



ENGLISH

Teachers' Guide
Grade

3



Department of English
National Institute of Education
Maharagama
Sri Lanka
www.nie.lk



English Language

Teachers' Guide

Grade 03

(To be implemented from 2018)

Department of English
Faculty of Languages Humanities and Social Sciences
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Director General's Message

With the primary objective of realizing the National Educational Goals recommended by the National Education Commission, the then prevalent content based curriculum was modernized, and the first phase of the new competency based curriculum was introduced to the eight year curriculum cycle of the primary and secondary education in Sri Lanka in the year 2007

The second phase of the curriculum cycle thus initiated was introduced to the education system in the year 2015 as a result of a curriculum rationalization process based on research findings and various proposals made by stake holders.

Within this rationalization process the concepts of vertical and horizontal integration have been employed in order to build up competencies of students, from foundation level to higher levels, and to avoid repetition of subject content in various subjects respectively and furthermore, to develop a curriculum that is implementable and student friendly.

The new Teachers' Guides have been introduced with the aim of providing the teachers with necessary guidance for planning lessons, engaging students effectively in the learning teaching process, and to make Teachers' Guides will help teachers to be more effective within the classroom. Further, the present Teachers' Guides have given the necessary freedom for the teachers to select quality inputs and activities in order to improve student competencies. Since the Teachers' Guides do not place greater emphasis on the subject content prescribed for the relevant grades, it is very much necessary to use these guides along with the text books compiled by the Educational Publications Department if, Guides are to be made more effective.

The primary objective of this rationalized new curriculum, the new Teachers' Guides, and the new prescribed texts is to transform the student population into a human resource replete with the skills and competencies required for the world of work, through embarking upon a pattern of education which is more student centered and activity based.

I wish to make use of this opportunity to thank and express my appreciation to the members of the Council and the Academic Affairs Board of the NIE the resource persons who contributed to the compiling of these Teachers' Guides and other parties for their dedication in this matter.

Dr. (Mrs.) Jayanthi Gunasekara
Director General
National Institute of Education
Maharagama

Message from Ven. Deputy Director General

Learning extends across a wide area. It makes life very complex and extremely simple. The human being is capable of reaching great heights with his skill of learning. A country, a society where human development is the central focus, uses learning as an instrument to do away with the unacceptable identified malpractices through the intellect, to create a better world through good practices.

With education should arise things worthwhile for learning, methods to facilitate learning, and facilities conducive for learning. That is how the curriculum, the syllabi, the Teachers' Guide, and facilitators join the field of learning.

Modern Sri Lanka possesses an independent education system which is a blend of global trends and hereditary traditions. This Teachers' Guide comes to you-a wealth of resources - as a result of the eight yearly updating of the syllabus done on the revisions based on the requirements of the time.

It is necessary to maintain the consistency of the objectives of the subject at the national level. Yet, the teaching techniques in the Teachers' Guide do not need to be followed to the letter. I categorically state that the facilitators are free to modify or adapt the learning teaching strategies innovatively to achieve the competencies and the competency levels of the syllabus. The Teachers' Guide prepared to support and help the teachers' role in raising the percentage of the competency levels of the student to a higher level can be made use of by student as well as parent. The teacher must be aware that the Teachers' Guide is only a guide to the relevant prescribed texts and to make use of both resources- the Teachers' Guide and the prescribed texts provided by the Education Publications Department.

Furthermore at the end of the lesson, the facilitators of the learning - teaching process along with the students should come to an understanding of the level of achievement reached in relation to the expectations of national level examiners evaluating the level of achievement in relation to the subject. I sincerely trust that this Teachers' Guide would be a canoe or a raft to reach a progressive and viable culture - built in unison with all stakeholders.

Deputy Director General
Faculty of Languages, Humanities and Social Sciences

Instructions Regarding the Teachers' Guide

Revised English Language syllabus for grade 03 which is to be implemented in year 2018 has 19 'Can Do Statements' and relevant 'Performance Standards' to be achieved by the students of grade 03.

Grade 03 course materials consist of Writing practice book, Pupils' Text book, Pupils' Workbook and Teachers' Guide.

This Teachers' Guide consists of detailed syllabus of grade 03, instructions for assessment and evaluation, names of books for further reading and notes that are useful to understand and make the teacher familiar on that particular 'Can Do Statement'.

Directors of English, In- Service Advisors, Principals and Teachers of English must encourage the students to conduct co-curricular activities such as English Literary Associations, English days, English camps Etc. at school level, with the activities they have engaged in the particular period for the English lessons. For example: spelling games, storytelling, loud reading, dramatizing role plays, reciting poems, singing, grammar games etc. Exposure to the language improves their confidence and all language skills.

Teachers have an opportunity to be creative and to prepare their own lesson plans and use methodology which is suitable, helpful and interesting to motivate students to learn and apply the language in their day- to -day lives.

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Introduction

Revised English language syllabus for grade 03 is presented to the general education system of Sri Lanka based on the following considerations.

1. Retaining of the 4 Skills introduced to the primary English language curriculum in the year 2000.
2. Identification of learning outcomes expected at the end of the learning teaching process.
3. Presentation of basic guidelines and limits of the content for teachers and material developers.

In designing the grade 3 syllabus no particular ELT approach was specially considered and therefore, teachers, teacher educators and administrators are requested to be creative and independent to select the best possible methodology to achieve success in teaching and learning. Further, the teachers and material developers are requested to pay special attention to achieve national goals and competencies through teaching of English Language in Sri Lanka to ensure sustainable development within a peaceful and harmonious country.

National Goals

- (i) Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.
- (ii) Recognizing and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.
- (iii) Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.
- (iv) Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.
- (v) Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.
- (vi) Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.
- (vii) Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.
- (viii) Fostering attitudes and skills that will contribute to securing an honourable place in the international community, based on justice, equality and mutual respect.

Basic competencies

The following Basic Competencies developed through education will contribute to achieve the above National Goals:

(i) Competencies in Communication

Competencies in communication are based on four subsets: Literacy, Numeracy, Graphics and IT proficiency.

Literacy: Listen attentively, speak clearly, read for meaning, write accurately and lucidly and communicate ideas effectively.

Numeracy: Use numbers for things, space and time, count, calculate and measure systematically.

Graphics: Make sense of line and form, express and record details, instructions and ideas with line form and colour.

IT proficiency: Computer literacy and the use of information and communication technologies (ICT) in learning, in the work environment and in personal life.

(ii) Competencies relating to Personality Development

- Generic skills such as creativity, divergent thinking, initiative, decision making, problem solving, critical and analytical thinking, team work, inter – personal relations, discovering and exploring ;
- Values such as integrity, tolerance and respect for human dignity;
- Emotional intelligence.

(iii) Competencies relating to the Environment

These competencies relate to the environment: social, biological and physical.

Social Environment - Awareness of the national heritage, sensitivity and skills linked to being members of a plural society, concern for distributive justice, social relationships, personal conduct, general and legal conventions, rights, responsibilities, duties and obligations.

Biological Environment - Awareness, sensitivity and skills linked to the living world, people and the ecosystem, the trees, forests, seas, water, air and life – plant, animal and human life.

Physical Environment - Awareness, sensitivity and skills linked to space, energy, fuels, matter, materials and their links with human living, food, clothing, shelter, health, comfort, respiration, sleep, relaxation, rest, wastes and excretion.

Included here are skills in using tools and technologies for learning, working and living.

(iv) Competencies relating to preparation for the World of Work.

Employment related skills to maximize their potential and to enhance their capacity

- To contribute to economic development
- To discover their vocational interests and aptitudes
- To choose a job that suits their abilities, and
- To engage in a rewarding and sustainable livelihood

(v) Competencies in relation to Religion and Ethics

Assimilating and internalizing values, so that individuals may function in a manner consistent with the ethical, moral and religious modes of conduct in everyday living, selecting that which is most appropriate.

(vi) Competencies in Play and the Use of Leisure

Emotions of pleasure, joy, and such human experiences as expressed through aesthetics, literature, play, sports and athletics, leisure pursuits and other creative modes of living.

(vii) Competencies relating to ‘learning to learn’

Empowering individuals to learn independently and to be sensitive and successful in responding to and managing change through a transformative process, in a rapidly changing, complex and interdependent world.

Objectives

- Creating the need to learn English as a Second Language in a multilingual society
- Creating opportunities for the Sri Lankan child to achieve the competencies in a link language
- Creating facilities to learn a language, that can be used to build ethnic harmony
- Enabling the students to learn an International language which could be made use of in their later life for employment purposes
- Empowering the learner to communicate confidently, fluently and effectively in the English Language.

Connection between National Goals and Objectives of the Subject

National Goals	Objectives				
	1	2	3	4	5
Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.	✓		✓		
Recognizing and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.			✓		✓
Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.	✓	✓	✓		
Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.		✓		✓	
Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.		✓			
Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.		✓		✓	✓
Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.	✓	✓		✓	✓
Fostering attitudes and skills that will contribute to securing an honourable place in the international community, based on justice, equality and mutual respect.	✓	✓	✓		✓

Can do statement	Performance standard	Content	Learning outcomes	No of periods
<p>L Can recognize sounds in words.</p>	<p>Identifies sounds in words related to the immediate environment</p>	<p>Individual words to represent the sounds of the alphabet. Focus is on the sound of the initial letter. Known words can be used to introduce sounds. (Vowel sounds can be introduced at this stage using pictures. Variations can be introduced at later stages.) e.g. a- apple e- egg i - injection o- orange u-umbrella</p> <p>Text Types:</p> <p>Word banks, pictures with captions, poems/ rhymes/ songs, language games words with three or four letters</p> <p>Activities:</p> <p>Listen and point , listen and circle or underline, listen and draw, listen and sort, listen and match, listen and do</p>	<p>Students will be able to identify sounds in words related to the immediate environment correctly.</p>	

<p>S Can pronounce words and phrases related to the immediate environment using accepted SL Pronunciation.</p>	<p>Pronounces the alphabet sounds independently.</p> <p>Pronounces words related to the immediate environment confidently.</p>	<p>Individual letters, words and pictures to represent the sounds of the alphabet should be used.</p> <p>Known words can be used to introduce sounds.</p> <p>Word banks, pictures with captions, language games, simple rhymes with picture clues</p> <p>Text Types:</p> <p>Word banks, pictures with captions, language games, simple rhymes with picture clues</p> <p>Activities:</p> <p>Repeating, reading aloud, picture reading to produce initial sounds / words</p> <p>Sentence Structures:</p> <p>This is..... That is</p>	<p>Students will be able to pronounce the sounds of the alphabet independently.</p> <p>Students will be able to pronounce words related to their immediate environment confidently.</p> <p>Students will be able to use the sentence structure this / that appropriately in context.</p>	
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<p>R Can identify printed/written words related to the immediate environment.</p>	<p>Recognizes the alphabet correctly.</p> <p>Relates sounds of the alphabet to print/ visual symbols appropriately.</p> <p>Identifies the letters of the alphabet in most frequent words accurately.</p> <p>Blends the sounds together to read new words.</p> <p>Reads and understands the sentence structures this / that appropriately in context.</p>	<p>Individual letters, words and pictures. Words with three or four letters can be used.</p> <p>Text Types :</p> <p>Word lists, pictures with captions, puzzles, language games, poems, simple rhymes with/ without picture clues</p> <p>Activities:</p> <p>Read and match, read and circle / underline, read and complete, read and sort, read and do ,read and draw, read and colour</p> <p>Sentence Structures:</p> <p>This is..... That is</p> <p>The simple sentence pattern SVC can be introduced.</p>	<p>Students will be able to recognize the alphabet correctly.</p> <p>Students will be able to relate sounds of the alphabet to print/ visual symbols appropriately.</p> <p>Students will be able to identify the letters of the alphabet in most frequent words accurately.</p> <p>Students will be able to blend the sounds together to read new words</p> <p>Students will be able to read and understand the sentence structures this / that appropriately in context.</p>	
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<p>W Can follow basic letter formation patterns with correct hand movement</p>	<p>Traces pre writing patterns of letters following guide arrows correctly</p> <p>Traces letters of the alphabet appropriately following guide arrows</p> <p>Writes letters of the alphabet independently.</p>	<p>The order of the content (letters) should be planned according to the existing LLE writing practice book.</p> <p>Text Types :</p> <p>Pre writing patterns, letters, songs, rhymes, games</p> <p>Activities :</p> <p>Writing in the air / on sand trays/ on the back of another child, tracing on sand paper letters, pasting sand, paper or seeds on letters, colouring letters, matching, tracing on letters, sorting, arranging, sequencing, identifying, guessing, completing, copy writing</p>	<p>Students will be able to trace pre writing patterns of letters following guide arrows correctly.</p> <p>Students will be able to trace letters of the alphabet appropriately following guide arrows.</p> <p>Students will be able to write letters of the alphabet independently.</p>	<p>10</p>
<p>L Can understand basic information related to self, others, animals and objects in the immediate environment</p>	<p>Recognizes and understands words related to immediate environment correctly.</p> <p>Understands the questions related to personal information accurately.</p>	<p>Self introduction/sand introduction/s of the people in the immediate environment can be included.</p> <p>Information should be limited to name, age /job, grade / living place.</p> <p>Listening text should include the following structures.</p>	<p>Students will be able to recognize and understand words related to immediate environment correctly.</p> <p>Students will be able to understand the questions related to personal information accurately.</p>	<p>06</p>

	<p>Understands the personal pronouns.</p>	<p>Sentence Structures: I'm (name). I'm (age). I'm in grade (number) I'm from (town, village) I'm a (job).</p> <p>Identification of basic information of animals and objects is limited to type, colour and size.</p> <p>Sentence Structures:</p> <p>This is a (type) It is (colour) It is (size)</p> <p>Text Types:</p> <p>Self-introductions and simple descriptions of things and animals</p> <p>Activities:</p> <p>Listen and match , listen and underline/ circle/tick , listen and select, listen and say</p>	<p>Students will be able to understand the personal pronouns in context.</p>	
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<p>S Can describe self, others, animals and objects in the immediate environment using more frequent words, phrases and sentence structures</p>	<p>Introduces self, responding to the corresponding “wh” questions confidently.</p> <p>Introduces self independently.</p> <p>Uses personal pronouns appropriately.</p> <p>Introduces others using basic information appropriately.</p> <p>Describes his/her pet using appropriate words, phrases and sentence structures.</p> <p>Describes objects in the immediate environment using suitable words, phrases and sentence structures meaningfully.</p>	<p>Introduction of self and other people in the immediate environment (family members, friends and teacher). Information should be limited to name, age / job, grade / living place.</p> <p>Text Types:</p> <p>Self-introductions and simple descriptions of things and animals</p> <p>Activities:</p> <p>Self introductions Guessing games Describing pictures Short speeches Riddles Songs/Rhymes/ Poems Question & answer sessions</p> <p>Sentence Structures:</p> <p>Self-Introduction I’m (name). I’m (age). I’m in grade (number). I’m from (town, village).</p>	<p>Students will be able to introduce self, responding to the corresponding “wh” questions confidently.</p> <p>Students will be able to introduce self independently.</p> <p>Students will be able to use personal pronouns appropriately in context.</p> <p>Students will be able to introduce others using basic information appropriately.</p> <p>Students will be able to describe his/her pet using appropriate words, phrases and sentence structures.</p> <p>Students will be able to describe objects in the immediate environment using suitable words, phrases and sentence structures meaningfully.</p>	<p>10</p>
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		<p>I'm a (boy/girl).</p> <p>Introducing Others This is (name). This is my (relationship). He/She is (age) He/She is in grade He/She is a (job). He/She is from (living place)</p> <p>Identification of basic information of animals and objects is limited to type, colour and size.</p> <p>Sentence Structures:</p> <p>Describing pets This is my pet. It is a (type) It is (colour) It is (size)</p> <p>Describing objects This is a(type) It is(colour) It is(size)</p>		
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<p>R Can understand information related to the immediate environment and familiar topics in simple reading texts with simple sentences not exceeding five words.</p>	<p>Recognizes words related to the immediate environment.</p> <p>Recognizes nouns and verbs related to their immediate environment and day today activities.</p> <p>Reads and understands sentences with 4-5 words.</p>	<p>Simple reading texts with maximum five sentences in present tense.</p> <p>Texts about a person / place / animal /thing.</p> <p>Text Types:</p> <p>Simple descriptions, stories poems</p> <p>Activities</p> <p>Read and circle/ underline, read and sort/ categorize,read and match, read and draw, read and colour,read and say,read and do (language games),read and rearrange</p> <p>Sentence Structures:</p> <p>This is a house. It is a big house. This is a door. This is a window. This is a dog. It can run. It can jump. It can bark. It can catch a ball.</p>	<p>Students will be able to recognize simple words related to their immediate environment.</p> <p>Students will be able to read and understand sentences with 4-5 words.</p> <p>Students will be able to recognize nouns and verbs in context and from a given list.</p>	<p>04</p>
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<p> Can write the letters of the alphabet with correct directional hand movement.</p>	<p>Copies the letters of the alphabet with the correct directional hand movements.</p> <p>Writes lowercase letters independently.</p> <p>Writes uppercase letters independently.</p> <p>Writes the letters of the alphabet appropriately.</p> <p>Uses the upper case letters appropriately.</p> <p>Uses the period accurately.</p>	<p>Individual letters and words with three to five letters can be used.</p> <p>Poems, stories and simple descriptions with 4-5 sentences with familiar words can be used.</p> <p>Text Types:</p> <p>Word banks, rhymes, poems, sentences, short descriptions</p> <p>Activities:</p> <p>Tracing, copying, completing, identifying, sequencing, arranging, matching</p>	<p>Students will be able to copy the letters of the alphabet with the correct directional hand movements.</p> <p>Students will be able to write lowercase letters independently.</p> <p>Students will be able to write uppercase letters independently.</p> <p>Students will be able to write the letters of the alphabet appropriately.</p> <p>Students will be able to differentiate uppercase letters from lowercase letters in context.</p> <p>Students will be able to identify the correct use of uppercase letters in context.</p> <p>Students will be able to use the uppercase letters appropriately in context.</p> <p>Students will be able to use the period at the end of a sentence.</p>	<p>26</p>
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<p>L Can understand very basic language expressions used to start, maintain and end a simple conversation</p>	<p>Recognizes greetings related to different times of the day correctly.</p> <p>Understands a polite offer correctly.</p> <p>Understands a polite request correctly.</p> <p>Follows simple instructions correctly.</p> <p>Understands questions related to likes/dislikes correctly.</p> <p>Understands questions related to abilities/inabilities correctly.</p> <p>Understands questions related to time and day correctly.</p>	<p>Content could be selected from familiar day today situations.</p> <p>The conversations could represent familiar persons in their immediate environment.</p> <p>Short meaningful utterances related to the focused language functions can be included in the conversations.</p> <p>Short conversations should be used as listening texts.</p> <p>Text Types:</p> <p>Dialogues, simple stories with dialogues and repetitive structures, role plays, instructions</p> <p>Activities:</p> <p>Listen and number, listen and draw, listen and tick/cross, listen and underline/circle, listen and match, listen and repeat, listen and select, listen and categorize, listen and answer, listen and say, listen and do</p>	<p>Students will be able to recognize greetings related to different times of the day correctly.</p> <p>Students will be able to understand a polite offer correctly.</p> <p>Students will be able to understand a polite request correctly.</p> <p>Students will be able to follow simple instructions correctly.</p> <p>Students will be able to understand questions related to likes/dislikes correctly.</p> <p>Students will be able to understand questions related to abilities/inabilities correctly.</p> <p>Students will be able to understand questions related to time and day correctly.</p>	<p>15</p>
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<p>S Can use very basic expressions to start, maintain and end a simple conversation.</p>	<p>Starts a conversation related to day today situations using appropriate language expressions.</p> <p>Maintains a conversation related to day today situations using appropriate language expressions confidently.</p> <p>Greets appropriately according to the different times of the day and situations.</p> <p>Asks for permission and responds appropriately.</p> <p>Makes and responds to a polite offer meaningfully</p> <p>Makes and responds to a polite request meaningfully.</p> <p>Gives polite instructions for a purpose correctly.</p>	<p>Opportunities should be provided to use the focused language exponents in familiar near authentic situations.</p> <p>Conversations should include short meaningful utterances related to the focused language functions.</p> <p>Text Types:</p> <p>Role plays, language games, dialogues, simple stories with dialogues and repetitive structures,songs and poems, instructions</p> <p>Activities:</p> <p>Drilling, simple surveys, simulations, language games, question & answer sessions</p> <p>e.g;</p> <ol style="list-style-type: none"> 1. Hi!/ Hello! / Good morning. 2. I'm fine. How are you? / How about you / and you? 3. Happy New Year! 	<p>Students will be able to start a conversation related to day today situations using appropriate language expressions.</p> <p>Students will be able to maintain a conversation related to day today situations using appropriate language expressions confidently.</p> <p>Students will be able to greet appropriately according to the different times of the day and situations.</p> <p>Students will be able to ask for permission and responds appropriately.</p> <p>Students will be able to make and respond to a polite offer meaningfully.</p> <p>Students will be able to make and respond to a polite request meaningfully</p> <p>Students will be able to give polite instructions.</p>	<p>17</p>
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	<p>Asks and answers questions related to likes/dislikes appropriately.</p> <p>Asks and answers questions related to abilities/inabilities appropriately.</p> <p>Asks and answers questions related to time and day correctly.</p>	<p>4. May I go out? Yes, sure./ Yes, you may./ No, not now./ Wait a little.</p> <p>5. Would you like? Yes, please./ No, thank you.</p> <p>6. Please give me a pencil. Here you are. / Here it is.</p> <p>7. Please form a line.</p> <p>8. When asking questions about likes and dislikes, the questions should be limited to the following structure.</p> <p>Do you like? Yes, I do. / No, I don't.</p> <p>8. Can you sing? Yes, I can. / No, I can't.</p> <p>9. What's the day today? Today is What's the time? It's one o' clock.</p>	<p>Students will be able to ask and answer questions related to likes/dislikes appropriately.</p> <p>Students will be able to ask and answer questions related to abilities/inabilities appropriately.</p> <p>Students will be able to ask and answer questions related to time and day correctly.</p>	
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<p>R Can identify very basic language expressions used in simple written texts including conversations.</p>	<p>Reads and understands greetings related to the different times of the day and situations correctly.</p> <p>Reads and understands simple instructions.</p> <p>Reads and understands questions related to likes and dislikes.</p> <p>Reads and understands questions related to abilities.</p> <p>Reads and understands questions and statements related to time and day.</p>	<p>Content should be selected from familiar situations and events related to their immediate environment.</p> <p>Text Types:</p> <p>Role plays, language games, dialogues, simple stories with dialogues and repetitive structures, songs and poems, instructions</p> <p>Activities:</p> <p>Read and number, read and tick/cross, read and underline/ circle, read and match, read and select ,read and answer, read and categorize, read and say, read and do. (E.g. instructions / treasure hunt) Language games</p>	<p>Students will be able to read and understand greetings related to the different times of the day and situations correctly.</p> <p>Students will be able to read and understand simple instructions.</p> <p>Students will be able to read and understand questions related to likes and dislikes.</p> <p>Students will be able to read and understand questions related to abilities.</p> <p>Students will be able to read and understand questions and statements related to time and day.</p>	<p>06</p>
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<p> Can write the most frequent words related to the day to day conversations.</p>	<p>Copies words associated with the immediate environment accurately.</p> <p>Writes words associated with the immediate environment accurately with or without picture clues.</p> <p>Uses nouns and verbs related to the immediate environment and day today activities in proper context.</p> <p>Uses article- noun combination to describe nouns associated with the immediate environment appropriately.</p> <p>Uses adjective- noun combination to describe nouns associated with the immediate environment appropriately.</p> <p>Uses verbs to describe simple</p>	<p>Content should be selected from the words related to their immediate environment.</p> <p>Text Types: Simple forms,</p> <p>e.g.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Name :</p> <p>Grade:.....</p> <p>Subject: English</p> </div> <p>lists, sentences, picture stories, poems, word banks</p> <p>Activities: Writing lists, labeling , rearranging, completion, copying, categorizing</p> <p>Sentence structures: In addition to SVC, SV andS/V/O pattern can be introduced through controlled writing activities.</p>	<p>Students will be able to copy words associated with the immediate environment accurately.</p> <p>Students will be able to write words associated with the immediate environment accurately with or without picture clues.</p> <p>Students will be able touse nouns and verbs related to their immediate environment and day today activities in proper context.</p> <p>Students will be able tousearticle- noun combination to describe nouns associated with the immediate environment appropriately.</p> <p>Students will be able touseadjective- noun combination to describe nouns associated with the immediate environment appropriately.</p> <p>Students will be able touse verbs to describe simple actions</p>	<p>11</p>
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	actions appropriately.		appropriately.	
<p>L Can understand very basic information related to numeracy and mathematics.</p>	<p>Recognizes cardinals from 0-20 correctly.</p> <p>Understands the number-quantity relationship appropriately.</p> <p>Understands additions within the limit of ten clearly.</p> <p>Understands subtractions within the limit of ten clearly.</p> <p>Recognizes the most frequent ordinals (1st 2nd 3rd) and the last correctly.</p> <p>Recognizes the basic plane figures appropriately.</p> <p>Understands the sentence pattern with S + has or have as a full verb.</p>	<p>Numbers can be introduced using already introduced countable nouns. Circle, triangle, square, rectangle and oval can be introduced.</p> <p>Text Types:</p> <p>Stories, songs, dialogues, simple announcements related to the immediate environment, games, riddles, telephone messages, poems</p> <p>Activities:</p> <p>Listen and write, listen and draw, listen and tick/cross, listen and underline/ circle , listen and match, listen and repeat, listen and select, listen and categorize, listen and say, listen and complete, listen and rearrange, listen and order, listen and do (Language games) E.g. BINGO,</p> <p>Sentence Structures: I/ We/ You/They have.....</p>	<p>Students will be able to recognize cardinals from 0-20 correctly.</p> <p>Students will be able to understand the number quantity relationship appropriately.</p> <p>Students will be able to understand additions within the limit of ten clearly.</p> <p>Students will be able to understand subtractions within the limit of ten clearly.</p> <p>Students will be able to recognize the most frequent ordinals (1st 2nd 3rd) and the last correctly.</p> <p>Students will be able to recognize the basic plane figures appropriately.</p> <p>Students will be able to understand the use of 'has' and 'have' in context.</p>	15

		He/ She /It has..... SVO		
<p>S Can present the very basic information related to numeracy and mathematics using appropriate words and phrases.</p>	<p>Counts up to 20 confidently.</p> <p>Uses the number words in contexts appropriately.</p> <p>Describes simple additions and subtractions within the limit of 10 totaling twenty using the appropriate vocabulary in basic problem solving activities.</p> <p>Uses the most frequent ordinals (1st 2nd 3rd) and the last in context.</p> <p>Describes the shapes in the immediate environment using the vocabulary for plane figures correctly.</p> <p>Uses the sentence pattern with S + has or have as full verbs accurately in context.</p>	<p>The numbers up to 20, the most frequent ordinals and shapes should be introduced through meaningful near authentic situations.</p> <p>Text Types:</p> <p>Short simple dialogues, role plays, riddles, simple problem solving activities, pictures, pictographs, tables, lists, language games, simple stories with numbers/ plane figures, the most frequent ordinals, instructions</p> <p>Activities:</p> <p>Simple surveys, simulations Language games Question & answer sessions count, count and report, look and say, describing pictures / pictographs / making simple announcements, retelling stories</p>	<p>Students will be able to count up to 20 confidently.</p> <p>Students will be able to use the number words in contexts appropriately.</p> <p>Students will be able to describe simple additions and subtractions within the limit of 10 totaling twenty using the appropriate vocabulary in basic problem solving activities.</p> <p>Students will be able to use the most frequent ordinals (1st 2nd 3rd)and the last in context.</p> <p>Students will be able to describe the shapes in the immediate environment using the vocabulary for plane figures correctly.</p> <p>Students will be able to use the sentence pattern with S + has or have as full verbs accurately in</p>	10

	Uses the sentence pattern SVO accurately in context.	Sentence Structures: I/ We/ You/They have..... He/ She /It has.....	context. Students will be able to use the sentence pattern SVO accurately in context.	
R Can identify very basic information related to numeracy and mathematics in variety of simple reading texts.	Recognizes cardinals up to 10 correctly. Recognizes the number - quantity relationship correctly. Understands additions within the limit of ten in basic problem solving activities clearly. Understands subtractions within the limit of ten in basic problem solving activities clearly. Recognizes the most frequent ordinals (1 st 2 nd 3 rd) and the last in simple reading texts properly.	The numbers up to 20, the most frequent ordinals and plane figures should be introduced through meaningful contexts related to the real life and immediate environment. Text Types: Short simple dialogues, role plays, riddles, simple problem solving activities with or without picture clues, lists, language games, simple stories with numbers /plane figures, the most frequent ordinals, instructions, notices, content pages, puzzles Activities: Read and number, read and tick/cross, read and underline / circle, read and match, read and select, read and	Students will be able to recognize cardinals up to 10 correctly. Students will be able to recognize the number -quantity relationship correctly. Students will be able to understand additions within the limit of ten in basic problem solving activities correctly. Students will be able to understand subtractions within the limit of ten in basic problem solving activities correctly. Students will be able to recognize the most frequent ordinals (1 st 2 nd 3 rd and the last) in simple reading texts meaningfully.	10

	<p>Recognizes correctly the vocabulary related to plane figures in simple reading texts.</p> <p>Understands the sentence pattern S + has or have as a full verb accurately in context.</p> <p>Understands the sentence pattern SVO accurately in context.</p>	<p>categorize, read and say, read and draw, read and do (Language games)</p> <p>Sentence Structures:</p> <p>I/ We/ You/They have</p> <p>He/ She /It has</p>	<p>Students will be able to recognize correctly the vocabulary related to plane figures in simple reading texts.</p> <p>Students will be able to understand the sentence pattern S+ has or have accurately in context.</p> <p>Students will be able to understand the sentence structure SVO accurately in context.</p>	
<p>W Can use very basic information related to numeracy and mathematics in problem solving activities</p>	<p>Writes numbers up to 10 in words correctly.</p> <p>Associates quantity with number in written form accurately.</p> <p>Solves simple mathematical problems related to additions within the limit of ten correctly.</p>	<p>Provide opportunities for the students to write the vocabulary related to numbers up to 10, the most frequent ordinals and plane figures through meaningful contexts related to their real life and immediate environment.</p> <p>Text Types:</p> <p>Poems, songs, rhymes, picture stories, lists, dialogues with pictures or symbols as clues, puzzles, problem</p>	<p>Students will be able to write numbers up to 10 in words correctly.</p> <p>Students will be able to associate quantity with number in written form accurately.</p> <p>Students will be able to solve simple mathematical problems related to additions within the limit of ten correctly.</p>	11

	<p>Solves simple mathematical problems related to subtractions within the limit of ten appropriately.</p> <p>Uses the sentence pattern S+ has or have as a full verb accurately in context.</p> <p>Uses the sentence structure SVO accurately in context.</p>	<p>solving activities, information tables,pictures</p> <p>Activities:</p> <p>Writing lists, labeling, rearranging, completion, copying, categorizing, transferring information from symbols to words, solving sums, sequencing, writing one word answers</p> <p>Sentence Structures:</p> <p>I/ We/ You/They have</p> <p>He/ She /It has</p> <p>SVO</p>	<p>Students will be able to solve simple mathematical problems related to subtractions within the limit of ten appropriately.</p> <p>Students will be able to use the sentence pattern S+ has or have accurately in context.</p> <p>Students will be able to use the sentence structure SVO accurately in context.</p>	
<p>L Can understand very basic language related to Science and Technology in real life situations.</p>	<p>Recognizes the most frequent vocabulary and simple instructions related to technology including digital literacy appropriately.</p> <p>Uses the most frequent vocabulary and simple instructions related to science appropriately.</p>	<p>The focus here is to make students familiar with the basic functions related to operating a computer /tab /mobile phone...etc.</p> <p>In addition, students should be exposed to vocabulary necessary to talk about their observations related to the plants, animals and other main natural resources in the immediate environment.</p>	<p>Students will be able to recognize the most frequent vocabulary and simple instructions related to technology including digital literacy appropriately.</p> <p>Students will be able to recognize the most frequent vocabulary and simple instructions related to Science appropriately.</p>	04

		<p>e.g:</p> <p>Plants grow. Caterpillars crawl.</p> <p>Text Types:</p> <p>Advertisements, images of main menu of a mobile phone, instructions given using pictures in user manuals, signs and symbols found in computer home screen, simple texts, diagrams representing life cycles ,riddles</p> <p>Activities:</p> <p>Listen and tick/cross, listen and underline / circle , listen and match, listen and repeat, listen and select, listen and categorize, listen and say, listen and complete , listen and rearrange, listen and label, listen and number, listen and sequence</p>		
<p>S Can use very basic language related to Science and</p>	<p>Uses the most frequent vocabulary and simple instructions related to technology including</p>	<p>The focus here is to make students familiar with the basic functions related to operating a computer /tab /mobile phone...etc.</p>	<p>Students will be able to use the most frequent vocabulary and simple instructions related to technology including digital</p>	<p>03</p>

<p>Technology in real life situations.</p>	<p>digital literacy meaningfully.</p> <p>Uses the most frequent vocabulary and simple instructions related to Science meaningfully.</p>	<p>In addition, students should be exposed to vocabulary necessary to talk about their observations related to the plants, animals and other main natural resources in the immediate environment.</p> <p>e.g: Plants grow. Caterpillars crawl.</p> <p>Text Types:</p> <p>Pictures, diagrams, advertisements , instructions.</p> <p>Activities:</p> <p>Giving instructions, talking about experiences, describing pictures, simple speeches</p>	<p>literacy meaningfully.</p> <p>Students will be able to use the most frequent vocabulary and simple instructions related to Science meaningfully.</p>	
<p>R Can understand very basic information related to Science and Technology in</p>	<p>Understands the most frequent vocabulary and simple instructions related to technology including digital literacy in simple</p>	<p>Students should be exposed to vocabulary related to technology used at home, school and other common places and also about the observations related to the plants, animals and other main natural resources in the</p>	<p>Students will be able to understand the most frequent vocabulary and simple instructions related to technology including digital literacy in simple authentic texts correctly.</p>	<p>02</p>

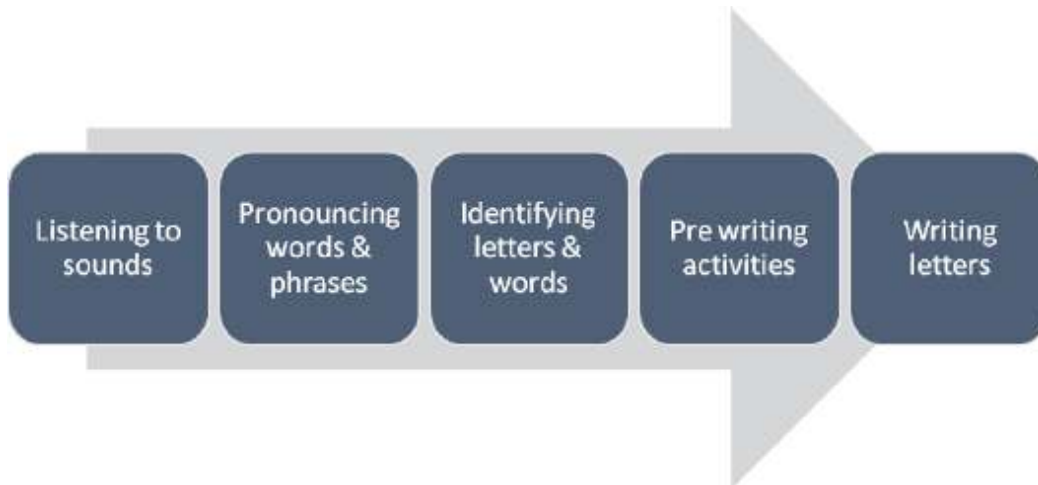
<p>simple authentic texts</p>	<p>authentic texts correctly.</p> <p>Understands the most frequent vocabulary and simple instructions related to Science meaningfully.</p>	<p>immediate environment through simple, authentic materials.</p> <p>Materials should be prepared to provide both incidental and intentional opportunities to learn vocabulary.</p> <p>Text Types:</p> <p>Advertisements, images of main menu of a mobile phone, instructions given using pictures in user manuals, signs and symbols found in computer home screen, simple texts, diagrams representing life cycles, riddles, simple news reports.</p> <p>Activities:</p> <p>Read and match, read and find, read and select, read and underline / circle / tick or cross, read and complete, read and say, read and draw, read and rearrange, read and sort, read and label, read and retell</p>	<p>Students will be able to use the most frequent vocabulary and simple instructions related to Science meaningfully.</p>	
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Teachers' Guide- Grade 3

Can do statements related to sounds, letters and words

There are five corresponding Can Do statements related to sounds, letters and words in the grade 3 syllabus. These Can Do statements are arranged in such a way that the grade 3 learner is gradually exposed to the mastery of the expected learning outcomes along a continuum.

The teaching learning continuum related to sounds, letters and words are as follows:



According to the above diagram, there is a clear focus on each stage of the learner's ability which is slightly different from and slightly more advanced to the previous one. Therefore, the grade 3 learner will independently write letters after being exposed to different levels of mastery based on the four skills; Listening, Speaking, Reading and Writing.

In order to obtain the maximum output, it is important for the teacher to know the boundaries of input in each of these stages. In the very first stage, the learner will be exposed to words which are already known to him with the focus only on the initial sounds of the words. Only the vowel sounds can be introduced at this stage keeping the variations for later stages. In the second and third stages, the learner will pronounce and identify words and phrases that are already known to him/her. Therefore, the teacher will have to focus on the words related to the immediate surrounding such as his home and school. The course material has been designed incorporating selected words from the learner's immediate environment and it is the teacher's role to provide sufficient exposure as well as to reviewing these vocabulary items throughout the year.

The same method should be followed when using sentence structures too.

At the final stage of this continuum, the learner is expected to write letters of the alphabet independently with the proper hand movement. Further, he should be able to write both lower and upper cases of the letters.

Can Do Statements related to sounds, letters and words:

Can do statement 1

Can recognize sounds in words.

Skill: Listening

Performance standard

- Identifies sounds in words related to the immediate environment.

Learning outcome

- Students will be able to identify sounds in words related to the immediate environment correctly.

Can-do statement 2

Can pronounce words and phrases related to the immediate environment using accepted SL pronunciation.

Skill: Speaking

Performance standards

- Pronounces the alphabet (sounds) independently.
- Pronounces words related to the immediate environment confidently.

Learning outcomes

- Students will be able to pronounce the (sounds of the) alphabet independently.
- Students will be able to pronounce words related to their immediate environment confidently.

- Students will be able to use sentence structure ‘this / that’ appropriately in context.

Can-do statement 3

Can identify printed/written words related to the immediate environment.

Skill: Reading

Performance standards

- Recognizes the alphabet correctly.
- Relates sounds of the alphabet to print/visual symbols appropriately.
- Identifies the letters of the alphabet in most frequent words accurately.
- Blends the sounds together to read new words.
- Reads and understands the sentence structures ‘this/that’ appropriately in context.

Learning outcomes

- Students will be able to recognize the alphabet correctly.
- Students will be able to relate sounds of the alphabet to print / visual symbols appropriately.
- Students will be able to identify the letters of the alphabet in most frequent words accurately.
- Students will be able to read and understand the sentence structures this / that appropriately in context.

Can-do statement 4

Can follow basic letter formation patterns with correct hand movement.

Skill: Writing

Performance standards

- Traces pre writing patterns of letters following guide arrows correctly.
- Traces letters of the alphabet appropriately following guide arrows.
- Writes letters of the alphabet independently.

Learning outcomes

- Students will be able to trace pre - writing patterns of letters following guide arrows correctly.
- Students will be able to trace letters of the alphabet appropriately.
- Students will be able to write letters of the alphabet independently.

Can-do statement 8

Can write the letters of the alphabet with correct directional hand movement.

Skill: Writing

Performance standards

- Copies the letters of the alphabet with the correct directional hand movement.
- Writes lower case letters independently.
- Writes upper case letters independently.
- Writes the letters of the alphabet appropriately.
- Uses the upper case letters appropriately.
- Uses the period accurately.

Learning outcomes

- Students will be able to copy the letters of the alphabet with the correct directional hand movements.
- Students will be able to write lowercase letters independently.
- Students will be able to write uppercase letters independently.
- Students will be able to write the letters of the alphabet appropriately.
- Students will be able to differentiate uppercase and lower case letters in context.
- Students will be able to identify the correct use of uppercase letters in context.
- Students will be able to write uppercase appropriately in context.
- Students will be able to use period at the end of a sentence.

Instructions for lesson planning

When planning lessons related to sounds, letters and words the teacher has to consider the present ability level of the learner, where the learner is expected to be at the end of grade 3 related to sounds, letters and words, how will they get there and how will the teacher know when they get there. The grade 3 learner is exposed to a certain amount of words and phrases through Activity Based Oral English (ABOE) in grades 1 and 2. The can do statements related to sounds, letters and words provide the teacher with the clear idea where the learner is expected to be at the end of the year. The strategies teacher is planning to use to take the learner towards the expected outcome. Assessment and evaluation procedure the teacher is going to use in order to judge whether the learner has achieved the expected learning outcomes will help to know when the learners get there.

The teacher should pay attention to skill integration as explained in the teaching learning continuum related to sounds, letters and words so that there would be a logical progression towards the mastery of expected learning outcomes which develop all four skills of the learner. For example the teacher might need to introduce a sound of a letter, get the learners to pronounce it correctly and match the sound with the visual symbol in reading, followed by writing the letter using correct directional hand movement. In order to do so Can do statement 1, 2, 3 and 4 should be incorporated. Also the learner would master several stages of the performance standards which focus on different language skills.

It is important to derive the learning objectives from the performance standards when the teacher is planning the lessons. Each performance standard may include several learning objectives which relate to the learning outcomes of the lesson. Therefore the teacher can develop a number of lessons based on each performance standard. For example, for a learner to reach the performance standard ‘Recognizes the alphabet correctly,’ he / she should learn all 26 letters of the alphabet which needs to be mastered in a number of lessons. Therefore, the teacher should set the goals / learning objectives for the learners and facilitate them by considering the level, standard and the interest of the learners.

The strategies the teacher plans to use should include more play activities and less desk work so that the grade 3 learner will be actively engaged in the mastery of the expected learning outcomes in an interesting way.

Tips for the teacher

Teachers are expected to pay attention to the following, in facilitating and setting goals for the learners to achieve the learning outcomes and reach the performance standards.

- 36 periods are allocated for Can do statements 1, 2, 3, 4 and 8. These can do statements are basically associated with English Writing Practice Grade 3 book. Derive SMART lesson objectives from each performance standard.
- Introduce the correct pronunciation for each letter of the alphabet followed by correct directional letter formation.
- Repeat the activities giving the learners more opportunities to consolidate the letter sound combinations.
- Help the learners to identify letters of the alphabet in meaningful contexts.
- Guide the learners to blend letters and read CVC words.
- Use meaningful activities to introduce vowels, articles, nouns, verbs and adjectives in a learner centered way.
- Use a variety of interesting supplementary activities like songs, poems and stories to encourage more speaking.
- Assess and evaluate the students before and while, as well as after they have been engaged in lessons and activities.
- Create a learner friendly classroom with colourful and meaningful visuals to facilitate learning.

Tips to Teach Vowel Pronunciation in English

Listen and repeat

This is the first and the most common method of teaching (sound) specific pronunciation in English. The teacher will say the target sound and let the students repeat it.

Isolation

When working on a specific sound, it may help the learners to **isolate that particular sound from the others**. Instead of presenting a certain sound as part of a complete word in English, you can simply pronounce it repeatedly. The students can repeat it focusing on the lip movement.

Minimal pairs

[Minimal pairs](#) are a great way to focus pronunciation on just one sound. A **minimal pair is two words that differ in only one sound**. For example, *bat* and *pat* are minimal pairs because only the initial sounds of the two words differ. The teacher can use minimal pairs to help the learners with their pronunciation by focusing on one particular sound. In addition to the pronunciation benefits, the learners will also expand their vocabulary through minimal pairs.

Using a mirror

Giving the learners a chance to view their own physical movements while they are working on their pronunciation can be of great value. The teacher can always encourage the learners to look at the mouth and face as he/she pronounces certain sounds. Sometimes, becoming aware of the physical movements involved in pronunciation will help the learners to correct pronunciation issues of which they were previously unaware.

Singing

Singing can be a good way for the learners to practise their vowel pronunciation. As singing requires a person to maintain vowel sounds over more than just a moment, it can give the learners a chance to focus on the target sound and adjust what sound he/she is making.

Tips to teach writing letters and words

- Step 1: Write a word while the learners are watching you, then explain how he should write the word.
- Step 2: You can write the word using spots or faint lines so that the learner is able retrace over the word. Let the student trace a couple of times until he/she gets the hang of the strokes.
- Step 3: Now, encourage the students to start writing on their own.
- Step 4: Check the word to make sure all letters have been drawn correctly and correct the learner where he goes wrong. You can tell him something like: ‘the line in this ‘a’ is too long’. Children learn better when they are corrected immediately as it is easier for them to remember. Correct your young ones in a way that they can understand.

Suggested handwriting formation



Methodology: Lesson Plan

1. Grade: 3
2. Date:
3. Time: 30 minutes
4. Theme/Unit:
5. Lesson: Lesson ...
6. Specific Learning Outcome:

- Identifies the sound /æ/ in words related to the immediate environment
- Identifies letter ‘a’ in known words
- Writes letter ‘a’ correctly.

7. Learning Teaching Aids:

- flashcards (The letter on one side and on the back 2 things that start with the letter)

Can do statement involved	Performance Standard	Specific Objectives	Teaching Activities	Learning	Time Duration	Reflection
Can recognize sounds in words.	Identifies sounds in words related to their immediate environment	Learners will be able to identify the sound of ‘a’ in words related to the immediate environment correctly.	First, show the letter ‘a’ to the learners. Point to that letter and say the sound /æ/. Then show them the objects that start with the letter ‘a’; ‘apple’ and ‘axe’. Get the learners to repeat the sound /æ/ and the words (apple, axe) three times.		5minutes	

<p>Can pronounce words and phrases related to their immediate environment using accepted SL pronunciation.</p>	<p>Repeats the alphabet sounds correctly. Articulates alphabet sounds independently. Articulates words related to their immediate environment confidently.</p>	<p>Learners will be able to recognize letter 'a' at the initial position in known words.</p>	<p>Write the word on the board and underline the initial 'a' in a different colour. Read the words repeating the sound /æ/ several times and then the full word. /æ/, /æ/, /æ/ and "apple" Point to the letter "a" and ask the learners what sound "a" makes when we read it. Repeat the steps above and quiz the learners for the answers Display a chart with "a" words (use concrete words with pictures) Eg, apple axe actor, animal</p>	<p>5 minutes</p>	
<p>Can identify printed / written words related to their immediate environment.</p>	<p>Recognizes the alphabet correctly. Relates sounds of the alphabet to print / visual symbols.</p>	<p>Learners will be able to apply prior knowledge in identifying letter 'a' and related</p>	<p>As a quick activity, have an alphabet hunt. Hide some letters around the room and learners have to find the "a"s. Once all of the letters</p>	<p>10 minutes</p>	

		words.	are found (a), learners who found them should bring them to the front You can ask them “What is this letter?” “What is the sound it makes?” “Name two things starting with ‘a’?”		
Can follow basic letter formation patterns with correct hand moment.	Writes letters of the alphabet independently.	Learners will be able to write letter ‘a’ with correct directional hand movement.	Do the pre-writing activities with the students. Write the letter ‘a’ on the board following the correct directional hand movement. Get the learners to practise writing the letter ‘a’ in the air, on the desk, on the board, on sand papers, on each other’s back by following the correct directional hand movements. (select any appropriate one when possible)		
Can write the letters of the alphabet with correct	Writes the letters of the alphabet appropriately.	Learners will be able to use the prior knowledge of	Get the learners to do some follow up activities using worksheets on that letter	5 minutes	

directional hand movement.		writing the letter 'a' with confidence.	to be familiarized with the shape 'a'.		
Can write the letters of the alphabet with correct directional hand movement.	Writes the letters of the alphabet appropriately.	Learners will be able to use the prior knowledge of writing the letter 'a' with confidence.	Get the learners to colour, paste and draw the letter 'a' as homework.		

8. Assessment criteria:

- Recognizes the letter 'a' at the initial position in known words.
- Pronounces known words with letter 'a' at the initial position using accepted SL pronunciation.
- Writes letter 'a' with correct directional hand moment.

Instructions for assessment and evaluation

The following set of assessment criteria are designed for can do statements 1, 2, 3, 4 and 8. The teachers are requested to assess the learners, maintain records and help them to reach the expected performance standards. The assessments can be continued throughout the year, thus making them as opportunities for planning revision.

- Listens and identifies the relevant sound of the letters of the alphabet.
- Verbally matches the letters of the alphabet.
- Reads a list of known words. (5-10)

Can do statements related to basic information

The learning teaching process of the Can do statements related to basic information is derived from the self, others, animals and objects in the immediate environment. The content relevant to the basic information is dealt at a simple level. As the learning teaching process progresses, the content expands from simple words and phrases to simple sentence structures.

Some familiar and a few memorized words, phrases and sentences related to personal information and immediate environment can be recognized and understood in listening, presented in speaking, identified when reading and copied when writing.

According to the performance standards, introducing self independently, using personal pronouns appropriately and describing one's own pet using appropriate words, phrases and sentence structures and describing objects in the immediate environment are done with the integration of all four skills. Can do statements and performance standards are carefully structured in order to take learners through a smooth process from listening and speaking to reading and writing.

The learners

- understand, say, read and write name, age, grade, town or village and job of the immediate persons accurately
- master the numbers relevant to produce basic information.
- use a limited number of questions and the sentence structures related to personal information are limited.
- use personal pronouns in context.
- read and understand sentences with 4-5 words.
- write one's own name accurately.
- identify basic information of animals and objects, limited to type, colour and size using simple sentence structures as given in the syllabus.
- begin a sentence with a capital letter, write a name using the first letter capital and end a sentence with a full stop/period.
- use nouns and verbs in proper context.
- use article – noun combination, adjective – noun combination and verbs associated with the immediate environment.
- use the structures of SV, SVO and SVC through controlled writing

Can do statement

Can understand basic information related to self, others, animals and objects in the immediate environment.

Skill: Listening

Performance Standards

- Recognizes and understands words related to immediate environment correctly.
- Understands the questions related to personal information accurately.
- Understands the personal pronouns.

Learning outcomes

- Students will be able to recognize and understand words related to immediate environment correctly.
- Students will be able to understand the questions related to personal information accurately.
- Students will be able to understand the personal pronouns in context.

Can do statement

Can describe self, others, animals and objects in the immediate environment using more frequent words, phrases and sentence structures.

Skill: Speaking

Performance Standards

- Introduces self, responding to the corresponding “wh” questions confidently.
- Introduces self independently.
- Uses personal pronouns appropriately.
- Introduces others using basic information appropriately.
- Describes his/her pet using appropriate words, phrases and sentence structures.
- Describes objects in the immediate environment using suitable words, phrases and sentence structures meaningfully.

Learning outcomes

- Students will be able to introduce self, responding to the corresponding “wh” questions confidently.
- Students will be able to introduce self independently.
- Students will be able to use personal pronouns appropriately in context.
- Students will be able to introduce others using basic information appropriately.
- Students will be able to describe his/her pet using appropriate words, phrases and sentence structures.
- Students will be able to describe objects in the immediate environment using suitable words, phrases and sentence structures meaningfully.

Can do statement

Can understand information related to the immediate environment and familiar topics in simple reading texts with simple sentences not exceeding five words.

Skill: Reading

Performance Standards

- Recognizes words related to the immediate environment.
- Recognizes nouns and verbs related to their immediate environment and day today activities.
- Reads and understands sentences with 4-5 words.

Learning outcomes

- Students will be able to recognize simple words related to their immediate environment.
- Students will be able to read and understand sentences with 4-5 words.
- Students will be able to recognize nouns and verbs in context and from a given list.

Can do statement

Can write the most frequent words related to the day to day conversations.

Skill: Writing

Performance Standards

- Copies words associated with the immediate environment accurately.
- Writes words associated with the immediate environment accurately with or without picture clues.
- Uses nouns and verbs related to the immediate environment and day today activities in proper context.
- Uses article-noun combination to describe nouns associated with the immediate environment appropriately.
- Uses adjective-noun combination to describe nouns associated with the immediate environment appropriately.
- Uses verbs to describe simple actions appropriately.

Learning outcomes

- Students will be able to copy words associated with the immediate environment accurately.
- Students will be able to write words associated with the immediate environment accurately with or without picture clues.
- Students will be able to use nouns and verbs related to their immediate environment and day today activities in proper context.
- Students will be able to use article-noun combination to describe nouns associated with the
- Students will be able to use adjective-noun combination to describe nouns associated with the immediate environment appropriately.
- Students will be able to use verbs to describe simple actions appropriately.

Instructions for Lesson Planning

As a foundation for formal English, Activity Based Oral English plays a major role in exposing learners to simple vocabulary, phrases and sentences during Key Stage 1. All the modes of instruction such as guided play, activities and desk-work receive approximately equal emphasis in Key Stage 2 in relation to Grades 3 and 4.

The teacher should know the amount of language the learners have achieved in Key Stage 1 through Activity Based Oral English. It will help the teacher to understand the present ability of the learner. The learners are enriched with a limited number of simple words, phrases and sentences related to the themes of Environmental Studies in Key Stage 1.

The Can do statement, performance standards, learning outcomes and criteria for assessment and evaluation related to basic information help the teacher to identify what is expected at the end of Grade 3. Exposing learners to receive more but produce less words, phrases and sentence structures related to basic information is expected. Achieving the expected learning outcomes of the relevant can do statements using different types of interesting activities is promoted throughout the learning-teaching process. The effective assessment and evaluation according to the suggested criteria will help to identify the progress of the learners.

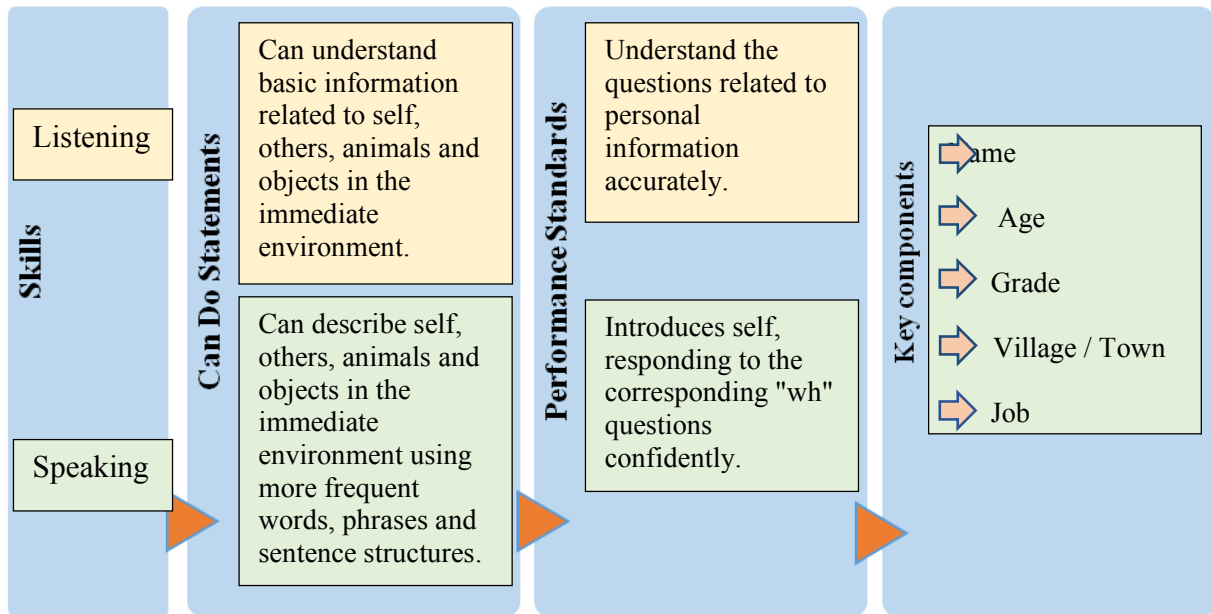
The above Can do statements identified in the syllabus for Grade 3 English Language aim at helping learners to be familiar with the language relevant to basic information. The integration of all four skills is a key feature in the learning teaching process. The words, phrases and simple sentences both familiar and memorized related to personal information and immediate environment are introduced through the integration of four skills paying more attention to listening and speaking.

Identifying objectives in a performance standard relevant to a Can do statement should be done considering the language standard of learners, allotted time for a period and the specific learning outcomes. The specific key components in a performance standard should be found in writing objectives for a lesson. The number of key components in each performance standard is varied.

The performance standard “Introduces self, responding to the corresponding “wh” questions confidently” relevant to the speaking skill consists of several key components such as asking

“wh” questions and responding to name, age, grade, village/town and job which can be used in isolation to write specific objectives.

The following chart shows the key components of selected performance standard which can be used in writing objectives and the integration of listening and speaking skills.



Using several key components appropriately, in a period of 30 minutes can be decided according to the standard of learners. The teacher has the opportunity to integrate maximum of all four skills and minimum of two skills in the learning teaching process. The logical progression to the lesson through the effective integration of skills is highly expected.

Tips for the teacher

Teachers are expected to pay attention to the following in helping learners to achieve the Can do statements and performance standards relevant to basic information.

- Study the Pupil’s book and the work book published by the Educational Publications Department thoroughly, so that you will be able to find activities that lead to the mastery of the performance standards given here.

- Provide learners with more opportunities to achieve the learning outcomes related to personal information and immediate environment.
- Help learners to expand words, phrases and sentences, both receptive and productive gradually from simple to complex through exposure.
- Do not overload learners with many words, phrases and sentences beyond the syllabus.
- Use classroom language to expose learners to the target language.
- Use variety of learning teaching methods to help the learners to learn happily in a stress free environment.
- Use visual aids according to the necessity to cooperate the lessons in the Pupil's text so that the learners conceptualize the items prescribed better.
- Pay attention to factors like age and cognitive level of learners in writing objectives for a lesson.
- Individual differences among learners should be handled with utmost care in order to keep the motivation level up during lessons.
- Preferred learning styles should be considered.

Tips to teach basic information

Games and songs help to create an interesting and enjoyable atmosphere in the classroom. The following games and songs can be used to introduce name, age, numbers, colours, parts of the body, etc. to learners.

- **Hello Game**

- All the learners sit on chairs in a circle. The teacher is in the middle.
- Go up to learner, shake hands, and say *Hello, my name is*
- The teacher and the learner now introduce themselves to other learners. Then the other learners stand up and introduce themselves
- Get the learners to go to the classmates and introduce themselves.
- While the learners are practising, the teacher blows a whistle/ claps when he/she thinks enough time has been given for practice.
- The learner who doesn't find a seat goes to the middle and starts the game again. The

teacher sits on a seat like the other learners.

- **Big Foot**

- Prepare two or three large stencils of footprints which the learners can draw around.
- Draw and cut out ten large footprints from thick cardboard together with the learners.
- Stick the footprints on the floor in one direction, as if a monster has walked through the room and left a trail.
- Get learners in turn, to hop or jump along the trail, counting each step.

- **Target Balloon Game**

- Blow up the balloons before the game. Store the balloons in a large box.
- Show the learners a balloon, saying *This is a balloon*. Ask the learners ‘*What colour’s the balloon?*’
- Give each learner a balloon, asking for the colour.
- Paste the pieces of coloured paper around the room.
- Get the learners take their balloons to the piece of paper with the same colour.
- Have the learner use the sentence stem:
My balloon is on the paper.
or have the learner say the colour of the balloon.

- **Face Dice**

- Write the numbers 1-6 on the left of the blackboard.
- Draw an arrow from each number to a picture on the right-hand side. Each picture should be a part of a face, for example, nose, mouth, eye or ear.
- Give each learner a piece of paper and put some pens in the middle.
- Explain to the learners that they need to draw a face using the parts of a face on the board.
- Demonstrate by rolling the dice and pointing, and show that each picture has a corresponding number.
- Get learner 1 to roll the dice. He or she must call out the number and the corresponding part of the face.

- Tell him/her to pass the dice to the learner on the left and draws the part of the face relevant to the number he/she rolled.

The next learner does the same, and so on. If a learner rolls a number he or she has already rolled, the dice moves on to the next player. The first learner to complete a full face wins and says “face” or “I have a face with a nose, eyes, ears, hair, a mouth”

- **Body Fishing**

- Get the learners to draw pictures of people and cut them up into individual body parts (hands, legs, feet, hair, nose, etc.).
- Provide young learners outlines of the body and if necessary help cut up the pictures.
- Make sure each individual body part is clearly recognizable. If not, the teacher can quickly draw more details on them.
- Spread out the body parts randomly in a large circle.
- Give each learner a straw. Call out the name of a body part. The learners look for it and try to suck it up with their straws. When all body parts are gone from the circle the learner with the most wins
- Review the name of the body parts.

- **Singing**

Hello, hello, what's your name?

Hello, hello, what's your name?
What's your name?//
Hello, hello, what's your name?
My name is Peter.

Hello, hello, what's your name?
What's your name?//
Hello, hello, what's your name?
My name is Sally.

Let me introduce myself
Let me introduce myself.//
My name is Yuri.
I like cats and dogs.

Let me introduce myself.//
My name is Nuri.
I like music and songs.

School Song

This is my table.
This is my chair.
This is my bag.
That I take everywhere.

Sit down, Stand up.
On, two, three.
School, school, school
For you and me.

This is my pencil.
This is my pen.
I use my school things
Again and again.

Sit down, Stand up.
On, two, three.
School, school, school
For you and me.

This is the window.
This is the door.
This is the ceiling.
This is the floor.

Sit down, Stand up.
On, two, three.
School, school, school
For you and me.

Methodology – Lesson Plan

The lesson plan format provides the teacher a guide in planning lessons. The main skill and the other skills focused, show how to integrate many skills in a lesson plan.

Review the name of the body parts.

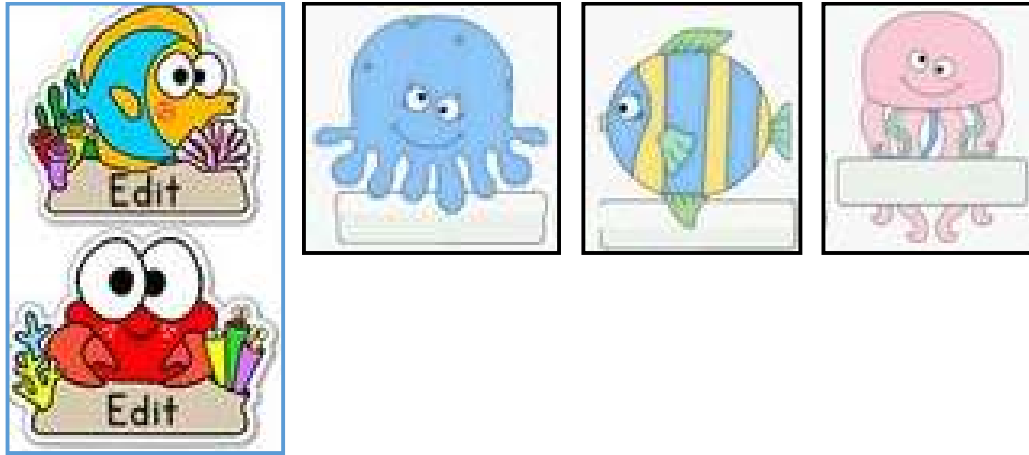
1. Grade: 3
2. Date:
3. Time: 30 minutes
4. Theme/Unit:
5. Lesson: Lesson ...
6. Specific Learning Outcome:
 - Listens to, understand the name in the structure of “I’m”.
 - Introduces self independently.
 - Writes the name independently.
7. Learning / Teaching Aids:
 - A soft ball
 - Sample name badges in Annex 1

Can do statement involved	Performance Standard	Specific Objectives	Teaching Learning Activities	Time Duration	Reflection
		Learners will be able to understand the sound of the first letter in their names.	Teacher gets the learners make an “Alphabet Train”. When the learners hear the signal they quickly line up from A-Z according to the first letter of their name. Check by getting them to say the name from the first to the last. Ask them to form a circle standing from A-Z.	5 minutes	
Can understand basic information related to self, others, animals and objects in the immediate environment.	Understands the questions related to personal information accurately.	Learners will be able to listen, understand the name expressed using the structure: “I’m”	Teacher introduces him/herself, “Hello, I’m”. Tell the learners that they are going to play the game “Pass the ball”. Give instructions saying that the teacher passes a ball while introducing him/herself to a learner and the learners who receives the ball has to introduce him/herself. Get the same learner to follow what the teacher	10 minutes	

			did. (Passing the ball to another learner while introducing)		
Can describe self, others, animals and objects in the immediate environment using more frequent words, phrases and sentence structures.	Introduces self independently.	Learners will be able to introduce self independently.	Get the learners to be in groups of five and form small circles.. Ask them to introduce themselves taking turns using the structure “I’m”. Ask the group who finishes first to sit. This activity can be done as a competition between the groups.	5 minutes	
Can write the most frequent words related to the day to day conversations	Writes words associated with the immediate environment accurately with or without picture clues	Learners will be able to write their names independently.	Get the learners to make a name badge. Show them samples of name badges in annex 1. Get them to write the name. Use either “I’m / I am”. Get them to pin the badges on to their uniforms.	5 minutes	

8. Assessment Criteria:

- Say the name using the structure “I’m” or “I am”.
- Write the name accurately.
- Use the first letter capital to write the name.



Instructions for assessment and evaluation

Assessment and evaluation processes should be organized considering the following:

- Improving confidence of the learners in mastery of words, phrases and sentences by listening, reading, producing the language orally and in writing in order to achieve the learning outcomes.
- The identification of strengths and weaknesses in learning is essential for the management of the learning teaching process in the classroom.
- The process of assessment may be either informal through observation, oral questioning and listening to learners or formal through written tests.
- The teachers are requested to maintain student progress records continuously and the formats are given in the Teachers' Guide.

- Assessment is essentially diagnostic. It should help identify weaknesses and strengths of learners.
- Teachers are encouraged to take remedial actions on the learning difficulties of learners in order to make sure that the students reach the performance standards as positive outcomes of assessment and evaluation process.
- It is envisaged that all the learners in a class will reach mastery level in at least the essential learning competencies, by the end of Grade 3.
- The following assessment criteria should be considered in achieving essential learning competencies:
 - Listens and responds to the questions related to personal information: name, age, grade, and living place.
 - Introduces self, using at least three sentences independently.
 - Introduces a friend using the minimum of name, age and grade.
 - Speaks about one's pet using minimum of three sentences.
 - Speaks about objects using the size and colour.
 - Reads and understands two word phrases.
 - Writes three letter words from the immediate environment.
 - Writes two word phrases, phrases using nouns, pronouns, article + noun and adjective + noun.
 - Writes at least four sentences describing a friend using SV, SVC and SVO.
 - Begins a sentence with a capital letter and ends with a full stop/period.

Can do statements related to language expressions

Language expressions are used for different purposes. It is necessary to give the learners ample practice in language expressions from early stages in order to help them communicate effectively in the target language.

There are three Can do statements related to language expressions in grade 3 English syllabus. The Can do statements are organized in a hierarchical manner to make it easy for the learner to achieve each performance standard in a methodical order.

In the introductory stage, the students are exposed to language expressions used in their immediate environment, i.e. home and school. They are expected to listen to the language expressions, recognize, understand and follow them by listening. The objective of the next stage is to make the learners use the language expressions that they are exposed to in the earlier stage in meaningful and near authentic situations. Finally, the learners are expected to identify similar language expressions in written texts such as conversations, stories, songs etc.

Can do statement 9

Can understand very basic language expressions used to start, maintain and end a simple conversation.

Skill: Listening

Performance standards

- Recognizes greetings related to different times of the day correctly.
- Understands a polite offer correctly.
- Understands a polite request correctly.
- Follows simple instructions correctly.
- Understands questions related to likes/dislikes correctly.
- Understands questions related to abilities/inabilities correctly.
- Understands questions related to time and day correctly.

Learning outcomes

- Students will be able to recognize greetings related to different times of the day correctly.
- Students will be able to understand a polite offer correctly.
- Students will be able to understand a polite request correctly.
- Students will be able to follow simple instructions correctly.
- Students will be able to understand questions related to likes/dislikes correctly.
- Students will be able to understand questions related to abilities/inabilities correctly.

Can do statement 10

Can use very basic expressions to start, maintain and end a simple conversation.

Skill: Speaking

Performance standards

- Starts a conversation related to day- to -day situations using appropriate language expressions.
- Greets appropriately according to the different times of the day and situations.
- Maintains a conversation related to day-to-day situations using appropriate language expressions confidently.
- Asks for permission and responds appropriately.
- Makes and responds to a polite offer meaningfully.
- Makes and responds to a polite request meaningfully.
- Gives polite instructions for a purpose correctly.
- Asks and answers questions related to likes/dislikes appropriately.
- Asks and answers questions related to abilities/inabilities appropriately.
- Asks and answers questions related to time and day correctly.

Learning outcomes

- Students will be able to start a conversation related to day-to-day situations using appropriate language expressions.
- Students will be able to maintain a conversation related to day-to-day situations using appropriate language expressions confidently.
- Students will be able to greet appropriately according to the different times of the day and situations.
- Students will be able to ask for permission and respond appropriately.
- Students will be able to make and respond to a polite offer meaningfully.
- Students will be able to make and respond to a polite request meaningfully
- Students will be able to give polite instructions.

- Students will be able to ask and answer questions related to likes/dislikes appropriately
- Students will be able to ask and answer questions related to abilities/inabilities appropriately.
- Students will be able to ask and answer questions related to time and day correctly.

Can do statement 11

Can identify very basic language expressions used in simple written texts including conversations.

Skill: Reading

Performance standards

- Reads and understands greetings related to the different times of the day and situations correctly.
- Reads and understands simple instructions.
- Reads and understands questions related to likes and dislikes.
- Reads and understands questions related to abilities.
- Reads and understands questions and statements related to time and day.

Learning outcomes

- Students will be able to read and understand greetings related to the different times of the day and situations correctly.
- Students will be able to read and understand simple instructions.
- Students will be able to read and understand questions related to likes and dislikes.
- Students will be able to read and understand questions related to abilities.
- Students will be able to read and understand questions and statements related to time and day.

Instructions for lesson planning

The lessons related to language functions cater to three skills of English language; listening, speaking and reading. Teachers are not expected to assign activities to use language functions in written communication.

It is important to pay attention to each performance standard in deriving learning outcomes. Depending on the level of the learners and the time available, teachers have the freedom to break a performance standard into several specific objectives to be achieved through a number of lessons.

In deriving objectives, it is important to think of the present level of the learners as well as the standard the teacher expects the students to achieve at the end of the lesson. The objectives should be teachable and learnable, so that at the end of the lesson the teacher would be able to identify whether the learning outcomes have been achieved by observing learner behaviour.

Integration of skills should always be given prominence in order to create authentic situations as much as possible. In introducing language expressions it is essential to have the receptive skill of listening go hand in hand with the productive skill of speaking.

The lessons should be planned keeping in mind the particular key stage of the grade 3 learner. The grade 3 learners who belong to Key Stage 2 needs equal amount of activities and desk work. Therefore, the introduction of basic language expressions should be done by giving the learners maximum exposure through practice and written work for consolidation. A wide variety of learning and teaching aids would help to create near authentic situations in the classroom and would provide opportunities for the learners to communicate actively.

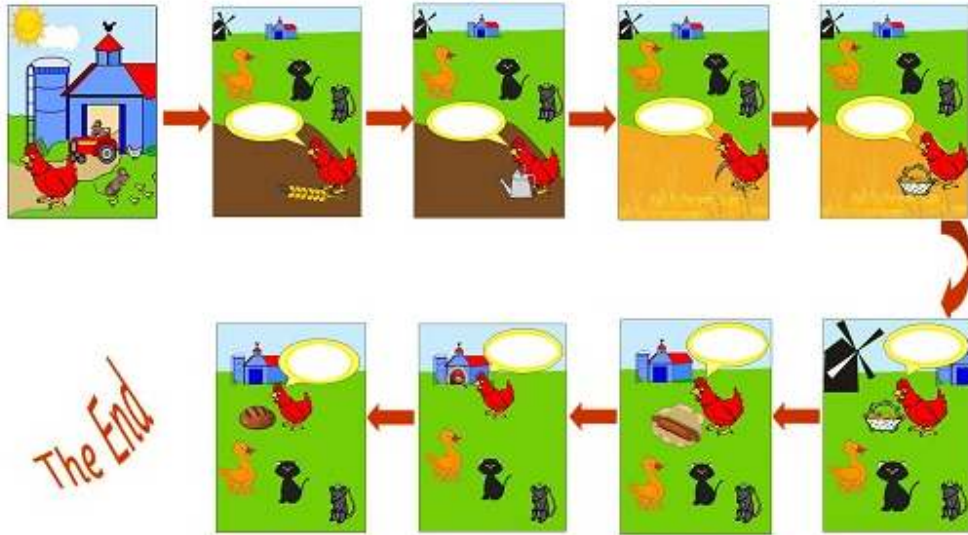
When planning the lesson, more time should be allocated for the learners to practise the particular language expression presented to them and it is important to consider the number of opportunities the learners would get to use the target expression.

Tips for the teacher

- In listening activities, use a variety of techniques to make the task meaningful to the learners. Use video clips, songs (e.g. the greetings song – www.schoolfy.com) to expose the learner to the real life contexts.
- Clarity, pace and repetition are important in listening tasks.

- Make learning and teaching incidental as much as possible. E.g. encourage learners to greet teachers and friends outside the classroom as well. Use name tags so that language use can be personalized.
- Exposure is quite important in language acquisition. Therefore, do not limit the use of target language only to the learning tasks. Use simple commands, instructions, requests etc. throughout the lesson to help the learners memorize and consolidate the vocabulary and structures.
- Use language along with demonstrations.
- Get the learners to follow instructions one at a time. E.g. rather than saying “Get your lunch box and your hat and go outside” rephrase it in the following manner: “Get your lunchbox. Now get your hat. Ok, now go outside.”
- When issuing a series of commands, use ‘first, then, next etc.’ to show the progress.
- Integrate skills as much as possible. Also integrate language expressions with previously learnt vocabulary when possible. E.g. the game ‘Simon says’ with parts of the body as in: Simon says, “Pull your ear, show your teeth.” etc.
- Provide more opportunities for the learners to interact with others. Wordless stories are a great way to prompt learners talk as characters. Select stories related to the particular language expression being handled.
E.g. The Little Red Hen – to introduce polite requests.

Little Red Hen




- Use repetitive songs, chants and rhymes to teach simple instructions.
- Make drilling interesting and meaningful with information gaps.
- Create an acquisition rich environment in the classroom.
- Handle the lessons by incorporating the prescribed vocabulary.
- Bring variety to the classroom to motivate learners and it also encourages their active participation.
- Minimize desk work and place emphasis on activity based teaching.
- Select appropriate techniques of teaching language functions.
E.g. information gap activities, language games, role plays, group/pair work, simulations
- Facilitate teaching learning process using appropriate non verbal communication.
- Create authentic situations as much as possible.

Methodology - Lesson Plan

1. Grade: 3
2. Date:
3. Time: 30 minutes
4. Theme/Unit:
5. Lesson: Lesson ...
6. Specific learning outcomes:
 - Responds to questions related to likes/dislikes correctly.
7. Learning / Teaching aids:
 - Picture cards of food items

Can do statement involved	Performance Standard	Specific Objectives	Teaching Activities	Learning	Time Duration	Reflection
Can use very basic expressions to start, maintain and end a simple conversation.	Asks and answers questions related to likes / dislikes appropriately	Learners will be able to ask and respond to simple questions related to likes appropriately.	- Put statements and question patterns on the board. Eg: Do you like? Yes, I like - Use drilling to practise the structure.		10 minutes	
Can use very basic expressions to start, maintain and end a simple conversation	Asks and answers questions related to likes / dislikes appropriately.	Learners will be able to say what they like.	- Get the learners to stand in a circle. - Give each one a picture card of a food item. - Stand in the middle with a picture card. - Show the card to all learners and say “I like		10 minutes	

			<p>.....” according to the picture of the food item in the card.</p> <ul style="list-style-type: none"> - Get students to say what they like in the first round according to the picture in the given card. - Collect all the cards back. - Let them say what they actually like to eat in the second round. - Do this until all finish saying what they like. 		
Can use very basic expressions to start, maintain and end a simple conversation.	Asks and answers questions related to likes / dislikes appropriately.	Learners will be able to ask and respond to simple questions related to likes appropriately.	<ul style="list-style-type: none"> - Divide the class into groups of four. - Put 10 sets of cards in a paper bag. In a card the picture is on one side and the word on the other side. <div style="display: flex; align-items: center; justify-content: center;">  <div style="border: 1px solid black; padding: 2px 10px; margin-left: 10px;">apple</div> </div> <ul style="list-style-type: none"> - Get the leader to ask the question and the learner across the table to answer. - Pass the bag of cards around the group from the leader to the next. - Keep going until teacher tells them to stop. 		

8. Assessment Criteria:

- Respond to questions related to likes correctly.

Instructions for assessment and evaluation.

The main objective of the assessment is to identify the strengths and weaknesses of the learners. Informal assessment is highly important for diagnostic purposes and to take remedial measures.

The following assessment criteria are the minimum performance expected from the learners with regard to Can do statements 9, 10 and 11. The teachers are kindly requested to assess the learners, maintain records and help them to achieve the expected performance standards depending on the level of the learners. The assessments can be carried out throughout the year and both summative and formative evaluations are encouraged.

Assessment Criteria

- Greets appropriately according to the time of the day.
- Listens and follows simple instructions.
- Reads and follows simple instructions.

Can do statements related to Numeracy and Mathematics

Numeracy is the literacy of the broad science, mathematics. In other words, it is the ability to use mathematics in real life activities. Therefore, even in English as a second language context, both numeracy and literacy remain as key domains of learning.

In the new grade 3 English syllabus, there are four “Can do statements” related to the area “Numeracy and mathematics.” Each of these statements relates to a particular language skill. Therefore, it is expected that the subject content under the four Can do statements would lay a strong foundation.

At the end of grade 3, it is expected to bring the learner to a level in which he/she can identify and understand very basic information related to numeracy and mathematics and use words and phrases related to the same. Simply stated, the primary goal of the four can do

statements under numeracy and mathematics is not to teach mathematics in English, but to encourage the learners to use English in quantitative expression of thoughts. The mathematical concepts and operations that appear in this section are not new for the learners. They have already learnt them in their first language under mathematics. In addition, under the ABOE programme, the learners of grade 3 have been exposed to some of the vocabulary related to numeracy and mathematics in Key Stage 1.

Therefore, the content related to numeracy and mathematics focuses on very simple areas which the learners have mastered in prior grades. Counting, learning number words, identifying relationship between a numeral –word and/or objects, identifying plane figures in the immediate environment, learning mathematical language (addition, subtraction,...etc.) and showing numbers in different ways are examples for the above areas.

The syllabus expects the teachers of English to ensure that the learners achieve the prescribed learning outcomes as well as the number of performance levels under each can do statement by connecting the subject content with age-appropriate real-world contexts.

Can do statement

Can understand very basic information related to numeracy and mathematics.

Skill: Listening

Performance Standards

- Recognizes cardinals from 0-20 correctly.
- Understand the number-quantity relationship appropriately.
- Understands additions within the limit of ten clearly.
- Understands subtractions within the limit of ten clearly.
- Recognizes the most frequent ordinals (1st,2nd,3rd and the last) correctly.
- Recognizes the basic plane figures appropriately.
- Understand the sentence pattern with S + has or have as a full verb.

Learning outcomes

- Students will be able to recognize cardinals from 0-20 correctly.
- Students will be able to understand the number quantity relationship appropriately.
- Students will be able to understand additions within the limit of ten clearly.
- Students will be able to understand subtractions within the limit of ten clearly.
- Students will be able to recognize the most frequent ordinals (1st ,2nd ,3rd and the last) correctly.
- Students will be able to recognize the basic plane figures appropriately.
- Students will be able to understand the use of ‘has’ and ‘have’ in context.

Can do statement

Can present the very basic information related to numeracy and mathematics using appropriate words and phrases.

Skill: Speaking

Performance Standards

- Counts up to 20 confidently.
- Uses the number words in contexts appropriately.
- Describes simple additions and subtractions within the limit of ten totaling twenty using the appropriate vocabulary in basic problem solving activities.
- Uses the most frequent ordinals (1st ,2nd ,3rd and the last) in context.
- Describes the shapes in the immediate environment using the vocabulary for plane figures correctly.
- Uses the sentence pattern with S + has or have as full verbs accurately in context.
- Uses the sentence pattern SVO accurately in context.

Learning outcomes

- Students will be able to count up to 20 confidently.
- Students will be able to use the number words in contexts appropriately.
- Students will be able to describe simple additions and subtractions within the limit of ten totaling twenty using the appropriate vocabulary in basic problem solving activities.
- Students will be able to use the most frequent ordinals (1st ,2nd ,3rd and the last) in context.
- Students will be able to describe the shapes in the immediate environment using the vocabulary for plane figures correctly.
- Students will be able to use the sentence pattern S + has or have as full verbs accurately in context.
- Students will be able to use the sentence pattern SVO accurately in context.

Can do statement:

Can identify very basic information related to numeracy and mathematics in variety of simple reading texts.

Skill: Reading

Performance Standards:

- Recognizes cardinals up to 10 correctly.
- Recognizes the number-quantity relationship correctly.
- Understands additions within the limit of ten in basic problem solving activities clearly.
- Understands subtractions within the limit of ten in basic problem solving activities clearly.
- Recognizes the most frequent ordinals (1st ,2nd ,3rd and the last) in simple reading texts properly.
- Recognizes correctly the vocabulary related plane figures in simple reading texts.

- Understands the sentence pattern S + has or have as a full verb accurately in context.
- Understands the sentence pattern SVO accurately in context.

Learning outcomes:

- Students will be able to recognize cardinals up to ten correctly.
- Students will be able to recognize the number-quantity relationship correctly.
- Students will be able to understand additions within the limit of ten in basic problem solving activities correctly.
- Students will be able to understand subtractions within the limit of ten in basic problem solving activities correctly.
- Students will be able to recognize the most frequent ordinals (1st, 2nd, 3rd and the last) in simple reading texts meaningfully.
- Students will be able to recognize correctly the vocabulary related to plane figures in simple reading texts.
- Students will be able to understand the sentence pattern S + has or have accurately in context.
- Students will be able to understand the sentence structure SVO accurately in context.

Can do statement:

Can use very basic information related to numeracy and mathematics in problem solving activities

Skill: Writing

Performance Standards:

- Writes numbers up to 10 in words correctly.
- Associates quantity with number in written form accurately.
- Solves simple mathematical problems related to additions within the limit of ten correctly.
- Solves simple mathematical problems related to subtractions within the limit of ten

appropriately.

- Uses the sentence pattern S+ has or have as a full verb accurately in context.
- Uses the sentence structure SVO accurately in context.

Learning outcomes:

- Students will be able write numbers up to ten in words correctly.
- Students will be able to associate quantity with number in written form accurately.
- Students will be able to solve simple mathematical problems related to additions within the limit of ten correctly.
- Students will be able to solve simple mathematical problems related to subtractions within the limit of ten appropriately.
- Students will be able to use the sentence pattern S + has or have accurately in context.
- Students will be able to use the sentence structure SVO accurately in context.

Instructions for lesson planning

As Grade 3 is the initial stage of learning formal English, it is essential to identify the level of the learners, what they know, what they can do and what they prefer to do together with the boundaries of the teaching - learning content under each Can do statement. As the syllabus has been designed for the average grade 3 learner, a teacher may have to adapt activities to suit the level of the learners. Furthermore, a teacher can use extended activities whenever necessary.

The first and the second Can do statements under numeracy and mathematics are related to listening and speaking respectively. In addition to the materials provided in the textbook and workbook, a teacher can use authentic listening texts such as songs, stories, classroom language and very simple announcements related to school events to expose the students to numbers and mathematical operations. For example, the phrases; the first row, the first group, the second word ...etc, could be used naturally in classroom management.

Games and fun related activities could be used to motivate learners. The learners of this age, love and enjoy stories, songs and rhymes. A teacher could start reading stories with

numbers, counting rhymes, singing number songs while getting learners to listen and respond by acting out or miming. A teacher can select playful numeracy activities as they lower the anxiety towards doing problem solving activities in English. A grade 3 learner is expected to count up to 20 in English. The teacher can use the following techniques to facilitate counting.

- Counting to form small groups.
- Counting aloud in small groups within a given time.
- Counting to make sure the total number in a group / line / in a pack of cards.
- Planning games in which learners can use number phrases. Eg: two plus five, ten minus four, etc.
- Getting learners to draw and describe shapes.
- Getting learners to play games to encourage using words and phrases related to numeracy and mathematics

The third Can do statement under this section is related to reading. The teacher can use realia to introduce and practise numbers. clocks, computers, phones, calculators, telephone numbers written on name boards and page numbers are some of them. Reading numbers only up to ten is expected at this stage. Making the learners familiar with the words addition, add, plus, subtraction, minus, first, second, third, last, and the vocabulary related to plane figures (circle, triangle, square, rectangle) is also expected.

The fourth Can do statement under numeracy and mathematics is related to writing. Writing number words up to ten is expected together with the ability to use S + has / have as full sentences and the sentence pattern of SVO. Copying activities, controlled and guided writing activities can build the confidence of learners. Substituting words for pictures could be used to encourage writing. Though the words for plane figures and ordinals are introduced under listening, speaking and reading, students are not expected to produce them in writing.

Though the content under Can do statements have been discussed separately, it is essential to provide skill integrated activities in the learning teaching process.

Tips for the teacher

It is suggested that the teachers would utilize the following strategies to facilitate the learning teaching process.

- Deriving specific objectives from performance standards to plan lessons.
- Selecting a wide variety of techniques which cater to the age group (drawing, making things, pasting, sorting, matching, playing board games and outdoor games, etc.)
- Drawing attention to differences between first language and English with regard to pronunciation and constructing sentences.
- Using a warmer /ice breaker to start the lesson.
- Providing multi-sensory experiences related to numeracy and mathematics (singing, making things, drawing, acting out, reading stories, etc.)
- Incorporating a variety of interaction patterns from stage to stage through pair work, group work, whole class. (teacher –pupil/s, pupil/s- pupil/s, pupil- pupils, etc.)
- Providing frequent opportunities to reuse vocabulary related to numeracy and mathematics through incidental learning opportunities.
- Using a wide variety of learning / teaching aids (realia, puppets, videos, etc.) appropriately.
- Eliciting responses is an important technique in ensuring learners' active participation.
- Promoting choral drilling and repetition to practise new vocabulary and structures.
- Assessing learners' work and giving constructive feedback.

It should be noted that the goal is to introduce math vocabulary to grade three learners as they explore math ideas with concrete objects, not to make them memorize vocabulary.

Tips to teach numeracy and mathematics

Telephone Numbers

- Put learners into teams of 10.
- Distribute each team a set of numbers from 0-9 and get each learner to take a number.
- Have the team elect one **learner** to be the leader of the team.
- The goal of the game is to be the first team to rearrange themselves according to the phone number that you read aloud.
- The leaders can help rearrange them to their required positions. Once the team rearranges themselves, they have to raise their hands or say 'BINGO'.
- The first team to arrange themselves correctly receives two points. The team that scores 10 points wins the game.

Classroom Touch

- Get learners to stand up and then the teacher calls out classroom objects for the learners to run and touch.
- Prepare some pictures of items (e.g. 3 apples, 3 monster faces, etc.) and stick them on the walls before the class.
- The students can run and touch them as well.
- Make sure there are different numbers of the same item so learners are focusing on the numbers. (e.g. pictures of one bird, two birds, three birds, etc.)

Bingo

- Put the bingo grid on the board with six squares.

- Get the learners to copy it into their note books.
- Write the numbers 1-10 on the black/white board.
- Get the learners to copy it into their note books.
- Ask learners to write any six numbers from 1-10 in their grids. Make sure that they write only one number in each square.
- The teacher randomly calls out the numbers and the learners cross out the numbers on their Bingo grids. The winner is the first to cross out all the numbers.
- Get the first to cross out all the numbers to say 'BINGO'.

Give me 10



- Put learners into groups.
- Distribute each group number cards and the cards with symbols; '+' and '-'.
- Ask the learners to show different ways of making 10.
- Get the groups to make the tens using cards.
- Organize this as a group competition.
- Get the groups to say aloud what they have made with cards.

$5 + 5 \text{ is } 10$

$13 - 3 \text{ is } 10.$

$6 + 4 \text{ is } 10$

Number Codes.

- Cut out some squares and write numbers from 0-9 on them (make about 4 sets of 0-9).
- Put the numbers in a box and then instruct the learners to take out the numbers and place them in a line as you call them out.
- Check that the number code is the same as you called out.
- This also works well for phone numbers.

Number Group Game.

- Play some music and have learners to walk around the classroom.
- Stop the music suddenly and call out a number (up to the number of students in your class).
- The learners must quickly get together in a group of that number. Any student who couldn't make it, sits out until the next round.

Name the things before I count up to 20.

- Display the poster given below.
- Tell the learners that they have to name things before the teacher counts up to 20.
- Demonstrate the activity using 5 learners.
- Put the learners into five groups.
- Get the five learners who did this with the teacher to be the leaders in five groups
- Ask leaders to count up to 20 for each member in the group to get them to name things.



Methodology / Lesson plan

1. Grade: 3
2. Date:
3. Time: 30 minutes
4. Theme/Unit:
5. Lesson: Lesson ...
6. Specific Learning Outcomes:
 - Recognizes cardinals from 0-20 correctly.
 - Understands the number quantity relationship appropriately.
7. Learning Teaching aids:
 - Annex 1 and 2 and number words upto ten.

Can do statement involved	Performance Standard	Specific Objectives	Teaching Learning Activities	Time Duration	Reflection
Can understand very basic information related to numeracy and mathematics.	Recognizes cardinals from 0-20 correctly.	Learners will be able to listen and understand numbers 1-10.	<ul style="list-style-type: none"> - Relates a five line story. (Annex1) - Get the learners to listen to numbers and as soon as they hear a number they have to jump up showing the number with their fingers. - Asks comprehension questions to check understanding 	5 minutes	
Can present the very basic information related to numeracy and mathematics using appropriate words and phrases.	Uses the number words in contexts appropriately.	Learners will be able to use the number words to describe a list of items appropriately.	<ul style="list-style-type: none"> - Ask learners to draw pictures to transfer what they hear. - Get them to show and tell the peers what they have drawn. - Get them to do this within the group and ask the group who finishes first to say BINGO. - Monitors around and gives necessary assistance. 	10 minutes	
Can identify very basic information	Recognizes cardinals up to 10	Learners will read identify the number	<ul style="list-style-type: none"> - Get learners to work in groups. - Ask them to stand in a 	10 minutes	

related to numeracy and mathematics in variety of simple reading texts.	correctly. Recognizes the number - quantity relationship correctly	words and the number quantity relationship correctly	line facing the teacher. - Tell them they are going to do a treasure hunt. - Ask the members of the groups to take turns in taking a cardboard strip with a number statement.(Annex2) - Tell them that each card gives one clue to find a certain number of items. The group who finishes the task first will be the winner.		
Can identify very basic information related to numeracy and mathematics in variety of simple reading texts.	Recognizes the number - quantity relationship correctly.	Students will be able to read number words 1-10. Students will be able to recognize number quantity relationship within ten.	-Ask learners to stand (if possible, in a circle). Show a number word and students have to gather as a group according to the number.		

8. Assessment Criteria:

- Use the number words 1 - 10 to express the amount accurately.
- Read the number words accurately.
- Identify number quantity relationship up to 10.

Annex 1

A kite falls down.
Two frogs jump after it.
Three cats join the frogs.
Four dogs join the cats.
A boy catches the kite.

Annex 2

Treasure Hunt

- I. Go and find
- II. three red pencils
- III. two water bottles
- IV. five erasers
- V. six rulers
- VI. ten leaves etc.

Instructions for Assessment and Evaluation

Assessment and evaluation process should be done according to the following assessment criteria.

- Counts up to 20.
- Reads number words from 1-20.
- Writes number words from 1-10.
- Names the basic plane figures. (triangle, circle, square, rectangle)

Can do statements related to Science and Technology

The can do statements related to Science and Technology focus on listening, speaking and reading skills. There are three Can do statements and six performance standards relevant to this area. The content of the Can do statements is focused to make learners familiar with the basic functions related to operating a computer / tab / mobile phone, etc. at home, school and other common places. In addition, learners are exposed to vocabulary necessary to talk about their observations related to plants, animals and other main natural resources in the immediate environment.

Exposing the learners to the most frequent vocabulary and simple instructions relevant to technology including digital literacy and science are the expected learning outcomes. The above (frequent vocabulary and simple instructions) are expected to be recognised in listening, used in speaking and understood in reading.

The content is limited as given in the syllabus. Receiving the language related to science and technology through listening and reading and producing them in speaking are enhanced in the last three Can do statements in the syllabus. Producing the language through writing is avoided at this stage.

Can do statement

Can understand very basic language related to Science and Technology in real life situations.

Skill: Listening

Performance Standards

- Recognises the most frequent vocabulary and simple instructions related to technology including digital literacy appropriately.
- Uses the most frequent vocabulary and simple instructions related to science appropriately.

Learning outcomes

- Students will be able to recognize the most frequent vocabulary and simple instructions related to technology including digital literacy appropriately.
- Students will be able to recognize the most frequent vocabulary and simple instructions related to Science appropriately.

Can do statement

Can use very basic language related to Science and Technology in real life situations.

Skill: Speaking

Performance Standards

- Uses the most frequent vocabulary and simple instructions related to technology including digital literacy meaningfully.
- Uses the most frequent vocabulary and simple instructions related to Science meaningfully.

Learning outcomes

- Students will be able to use the most frequent vocabulary and simple instructions related to technology including digital literacy meaningfully.
- Students will be able to use the most frequent vocabulary and simple instructions related to Science meaningfully.

Can do statement

Can understand very basic information related to Science and Technology in simple authentic texts.

Skill: Reading

Performance Standards

- Understands the most frequent vocabulary and simple instructions related to technology including digital literacy in simple authentic texts correctly.
- Understands the most frequent vocabulary and simple instructions related to Science meaningfully.

Learning outcomes

- Students will be able to understand the most frequent vocabulary and simple instructions related to technology including digital literacy in simple authentic texts correctly.
- Students will be able to use the most frequent vocabulary and simple instructions related to science meaningfully.

Instructions for Lesson Planning

Can do statements and performance standards relevant to Science and Technology in Grade 3 help the teacher to identify the required target language. Teacher has to understand the content relevant to “Can do” statements and performance standards to implement the learning teaching process in the classroom. The vocabulary, phrases and instructions should be simple and familiar to the learner.

Selection of materials related to Science and Technology provides opportunities for incidental learning. Identifying objectives to plan a lesson for a period of 30 minutes is very important. The three language skills, listening, speaking and reading are integrated in learning teaching process. More attention is given to listening and speaking. Finding the key components or specific areas in a performance standard is necessary to identify the target language in a lesson. Science and technology should be taken separately as the expected content is different. In relation to science, simple vocabulary and simple instructions relevant, places in the immediate environment and observations related to plants, animals and other main natural resources are included. Also the teacher can decide whether to select frequent vocabulary and the simple instructions separately by considering the language capacity and the learner's familiarity with the basic functions related to operating a computer / tab / mobile phone, etc. and the frequently used vocabulary relevant to them.

Most of the vocabulary which can be introduced in these performance standards are receptive. Simple authentic texts should be used to achieve the learning outcomes. The teacher can use the vocabulary relevant to Activity Based Oral English, selected from the subject, Environmental Studies which is introduced in Key Stage 1.

Tips for the teacher

Teachers are expected to pay attention to the following in helping students to achieve the learning outcomes relevant to basic information.

- Study the Pupil's book and the work book published by the Educational Publication's Department thoroughly, so that you will be able to find activities that lead to the mastery of the performance standards given here.
- Expose students to vocabulary related to technology used at home, school and other common places.
- Provide opportunities to express observations related to plants, animals and other main natural resources.
- Avoid introducing unfamiliar, lengthy words relevant to technology, digital literacy and science.
- Recall the knowledge of simple vocabulary relevant to Activity Based Oral English.
- Introduce stimulating activities to evoke the interest of learners.

- Study performance standards well and identify specific areas needed to write objectives.

Tips to teach Science and technology

The text types and activities which are given in the syllabus can be used in learning / teaching process.

- Listen and tick / underline / circle / match / repeat / select / categorize / say / complete / rearrange / label / number / sequence.
- Read and match / find / select / underline / circle / tick / cross / complete / say / draw / rearrange / sort / label / retell.
- Giving instructions.
- Talking about experiences.
- Describing pictures.
- Simple speeches.

The lesson plan format given in the sample lesson plan is a guide in planning lessons. The main skill and the other skills focused, show how to integrate many skills in a lesson plan. The following activities can be used to make the learning teaching process interesting.

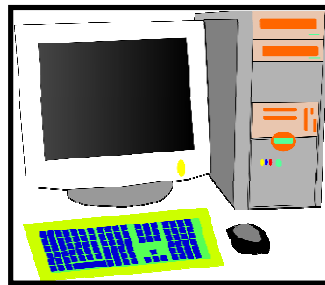
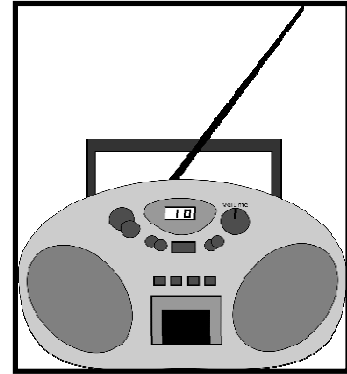
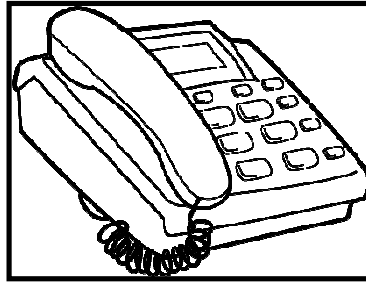
Sink and float

- Get some materials such as an eraser, a flower, a leaf, a pencil, a nail, a pin, a rubber ball, a button, a basin of water (transparent).
- Get the learners to put the objects one by one to the basin of water and observe the things which float and sink. Say the words while putting objects into the water.
- Use the sentence stems.
 - The floats.
 - The sinks. Account



Step forward

- Take copies of picture cards given below.
- Get the learners to stand in a circle.
- Give each learner a picture card.
- Tell them the first in the circle takes a step forward while saying “I have a
- (According to the picture he/she has).
- Get the others those who have the same card, step forward saying “I have a too”.
- Continue until all finish saying what they have.



Rainbow colours

- Take strips of papers of 20 centimeters long from rainbow colours, some cotton wool, a scissor, a stapler, some glue.
- Show the items and get the learners to say the words after the teacher.
- Tell the learners that they are going to make a rainbow as shown in the picture.
- Give coloured strips in different lengths to each learner.
- Make the strips 20, 19, 18, 17, 16, 15, 14 centimeters in length.
- Keep them together in each end and fix using a stapler.
- Paste cotton wool to each end as shown.



Smarties

- Take some smarties from different colours, a white, round plate, some warm water.
- Make a circle with different colored smarties on a white, round plate as shown in the picture.
- Pour some warm water to the center of the circle.
- Get the learners to watch the magic.
- Ask them to name colours loudly.



Singing

“Sun shines”

The sun shines on us by day.
So we can grow in every way.
Plants, animals and birdies too,
Need the sun as me and you.
 The moon shines bright
 With a silvery light.
 Oh don't you think
 It is very pretty site.

Link:
<https://www.youtube.com/watch?v=YLpAXyN0Uc>

Mr. R's Tree song

Trees, trees, trees.
Roots and trunk and leaves.
Trees, trees, trees.
Buds and fruits and seeds.
Trees, trees, trees.
A home for birds and bees.
We all need our
Trees, trees, trees.

Link:
<https://www.youtube.com/watch?v=D7dKRBZVLvI>

I've got a Robot

I've got a robot, a robot, a robot.
I've got a robot in my house.
I've got a robot, a robot, a robot.
I've got a robot in my house.

He's got fingers, he's got toes.
He's got eyes and a mouth and a nose.

I've got a robot, robot, robot.
I've got a robot in my house. //

I've got a robot, a robot, a robot.
I've got a robot in my house. //

He can cook and mend and sew.
He does my homework.
My teacher doesn't know.

I've got a robot, a robot, a robot.
I've got a robot in my house. //

He can wash and sweep and clean.
To me, he's a person, not a machine.

Link: http://www.youtube.com/watch?v=HQs5yworE_s

Methodology - Lesson Plan

1. Grade: 3
2. Date:
3. Time: 30 minutes
4. Theme/Unit:
5. Lesson: Lesson ...
6. Specific Learning Outcome:
 - Recognizes the most frequent vocabulary.

7. Learning / Teaching Aids:

- Number cards in annex 1.A (one number to 5/6 students)
- A mobile phone

Can do statement involved	Performance Standard	Specific Objectives	Teaching Learning Activities	Time Duration	Reflection
Can understand very basic language related to Science and Technology in real life situations.		Students will be able to identify one's own group by talking to others in finding the learners who have the same number.	<ul style="list-style-type: none"> - Distribute each learner a number card in annex 1. - Ask them to mingle round and find the students who have the same number. - Get the learners who have the same number to sit together. - Ask each group to say the number loudly. 	5 minutes	
	Recognizes most frequent vocabulary and simple instructions related to technology including digital literacy appropriately.	Students will be able to recognize the most frequent vocabulary related to a mobile phone.	<ul style="list-style-type: none"> Show a mobile phone and elicit what it is from learners. Show the selected icons using flash cards in annex 2. - Elicit what they are. - Say the word while showing the picture and get the learners to 	10 minutes	

			listen first and then repeat after the teacher.		
	Uses the most frequent vocabulary and simple instructions related to technology including digital literacy meaningfully.	Students will be able to recognize the most frequent vocabulary related to a mobile phone.	<ul style="list-style-type: none"> - Do the game 'Rub out remember' with the learners. - Paste the flash cards on the black/white board. - Write the word under the picture. - Circle each card on the board. - Remove one flash cards leaving the circle and the word on the board. - Point to the pictures and the vacant circle on the board at 	10 minutes	
Can understand very basic information related to Science and Technology in simple authentic texts.	Understands the most frequent vocabulary and simple instructions related to technology including digital literacy in	Students will be able to use the most frequent vocabulary related to a mobile phone.	<ul style="list-style-type: none"> - Get the learners to make a single line/'snake' of learners. - Do the game 'A ladder' with learners. - Show each learner a picture and ask what it is in turn, from the first to the last. - Show the picture to the next learner in the line 		

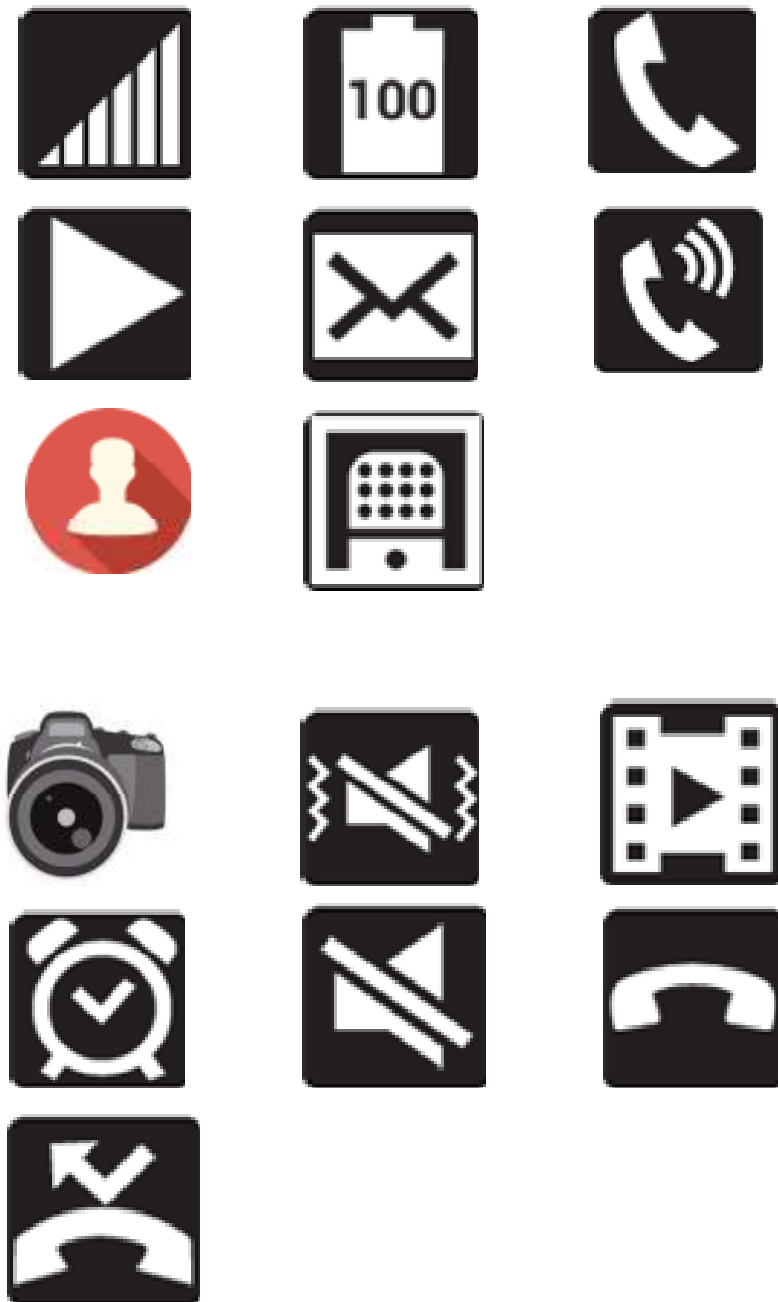
	<p>simple authentic texts correctly.</p>		<p>if a learner answers incorrectly and so on until a learner gets it right.</p> <ul style="list-style-type: none"> - Get that learner then jumps up the ladder to the place of the learner who first responded to the picture wrongly. - Get all those who got it wrong move one place down the ladder. - Ask all the learners politely to applaud the learners who answer correctly. 		
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8. Assessment criteria

- Recognizes how to say numbers.
- Uses the most frequent vocabulary related to a mobile phone.

Annex 1

0711967407	0722003127
0702009921	0751975205
0771968807	0332241228
0112275116	0552241215



Instructions for assessment and evaluation

Assessment and evaluation processes should be done considering the following assessment criteria in achieving essential learning competencies.

- Listens and follows simple instructions.
- Reads and follows simple instructions.

Suggested Assessment Criteria for all the Can do statements and performance standards.

- Listens and identifies the relevant sound of the letters of the alphabet.
- Verbally matches the letters of the alphabet.
- Reads a list of known words (5-10)
- Listens and responds to the questions related to personal information name, age, grade, living place.
- Introduces self using at least 4 sentences independently.
- Introduces a friend using the minimum of name, age and grade.
- Speaks about one's pet using minimum of three sentences.
- Speaks about objects using the size and colour.
- Reads and understand two word phrases. (a, an)
- Writes three letter words in the immediate environment.
- Writes two words phrases. (adjective + noun; article + noun; pronoun + noun.
- Writes at least four simple sentences describing a friend. (SV, SVC, SVO)
- Listens and follows simple instructions correctly.
- Recites a poem.
- Sings a song in groups.
- Listens to a story and responds.
- Greets appropriately according to the time of the day.
- Reads and follows simple instructions.
- Counts up to twenty.
- Reads number words from 1-20.
- Writes number words from 1-10.
- Names the basic plane figures. (triangle, circle, square, rectangle)
- Begins a sentence with a capital letter and ends with a fullstop.