correct time using their clock face. * Do page 34 and 35 	Clock face	Maths English Dhivehi	Pb 34 35
	9 th April 2008	Time (quarter to)	By the end of the lesson children will be able to - Write the time by looking at a clock face. - Ask question "what is the time?" and answer "it's quarter to....."	<ul style="list-style-type: none"> * Explain quarter to. Give each pair a clock face and teacher say the time children show the correct time using their clock face. * Do page 36, 37 and work sheet. 	Clock face Work sheet	Maths English Dhivehi	Pb 36 37
	10 th April 2008	Time (creative writing)	By the end of the lesson children will be able to - use the time given in the pictures and write atleast five sentences.	<ul style="list-style-type: none"> * Show them big pictures which have clock faces. Ask them to make a small story for those pictures in their group. Present it. * Give work sheet, which has atleast 6 different pictures with clock faces. Let them to describe the actions with the time mentioned and write sentences on it. 	Pictures Work sheets.	Maths English Dhivehi	

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Wk	Pd	Topic	Objective	Suggested Teaching Activities	T. aids	Integrated	Pg
13	13 th April 2008	Need	By the end of the lesson children will be able to *Make 5 sentences for need.	* Revise previous lesson. T. Can tell a sentence using need. Eg: I need a rubber. (tell the meaning of need. Every person requires something. And also there are some common needs. – Food, shelter and clothes. Give Wb to pairs and ask them to make a list of needs. Present their work. After that make atleast 6 needs in their ex-book.			
	14 th April 2008	Must and mustn't	By the end of the lesson children will be able to - fill in the blanks using must. - Make 2 sentences for must and mustn't	*T. Say sentences. Eg: you must listen to the teacher. You mustn't shout at the library. You must obey your parents. Ask them the meaning of the sentences and the meaning of the word must and mustn't. Explain the meaning of must. Must- things that they have to do, there is no choice. Give WB to each pair and ask them to list what we must do and mustn't do. Let them write sentences in their exercise book. Also give them work sheets where they have to fill the blanks using must / mustn't.	Work sheet WB		
	15 th April 2008	Must and mustn't	By the end of the lesson children will be able to -Write 4 sentences they must do -Write 4 sentences they mustn't do	* Get the students to work in groups and write the things they must & mustn't do when they are in the class. * Get groups the present their discussion to the class. Write 4 sentences 4 each word (must and mustn't).			
	16 th April 2008	revision	By the end of the lesson children will be able to -Say the plural word of the given singular nouns. -Use was and were in the sentences. -Tell the time by looking at the clock faces.	*Revise singular and plural by showing pictures and asking questions. *Revise was and were. Let them fill the given blanks on the BB. *Revise time by showing clock faces. *Revise must and mustn't, ask questions about what they must and mustn't do. Give them a work sheet.	Work sheet Clock faces pictures		

17 th April 2008	Assessment 5	Assessment 5 Singular and plural Must and mustn't Time Was and were	Test paper		
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Wk	Pd	Topic	Objective	Suggested Teaching Activities	T. aids	Integrated	Pg
14	20 th April 2008	Prepositions(in on under)	By the end of the lesson children should be able to - fill in the blanks using the correct prepositions.	* Place different objects into the different places. Ask question, where is the ball/ pencil/ ruler? Explain the meaning of in, on, under, up and down. Ask children to take their pencils. Tch give instructions. Children have to follow. Paste some pictures on the board and ask them to write sentences in the white board by looking at the pictures. Do page 19. Refer Essential English Grammar from library	Objects Picture		pb 19
	21 st April 2008	Prepositions (beside behind, next to, near)	By the end of the lesson children should be able to - fill in the blanks using the correct prepositions - write sentences by looking at the pictures, using the given prepositions.	* Place different objects into the different places. Ask question, where is the ball/ pencil/ ruler? Explain the meaning of beside, behind, next to and near. Bring some children in front of the class. Tch give instructions. Children have to follow. Paste some pictures on the board and ask them to write sentences in the white board by looking at the pictures. Give them a work sheet. Do pages 52, 53. Refer Essential English Grammar from library	- work sheet		pb 52 53
	22 nd April 2008	Prepositions Opposite, over, at, in front of & between)	By the end of the lesson children should be able to - fill in the blanks using the correct prepositions	* Show them pictures and explain the meaning of opposite, over, in front of, at and between. Bring children and ask them to follow instructions. Do pages 22, 23, Give them a work sheet. Refer Essential English Grammar from library	- work sheet		pb 22 23

	23 rd April 2008	Prepositions	By the end of the lesson children will be able to - Use prepositions and write sentences. -Fill the blanks using the correct prepositions. -Draw their own pictures and write sentences using prepositions.	* Place an object in different positions (eg: on a table, under the table) Ask children where the object is, explain using prepositions. Revise the prepositions they learnt. Give written work in ex.bk.	Pictures Work sheet		
	24 th April 2008	Creative writing	By the end of the lesson children will be able to - write a small paragraph about the given pictures.	Paste a big picture on the BB. Make groups of three and asker them to describe the picture and write sentences on the A4 paper. Present their work and compare all the groups writing. Give them a small picture. Ask them to paste their picture and write a small paragraph about the picture. (About 45 words).	picture		

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Wk	Pd	Topic	Objective	Suggested Teaching Activities	T. aids	Integrated	Pg
	27 th April 2008	Clothes	By the end of the lesson children should be able to - Say what do they wear in different coactions? - Say questions what does she or he wear? - draw & write atleast one sentence about their favourite dress.	* Ask questions why we wear different clothes? + What are the different kinds of clothes we wear? When you go to play what do you wear? When you come to school what do you wear? Bring a child infront of the class give some clothes to wear she or he. (hat, trousers, shirt, belt etc) write questions on the board what are you wearing? I am wearing..... What does she or he wearing? S/he is wearingtell children to ask those questions. Practice it. Talk about their favourite dress. Draw any for clothes + their favourite dress and write two sentences about their favourite dress.	Real clothes		

15	28 th April 2008	Clothes	By the end of the lesson children should be able to - read and draw and name the given clothes.	Give a WB to each child. Teacher says instructions. Eg: I am wearing a short sleeved shirt, shorts, socks, shoes and a hat. Children will draw. Give them a work sheet where they have to read the instructions and draw the given clothes.	Work sheet pictures		
	29 th April 2008	Clothes	By the end of the lesson children should be able to - match the names with the correct clothes. - read the instructions and colour the picture.	* Play finding partner game. After finding their partner they have to past their picture and names on the board. Read the spelling. Do pages 94 and 95. * Ask them to bring their favourite clothes for the next day.	Pictures Name cards		Pb 94 95
	30 th April 2008	Clothes	By the end of the lesson children should be able to - talk about their favourite dress. - draw + write atleast three sentences about their favourite dress.	* Ask a child to wear her / him favourite dress. Ask to say sentences about that dress. My favourite dress is short; I wear red shoes with this dress. Ask all children to wear their favourite dress and say atleast one sentence about that dress. Ask them to draw their favourite dress in their exercise book and write atleast three sentences about it.	Real clothes		

	1 st May 2008	Punctuations (capital letters)	By the end of the lesson children should be able to - put the capital letters into the correct place.	* Show them cards of punctuations. Ask what are these. These are punctuations. Tell what is punctuations? Tell them “punctuation marks are signs such as full stops, commas, capital letters and question marks. We use them in sentences to make the meaning clear.” Explain where can we use capital letters. Name of a person, days of the week, months of the year, name of a country (any proper nouns). Tch write a sentence on the board without capital letters. Ask a child to come and re write the sentences with the correct punctuation marks. Give them a work sheet. Refer Basic ENGLISH GRAMMAR from library	Word cards. Work sheet		
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Wk	Pd	Topic	Objective	Suggested Teaching Activities	T. aids	Integrated	Pg
	4 th May 2008	Punctuations (full stop, comma & question mark)	By the end of the lesson children should be able to - re write the sentences using the correct punctuation marks.	* Explain full stop, comma and question mark. Full stop (we put a full stop at the end of a sentences. Comma , (we put a comma to separate items in a list.) question mark (we put question marks after a question). Give them a work sheet where children have to re write the sentences using the correct punctuation marks.	Work sheet.		

16	5 th May 2008	Punctuations	By the end of the lesson children should be able to - re write a story using the correct punctuation marks.	* Paste different cut- outs of punctuation marks in different places of the class. Past some sentences on the black board. Ask individuals to find the correct punctuation marks from the class and paste in the sentences * Tch write some sentences on the b. board without punctuation marks. Ask them what is missing. Give them a small story, where they have to re write the story using the correct punctuation marks.	Work sheet.		
	6 th May 2008	comprehension	By the end of the lesson children will be able to - Develop their reading skill. - Develop their vocabulary. - Read the given passage and answer the questions. - fill in the blanks using the words given in the passage.	* Teacher read the given passage to the children. (reading a loud). Ask children to read it silently. Ask children to underline the new words. Bring some children and tell them to read it aloud. Ask questions orally. Do a work sheet.	work sheet		
	7	Revision	By the end of the lesson children will be able to - Develop their reading skill. - Develop their vocabulary.	*Revise prepositions, use pictures and ask questions. *Show real clothes and get them to say their names and describe and say some sentences. *Paste some sentences on the BB and ask some children to come and punctuate it correctly. *Give them a revision worksheet.			
	8 th May 2008	Assessment 6		Assessment 6 Prepositions Clothes Punctuation marks	Test paper		

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Wk	Pd	Topic	Objective	Suggested Teaching Activities	T. aids	Integrated	Pg
17	11 th May 2008	With	By the end of the lesson children will be able to - say the meaning of with. - match the sentences using with.	* Write 2 sentences on the board using with. Ask children to read the sentences and say what is same in those two sentences. After that ask them to say sentences using with. Eg: I write with a pen. Explain the meaning of with. (When we use something to do something. we use the preposition with. Eg: I paint the wall with a brush. And also when we join someone to do something. We use the preposition with. Eg: Ali goes to school with his sister.) Make sentences for with in their group. Do page 24. (ref: learning grammar 2)			Pb 24
	12 th May 2008	With	By the end of the lesson children will be able to - say the meaning of with. -use with in the sentences and make atleast 4 sentences.	Revise yesterday's lesson. Teacher says first part of the sentence then children complete the sentence using with. Eg: I brush my teeth with a toothbrush. After that ask some individual students to say some sentences using with. Let them to do a worksheet on with. do page 80 (supplementary book)	Work sheet		SP 80
	13 th May 2008	Simple past (regular verbs)	By the end of the lesson children will be able to * add 'ed' to a range of verbs to change them from the presentence to the past tense. * Say sentences in simple past tense.	# Ask questions. What day is today? What day was yesterday? Yesterday was Sunday. Give groups simple present & simple past regular verbs cards. Ask them to read it & find out is there any difference. What are the differences? Tell them the verbs with 'ed' are simple past verbs. Explain that simple past tense is used to talk about the events that have happened in the past. Eg: I washed my clothes yesterday. Ask questions. What did you do yesterday? Let them say in sentences. Paste action pictures on the board and ask what did they do last week? Etc...Ask them to do page 110.	Pictures Word cards		Pb 11 0 10 9

	14 th May 2008	Simple past (regular verbs)	By the end of the lesson children will be able to * add 'ed' to a range of verbs to change them from the present to the past tense. * Write sentences in simple past tense.	# Ask questions. What day is today? What day was yesterday? Yesterday was Sunday. What did you do yesterday? Let them say in sentences. Past action pictures on the board and ask what did he do yesterday? Teach them the sentence structure. Subject + verb+object. Eg: He played football. Ask them to write what did they do yesterday.(3 sentences in ex-book) and tell them to do page 27.			Pb 27
	15 th May 2008	Simple past (irregular verbs)	By the end of the lesson children will be able to - write at least 5 irregular verbs in simple past. -match some present and past tense verb.	Revised simple past that they learnt before. (regular verbs'ed') Show some action pictures and ask what did s/he do yesterday? (picture should show an irregular verb eg: eat, swim, say, run, go come etc) Explain simple past of some irregular verbs. Give a work sheet which contains some irregular verbs then chn should write simple past of those verbs and some present verb and past tense verb to match.	Work sheet Action pictures		

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	18 th May 2008	Simple past (irregular verbs)	- write five sentences about what they did on previous day. (ask them to use irregular verbs)	Ask the chn what did you do yesterday? Ask them to write the answers in pairs. Tell them to remember to write irregular verbs. Ask children to write five sentences about what they did on yesterday.			

18	19 th May 2008	Adjectives of comparison	By the end of the lesson children will be able to - Compare two objects and write sentences in their exercise book. (only use 'er') - Compare people and say sentence. Eg: Ali is richer/taller/ fatter than Moosa	* Show some objects Eg: a rubber and a ruler. Ask which is bigger. Let children say sentences using bigger, shorter, longer, taller, wider, * Tell them to compare them with their friends. Eg: Aisha hair is longer than my hair. My shoes is smaller than your shoes * Compare their stationeries and say sentences + write their sentences on the WB. Eg: My book is thicker than yours. * Ask them to write atleast five sentences in their exercise book.	Objects pictures		
	20 th May 2008	Adjectives of comparison	By the end of the lesson children will be able to - Compare two objects and write sentences (only use 'er') - Compare people and say sentence. Eg: Ali is richer/taller/ fatter than Moosa.	*Show them some pictures and ask questions about it. Eg: who is taller? Which is lighter? Let them say some sentences and let some children write sentences on the board. * Do page 76 and 77 (pupils book)	Pictures		Pb 76 77
	21 st May 2008	Adjectives of comparison	By the end of the lesson children will be able to - Compare things and write atleast five sentences in their exercise book.	*Go out side and ask them to compare things that they can see and say sentences. Give them a work sheet which includes lots of pictures. Ask children to compare the pictures and write the sentences.	Work sheet		

22 nd May 2008	Revision	By the end of the lesson children will be able to - Compare things and write sentences. - Say sentences using with. - Say the simple past tense word of the give simple present word.	*Revise with. Make pair and let them write sentences using with. *Revise simple paste. Show pictures and ask questions. *Revise comparatives. Show objects and compare and say sentences. *Give them a revision worksheet.	Pictures Worksheet Objects.		
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Wk	Pd	Topic	Objective	Suggested Teaching Activities	T. aids	Integrated	Pg
19	25 th May 2008	Assessment 7		Assessment 7. With Simple presentence Comparatives			
	26 th May 2008	Graphic Stimulus	Aim: To develop comprehension skill. By the end of the lesson students should be able to; - Read an advertisement and complete the missing words. - Read an advertisement and answer the given questions	* Give different advertisement to different groups. * Give some questions along with the advertisement. * Get the students top read the advertisement in groups and find the answers. * Give graphic stimulus exercise. * Explain and get them to complete the exercise.	Pictures		

27 th May 2008	Closed passage	By the end of the lesson children should be able to - fill atleast five blanks correctly.	* Give them a short cloze passage ask them to read and fill the blanks.	Work sheet		
29 th May 2008	Creative writing	By the end of the lesson children will be able to - describe the given picture and write a small paragraph. (about 40 words)	* Give a picture to each pair. Let them to discuss what is happening in that pair. Teacher writes some key words on the black board. *Get them to write a small paragraph in their ex-book.	Pictures		
29 th May 2008	Listening activity	By the end of the lesson children should be able to - Develop their listening skill. - Develop their vocabulary. - listen given passage and answer the questions.	* Give the questions paper and ask them to read and understand the questions. * Teacher read it to the children and let them listen and answer the question.	work sheet		