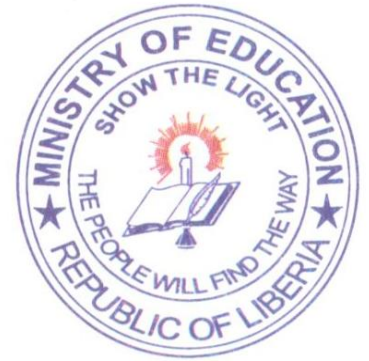


**REPUBLIC OF LIBERIA**

**MINISTRY OF EDUCATION**



**NATIONAL CURRICULUM FOR GRADES 1 TO 6**

**LANGUAGE - ARTS ENGLISH**

**February 2011**

## **MESSAGE FROM THE MINISTER OF EDUCATION**

I wish to extend my thanks and appreciation to ECSEL, UNESCO, and all our partners for their immense contribution to this important task of revising and strengthening of the National Curriculum. Special thanks to USAID through LTTP for their funding and technical support in the harmonization or realignment of the curriculum. We extend sincere thanks and appreciation to the Bureau of Curriculum Development and Textbook Research, the National Curriculum Taskforce, and the subject specialists from various institutions for the level of professionalism that went into this exercise.

The revision and strengthening of our National Curriculum comes at a time when our nation is faced with the Herculean task or challenge of education transformation, national reconstruction, recovery and renewal in the aftermath of a devastating civil war. Hence, critical to this national challenge is the rebuilding of the education sector as Liberians can not achieve the desired socio-economic progress in the absence of a strong, vibrant and productive education and training system.

The revised national curriculum has two features which include the regular core subject areas of Mathematics, Science, Language Arts and Social Studies and emphasis is being given to the global challenge of HIV/AIDS, Peace, Citizenship, Human Rights and Environmental education. Secondly, the new curriculum is developed in line with international standards especially those practiced and enshrined in the curriculum of our sisterly Republic of Nigeria and Ghana who are also members of the West African Examinations Council (WAEC).

We wish to urge all our education partners including students, teachers, principals, proprietors of schools and members of school boards to use this curriculum in our schools to enhance quality and relevant instruction and to enable our students to be adequately prepared to take the West African Senior Secondary Certificate Examinations (WASSCE) come 2013 as envisaged by us in the education sector.

May I conclude by once again saying big thank-you to all those who contributed to make this project a success.

Hon. E. Othello Gongar  
**MINISTER**

# **GRADE ONE LANGUAGE –ARTS** **GENERAL OBJECTIVES OF ENGLISH CURRICULUM**

The general objectives of the first grade Language-Arts Curriculum are to provide for the development of those skills, interests, habits and values which will enable student to:

1. Communicate in English both orally and in written composition effectively, for example, speak clearly and write legibly;
2. Listen attentively and with understanding (Comprehension);
3. Read with speed ease and comprehension through constant drills and exercise;
4. Explain good literature and styles of famous Authors through constant exposure to different types of literary forms;
5. Identify the social, cultural, linguistic and ethnical environment and observe the role of language as conveyor of the cultural heritage.
6. Develop socially desirable and courteous speech;
7. Integrate the concept of English Language into other content areas;
8. Lay foundations of creative writing necessary for continuing Education.

## **GRADE ONE LANGUAGE-ARTS**

### **INTENDED LEARNING OUTCOMES:**

## **FIRST MARKING PERIOD**

At the end of the period, each pupil will be able to:

- i. Speak effectively;
- ii. Identify numbers or sequence;
- iii. Recognize singular nouns;
- iv. Build up reading skills;

## **FIRST SEMESTER**

### **TOPICS:**

1. Naming objects with letter sounds; E.g. A – Apple; Axe; Arrow;
2. Story telling; self, group introduction;
3. Describe numbers sequence. E.g. First, second third, etc.
4. Naming singular nouns in the classroom;
5. Choral reading: Reciting short poems and rhymes.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Name objects and letter sounds correctly;	Speaking	Pointing out objects ,Treasure hunt: search for hidden items	Cups, duster, desk, board, etc.	List any five objects
students demonstrate courtesy and respect for elders, peer groups and audience etc.	Speaking fluently	Introduction of one another; conversation between and amongst students, peer groups;	Posters, drawings, visual aids, newspapers, chalk board, etc.	Self-introduction; Tell a story of your own imagination.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
		telling spider stories; etc.		
students locate items in different positions	Numbers in sequence	Use of Flash cards; identifying numbers in sequence.	Poster sheets; chalk board; and Flash cards.	Writing out numbers in sequence and pointing numbers in sequence, etc.
Students name: a) Singular nouns; E.g. Dog; Bell; Chicken; etc. (Draw this on the chalk board.)	Recognizing Pictures of: Dog; cat; egg; Hen; Rooster; Chair; Table; Spoon; etc.	Children draw the following in their copybooks: Chair; Egg; Spoon; Glass; Table.	Copybooks; Poster sheets; Crayons; Pencils.	Draw objects that they recognize.
Students develop the skills of reading.	Various reading skills; listening; speaking; etc.	Students collect items locally on campus write down their names and describe them briefly	Copy books, Pencils, Crayons, Poster sheets, etc.	Name any ten items that you have learned about in class.

#### GRADE ONE LANGUAGE-ARTS

#### SECOND MARKING PERIOD

INTENDED LEARNING OUTCOMES: At the end of the period, each student will be able to:

- i. Recognize singular-plural of basic verbs “to be”;
- ii. Identify plural nouns;
- iii. Identify prepositions;
- iv. Write sentences (asking and telling)/Punctuation marks;
- v. Letter names and their sounds (Phonics)

TOPICS:

1. The verb “to be”: E.g. Am; was; were; etc.
2. Plural nouns;
3. Prepositions
4. Sentences that “tell”, “ask”, “command” or “order”;
5. Letter names and their sounds (Phonics);
6. Reading aloud – Choral Reading.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Students demonstrate the skills in using action verbs in	The verb “to be” has, have, had, etc.;	A boy picks up a book from his desk. Ask him what he has	Book; Pencil; Duster; Sharpener; etc.	Complete the following sentences using linking verbs:

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
sentences		picked up. Ask the class what he has done. Etc.;		a) The boys ____ gone out. b) John ____ a ball.
Students develop skills in using singular and plural nouns	Plural and singular nouns E.g. Boy - boys	Students draw pots, balls, cups, knife, table and state their importance.	Pencils, crayons, Poster sheets, etc.	Write the plural forms of the following singular nouns: Pencil _____ Boy _____ Girl _____ Ball _____
Students identify the location of objects	List of common prepositions E.g. On, under, up, down, inside, between, in etc.;	Develop a game in which students will use action words.	Table; Chair; Pencil; Shoe; Etc.	Ask students to state the position of the following a) Where is the table? b) Where is the book? c) Where are the students?
Students demonstrate knowledge in writing the four kinds of sentences	Kinds of sentences: Telling; Asking; Command; and Strong feeling.	Simple dialogue between two students: E.g. Miatta: What is this, Saa? Saa: It is a bottle. Miatta: Bring me a cup. Saa: There is a snake in the house!	Life aids (the children themselves get involved); textbooks; Etc.	Write one example of each of the four kinds of sentences.
Students develop skills in pronouncing words correctly, clearly and distinctly	Study of the alphabet sounds: E.g. A, b, c, d, etc.	Teacher writes letters on the board, and asks children to give or make the sound: E.g. C as in cat; B as in bet; D as in door, Etc.	Flash cards; Chalk board; Poster sheets; Markers; Glue; Pencils; Etc.	Write the letter sound heard at the beginning of each word: Deaf    Bad    Cow Kite    Corn    Boy Girl    Corn    Deer

#### GRADE ONE LANGUAGE-ARTS

#### THIRD MARKING PERIOD

INTENDED LEARNING OUTCOMES: At the end of the period, each student will be able to:

- Describe objects;
- List words that stand for nouns;
- Point out objects using “this” and “that”;

- iv. Relate number to words;
- v. Do Reading comprehension exercises.

TOPICS:

1. Adjectives
2. Pronouns
  - a) Demonstrative
  - b) Personal
3. Writing numbers in words
4. Rhyming words

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Students demonstrate skills in naming and describing nouns;	Descriptive adjectives: E.g. Colorful dress; blue car; red hat; etc.	Students name and describe objects in their immediate environment and talk about their importance to their family and community	Posters; textbooks; crayon; chalkboard.	Students answer following questions: a) What color is Marie's dress? b) What color is the sky today? Etc.
Students develop the skills in using pronouns in sentences	Personal pronouns: E.g. He; she; it; I; we; they; you; etc.	Students replace nouns with pronouns in given sentences; E.g. <u>John</u> kicks the ball. ( <u>He</u> kicks the ball); <u>Mary</u> washes her clothes. ( <u>She</u> washes her clothes.)	Chalkboard, textbooks, copybooks, etc.	Write a pronoun for each given noun: a) Man _____; b) Dog _____; c) Girl _____; d) Students _____;
<i>Students develop the skills of pointing out objects using this, that, these, those</i>	Demonstrative Pronouns: E.g. This; that; these; and those.	point objects in simple English, using these pronouns: <i>This; that; these and those.</i>	Life Aid (Students direct participation) Chalkboard; copybooks; etc.	write simple sentences using the demonstrative pronouns: This; that; these; and those
Develop the skills in writing numbers in words	Writing numbers in words	Ask pupils to write given numbers in words: 3 _____; 6 _____ 9 _____; 0 _____; And vice-versa.	Chalkboard; Flashcards; Poster sheets, etc.	write the following numbers in words: 1) 4 = _____ 2) 1 = _____ 3) 7 = _____ 4) 8 = _____
develop the skills of using rhyming words in poetry and	Rhyming words	Develop activities that help students in using rhyming	Flashcards; chalkboard; Life aids (Students themselves) etc.	Make rap songs, and write short poems. E.g.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
songs, etc.		words		The tall man Fall on the wall And call on the world.

# GRADE ONE LANGUAGE-ARTS

## FOURTH MARKING PERIOD

INTENDED LEARNING OUTCOMES: At the end of the period, each pupil will be able to:

- Dramatize story read;
- Identify initial consonant blends; cl – class; br – bread; etc.
- Identify action verbs;
- Use a and an correctly

TOPICS:

- Role-playing;
- Consonant blends;
- Verbs;
- Adjectives;
- Reading comprehension.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
dramatizing story made by the class or story read;	Role playing	Students acting as different characters in drama;	Life aids (students themselves); Different costumes;	Act out a play about your home
Develop skills to pronounce beginning consonant blends correctly in w words;	Initial consonant blends;	Complete these words with initial consonant blends, and pronounce them correctly: 1. ____ ock 2. ____ ain 3. ____ ass	Poster sheet; Flashcards; chalkboard; etc.	pronounce the following blends correctly: 1. Flash 2. Frog 3. Stop 4. Glass
Demonstrate knowledge of words that express action	Action words	Students use action words from a drama in short	Chalkboard; Flashcards; copybooks, etc.	Use the following words in sentences:

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
		sentences		a) walk b) work c) sleep d) kick e) jump
Develop the skills of using “a” and “an” as adjectives with words correctly.	Adjectives (Articles)	Ask students to place “a” and “an” before the following words listed below: a) _____ apple b) _____ mountain c) _____ hour d) _____ Elephant	Chalkboard; Flashcards; Poster sheet;	Write 10 simple words using “a” and “an”.

#### GRADE ONE LANGUAGE-ARTS

#### FIFTH MARKING PERIOD

INTENDED LEARNING OUTCOMES: At the end of the period, each student will be able to:

- i. Form contractions;
- ii. Write and use negative sentences;
- iii. Write and use compound words;
- iv. Participate in telephone conversations;
- v. Read with comprehension and write clearly.

#### TOPICS:

1. Contractions
2. Negative sentences
3. Compound words
4. Dialogue
5. Reading comprehension

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
develop the skills of writing contractions of words using apostrophe;	Contraction	Form the contractions of the following words: Are not = _____;	Chalk board; Poster sheets; Crayons; Visual aids;	Write the two words that form the contractions below: 1. I'm = _____



OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
		Is not = _____; You are = _____;		2. She's = _____ 3. They're = _____ 4. We've = _____
Demonstrate skills in the use of negative sentences;	Negative sentences	Write 4 negative sentences. E.g. That is not a truck; This is not my car. Organize a discussion and ask students to use contractions	Chalkboard; Poster sheets; crayons; visual aids;	Write the negative form for each of the positive forms below: 1. This is my pen. 2. John is a girl. 3. It is dog. 4. They are eating.
Explain the formation and usage of compound words;	Compound words	Form compound words with the given words below: Class + book Black + room Board + copy	Chalkboard; Flashcards Poster sheets	Write 5 (five) compound words.
Develop basic communication skills	Conversation; or drama.	Dramatization	Life Aids (Children involvement) costumes and masks.	Stage a play let.

#### GRADE ONE LANGUAGE-ARTS

#### SIXTH MARKING PERIOD

INTENDED LEARNING OUTCOMES: At the end of the period, each student will be able to:

- i. Recognize singular nouns;
- ii. Identify preposition;
- iii. List words that rhyme with each other;
- iv. Dramatize a story read;
- v. Read with understanding and write legibly.

#### TOPICS:

1. Naming singular nouns in the classroom;
2. Prepositions;
3. Rhyming words;
4. Role-playing;
5. Reading comprehension.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Classify objects that are singular nouns;	Recognizing pictures of familiar animals: Dog; Cat; Egg; Han; Rooster; etc.	Children draw the following in their copybooks: Chair; egg; spoon; glass; table; etc.	Copybooks, Poster sheets, Crayons; Pencils;	State the importance of each object drawn.
Identify how to describe the position and location of objects;	List of common preposition; E.g. On; under; in; to; into; inside; outside; etc.	Ask pupils to perform the following actions: Put the ball on the chair. Go into the building. Etc.	Ball; chair; Blackboard; Chalk; etc.	Ask pupils to state the position of the following: Where is the pen? Where is the chair?
Identify the importance of rhyming words in poetry and songs etc.	Rhyming words.	Ask students to read poems and list rhyming words: E.g. Tall, wall, fall; Catch, thatch, match.	Flashcards; chalkboard, life aid (students themselves) etc.	make rap songs and write short poems. Eg. The tall man fall on the wall, and call on the world.
dramatize stories made by class .	Role-playing	Students acting as different characters in drama	Life aid (Students themselves); Different costumes.	act out plays.

**READING AND WRITING SHOULD BE DONE ON DAILY BASIS**

## GENERAL OBJECTIVES OF THE SECOND GRADE LANGUAGE-ARTS CURRICULUM

The general objectives of the second grade Language-Arts Curriculum are to provide for the development of those skills, habits, and values which will enable the student to:

1. Communicate in English both orally and in written composition effectively. For example, speak clearly and write legibly;
2. Listen attentively and understand clearly;
3. Read with ease speed and comprehension through constant drills and exercises;
4. Appreciate good literature and styles of famous authors through constant exposure to different types of literary forms;
5. Understand the social, cultural, linguistic and ethnical environment and observe the role of language as a conveyor of cultural heritage;
6. Develop socially desirable and courteous speech;
7. Integrate the concept of English Language into other content areas;
8. Lay foundations of creative writing necessary for continuing Education.

### GRADE TWO LANGUAGE-ARTS

### FIRST MARKING PERIOD

### FIRST SEMESTER

INTENDED LEARNING OUTCOMES: At the end of the period, each student will be able to:

- i. Speak fluently and clearly when giving instructions, making introductions, announcements, etc.;
- ii. Name nouns;
- iii. Form contractions from given short words;
- iv. Identify pronouns that point out;
- v. Use correct verb forms;
- vi. Read fluently with comprehension, and write legibly.

TOPICS:

1. Introduction and greetings;
2. Identifying nouns;
3. Contractions;
4. Demonstrative pronouns;
5. Subject/verb agreement;
6. Reading comprehension/Handwriting

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Demonstrate the concept of introduction and greeting;	Oral communication	Introduction of one another	Life aid(students themselves); Poster; drawing; visual aids;	Self-introduction and group-introduction;
Classify nouns by their	Common nouns and proper nouns.	Ask pupils to name nouns in their environments.	Poster sheets; Newspapers; Textbooks; visual aids.	name 5 common nouns and 5

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
names				proper nouns.
Demonstrate knowledge of contractions and usage	Contraction	Form the contraction from the following words: Cannot = _____ I am = _____ Do not = _____	Chalkboard; Flashcards; crayons; Poster sheet	Write the words that form the following contractions: You've = _____ She's = _____ They'll = _____
Write sentences using demonstrative pronouns	Demonstrative pronouns	Write four sentences using pronouns that point out;	Chalkboard; Poster sheets; and textbooks.	write the meaning of demonstrative pronouns and list them.
Write sentences observing subject-verb agreement	Subject/verb agreement	Choose the correct verb form that agrees with the subject: a) John (play, plays) football. b) She (is, are) my sister.	Chalkboard; Flashcards.	fill in the blanks with the correct verb form that agrees with the subject: a) We ____ going home. b) It ____ raining. c) Mary ____ well. d) Flomo ____ rice.

## GRADE TWO LANGUAGE-ARTS

## SECOND MARKING PERIOD

INTENDED LEARNING OUTCOMES: At the end of the period, each student will be able to:

- i. Write the types of sentences with their punctuations;
- ii. Pronounce words with short and long vowel sounds;
- iii. Use present past and present progressive tenses of verbs in sentences correctly;
- iv. List adjectives that describe nouns;
- v. Name words that show the position of objects;
- vi. Read fluently with understanding and write legibly;

TOPICS:

1. Kinds of sentences and punctuations;
2. Short and long vowel sounds;
3. Present, past, and present progressive forms of verbs;
4. Identifying adjectives;

5. Identifying prepositions;
6. Reading comprehension/Handwriting.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
write different kinds of sentences with their correct punctuations;	Sentences and punctuations	Write examples of the four types of sentences with their end points.	Chalkboard; Teacher-made materials; Poster sheets; textbooks.	Name the type of sentences and their punctuation marks.
develop the ability to pronounce words with short and long vowel sounds;	Vowel sounds	Ask pupils to list words with short and long vowel sounds. Eg. Short: apple; egg; sit. Long: pay; ear; ice-cream	Chalkboard; textbooks; Flash card; Poster sheets	pronounce words with short vowel sounds, and long vowel sounds.
Identify the correct use of the present, past and present progressive forms of verbs;	Verbs	Complete the following sentences with the correct verb forms: John(go, goes)to school Flomo(eat, eats his lunch	Textbooks; chalkboard; Flash cards; Poster sheets	give one example of the present, past and past progressive in complete sentences.
develop the idea of descriptive words;	Adjectives	Use words to describe the following nouns: _____ plates _____ dog _____ house	Textbooks, teacher-made materials, Newspapers, Poster sheets.	List three words that describe.
Identify the position or location of objects.	List of common prepositions. Eg. Up, behind, by, across, etc.	Ask pupils to perform the following actions: 1. Swim across the river. 2. Stand by the door.	Chalk board; poster sheets; Flash cards.	List four common prepositions

#### GRADE TWO LANGUAGE-ARTS

#### THIRD MARKING PERIOD

INTENDED LEARNING OUTCOMES: At the end of the period, each student will be able to:

- i. State the differences and similarities of objects;
- ii. Pronounce words with beginning and ending consonant blends correctly;
- iii. Identify and use personal pronouns in sentences;
- iv. Tell time correctly;
- v. Identify subject and predicate in a given sentence;

vi. Read fluently with understanding, and write legibly.

**TOPICS:**

1. Discovering differences and likenesses;
2. Beginning and ending consonant blends;
3. Personal pronouns;
4. Telling time;
5. Subject and Predicate;
6. Reading comprehension/Handwriting

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
recognize differences and similarities;	Comparing and contrasting words.	Ask to compare and contrast two objects or animals. E.g. The long pencil is red, but the short one is blue.	Textbooks; chalkboard; Poster sheets.	Draw objects and ask the following questions: 1. Which bird is fast? 2. Which boy is taller? 3. Which car has some men in it?
pronounce beginning and ending consonant blends.	Consonant blends. Eg. Bl; cl; fl; tr; br; cr; st; sm; sp; nk; st; nt; nd	Ask students to complete words with consonant blends: 1. ___ u e 2. s a ___ 3. ___ a l l	Chalkboard; Flash cards; Poster sheets.	underline words with consonant blends: 1. flag 2. ship 3. smoke 4. this
Demonstrate the use of personal pronouns	Personal pronouns Eg. She; He; It; His; Her; Us; You;	Use the following personal pronouns correctly in sentences: He; She; us; her;	Chalkboard; textbook; Flashcards; Poster sheets.	List at least 5 personal pronouns
Tell time using a time teller	Time telling	What time is it? The long hand is pointing to 12. The short hand is pointing to 8.	Teacher-made materials; Draw paper clock from poster sheets.	Answer the following questions: When it is 12:30, the short hand is on ____ and the long hand is on ____ etc.
Explain the use of subject and predicate in sentence	Subject and Predicate	Underline the subject and circle the predicate in the following sentences:	Textbook; Flash card; Poster sheets	Write 3 complete sentences and underline the subject once and the predicate twice.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
construction.		a) Kollie walked to school this morning. b) Mr. Togba drives the school bus.		

## GRADE TWO LANGUAGE-ARTS

## FOURTH MARKING PERIOD

INTENDED LEARNING OUTCOMES: At the end of the period, each student will be able to:

- Name and identify types of adjectives;
- Build up their vocabulary by forming new words, using base words, suffixes and prefixes;
- Identify and use adverbs correctly in sentences;
- Pronounce vowel and consonant sounds correctly;
- Identify indefinite pronouns and use them in sentences correctly;
- Read fluently with understanding, and write legibly.

TOPICS:

- Types of adjectives;
- Base words, prefixes and suffixes;
- Types of adverbs;
- Consonants and vowel sounds;
- Indefinite pronouns;
- Reading comprehension/Handwriting.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Explain and identify the usage of the types of adjectives;	Adjectives Eg. Adjectives that tell how many; what kind; which one.	Name the types of adjectives and give an example of each;	Chalkboard; textbook; Poster sheets; and Flash cards.	Underline the adjectives in the following sentences: 1. Kakata is a beautiful city. 2. Janjay wears colorful dress.
develop vocabulary skills;	Base words; prefixes and suffixes.	Ask pupils to add prefixes and suffixes to the given words to form new words: Eg. Un + happy = unhappy; Re + new + able =	Chalkboards; Flash cards; and Poster sheets.	Separate the following words: 1. disable = __ + __ 2. uncooked = __ + __ 3. Helpless = __ + __

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
		Renewable		
Identify the usage of adverbs;	Adverbs E.g. Adverb of time (today, later) Adverb of place (here, there) Adverb of manner (slowly, happily, quickly, etc.)	Underline the adverbs in the following sentences: a) He sang happily. b) Kona lives here. c) Tamba came today	Textbooks; Flash cards; and poster sheets.	Give two examples of each kind of adverbs.
develop the ability to pronounce vowels and consonant sounds;	Consonant and vowel sounds.	Write the following words on the chalkboard, and ask students to pronounce them: 1. bat 2. apple 3. cake 4. cow 5. dog	Textbooks; Flashcards; and poster sheets.	Write the letter sound that is pronounced by the teacher: 1. p 2. c 3. t 4. a
Identify the usage of indefinite pronouns.	Indefinite Pronouns Eg. Any; some; few; somebody; etc.	Use the following indefinite pronouns in correct sentences: 1. something 2. anything 3. someone 4. anyone	Chalk board; textbook; Poster sheets and Flash cards.	list 5 indefinite pronouns.

## GRADE TWO LANGUAGE-ARTS

## FIFTH MARKING PERIOD

INTENDED LEARNING OUTCOMES: At the end of the period, each student will be able to:

- i. Identify direct and indirect objects in sentences;
- ii. Use present, past and past participle in sentences correctly;
- iii. Develop their vocabulary skills;
- iv. Participate in oral communication;
- v. Write friendly letters;
- vi. Read with understanding and write legibly;

TOPICS:

1. Direct and indirect objects;
2. Present past and past participles;
3. Synonyms and antonyms;
4. Dramatize stories read or written;



5. Reading comprehension/Handwriting.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Identify use of direct and indirect sentence construction;	Direct and indirect objects Eg. He gave the students some books. Juah bought a gift.	Write sentences with direct and indirect objects. Eg. Kula bought her <u>mother</u> a bag. (I.O) (D.O.) The Principal gave the <u>student</u> a permit (I.O) (D.O.)	Chalk board; textbooks; Poster sheets.	Underline the direct object twice and the indirect once: 1. Saa offered Tamba a candy. 2. He sent the Library some books.
develop the correct use of the present, past and past participle forms of verbs;	Verbs	Complete the following sentences with the correct verb forms: 1. Momo has ____ his hands. 2. John ____ his food yesterday. 3. She ____ here.	Textbooks; chalk board; Poster sheets.	Write one example of the present, past and past participle in complete sentences.
Develop vocabulary skills;	Synonyms and antonyms.	a) Give the synonyms of the following words: 1. glad ____ 2. quick ____ b) Give he antonyms of the following words: 1. near ____ 2. hot ____	Chalkboard; Flash cards and Poster sheets.	write two pairs of synonyms and two pairs of antonyms.
Develop basic oral communication skills	Oral communication	Pupils act out a drama or play let in class.	Life aid (students themselves); masks; costumes; etc.	stage a play let.

GRADE TWO LANGUAGE-ARTS

SIXTH MARKING PERIOD

INTENDED LEARNING OUTCOMES: At the end of the period, each student will be able to:

- i. List homonyms of given words;
- ii. Pronounce words correctly by dividing them into syllables;
- iii. Name the eight parts of speech;

- iv. Identify and use verbs in sentences correctly;
- v. Compare adjectives;

**TOPICS:**

1. Homonyms (e.g. Blue – blew; see – sea)
2. Syllables (one and two syllable words)
3. Introduction to the eight parts of speech
4. Verbs (review)
5. Compare adjectives
6. Compare adverbs
7. Reading comprehension/Handwriting

OUTCOMES	CONTENTS	ACTIVITIES	MATERIAL;S	EVALUATION
develop the vocabulary skills;	Homonyms Eg. Week - weak	Write the homonyms of the given words: Blue _____ Son _____ Deer _____ Sea _____	Chalk board; Flash cards; Poster sheets; textbooks.	List five different pairs of homonyms.
develop pronunciation skills;	Syllables	Write 5 one-syllable words; and 5 two-syllable words.	Chalk board; Flash cards; Poster sheets; textbooks.	pronounce the following words correctly: 1. Matter 2. Corner 3. Cornbread
Demonstrate knowledge of the eight parts of speech;	The eight parts of speech (Noun, pronoun, verb, adverb, adjective, preposition, interjection, and conjunction)	Use role play skills in teaching the eight parts of speech	Chalk board; Flash cards; Poster sheets; textbooks.	List any five parts of speech from the list given you.
Identify and verbs in correct sentences	Verbs E.g. Eat; cook; sing; etc.	Write the following verbs in complete sentences: 1. is going 2. came 3. go	Chalk board; Flash cards; Poster sheets; textbooks.	Tell if the underline verb is present, past or present progressive: 1. She <u>is eating</u> . 2. Flomo <u>went</u> home. 3. Korpo <u>has eaten</u>
Identify and explain	Adjectives in comparison	Write the comparative and	Chalk board; Flash cards;	Complete the chart:

OUTCOMES	CONTENTS	ACTIVITIES	MATERIAL;S	EVALUATION
the usage of adjectives in comparison;	Eg. Smaller - smallest	superlative forms of each adjective: 1. Big ____ 2. slow ____ 3. Tall ____	Poster sheets;	Pos. Comp. Superl. Cold ____ Coldest ____ higher ____ Soft ____
Identify and explain the usage of adverbs in comparison;	Adverbs in comparison Eg. More slowly; most slowly	Write the comparative and superlative forms of each adverb: 1. happily ____ 2. Beautifully ____	Chalk board; Flash cards; Poster sheets;	Write any 5 adverbs from the list given you.

## GENERAL OBJECTIVES OF GRADE THREE LANGUAGE-ARTS ENGLISH CURRICULUM

The general objectives of the third grade Language- Arts – English Curriculum – are to provide for the development of those skills, interests and values which enable students to:

1. Communicate in English both orally and in written composition effectively, for example, speak clearly and write legibly;
2. Listen attentively and with understanding (comprehension);
3. Read with ease, speed and comprehension through constant drills and exercise;
4. Appreciate good literature and styles of famous authors through constant exposure to different types of literary forms;
5. Explain the social, cultural, linguistic and ethnic environment, and observe the role of language as a conveyor of cultural heritage;
6. Develop socially desirable and courteous speech;
7. Integrate the concept of English Language into other content areas;
8. Lay foundations of creative writing necessary for continuing Education

### GRADE THREE LANGUAGE-ARTS

### FIRST MARKING PERIOD

INTENDED LEARNING OUTCOMES: At the end of the period, each pupil will be able to:

- i. Name the eight parts of speech;
- ii. Identify and use pronouns in sentences correctly;
- iii. Tell time and use dates correctly;
- iv. Write complete sentences;
- v. Discuss pictures, stories, or poems;
- vi. Read with understanding and write legibly

### TOPICS:

1. Introduction to the eight parts speech
2. Pronouns
3. Telling time and using dates
4. Sentence construction
5. Oral communication – Speaking
6. Reading comprehension and Handwriting

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Write sentences using the eight parts of speech;	The eight parts of speech	Name the eight parts of speech	Chalk board; Poster sheet; Textbooks	Name the eight parts of speech
	Indefinite pronouns	Use the following indefinite	Chalk board; Poster sheet;	List five indefinite pronouns

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Write sentences using pronouns	Eg. Some; any; etc.	pronouns correctly in sentences: 1. someone 2. anybody 3. several	Textbooks	
Demonstrate knowledge in telling date and time	Telling Time and telling Dates	Look at the clock. The long hand is pointing to 12. The short hand is pointing to 7. What time is it? Look at your calendar. The 7 <sup>th</sup> of March is on what day?	Chalk board; Poster sheet; Textbooks; calendar; clock.	: How many days are there in the month of December? What time is it when it is noon?
Develop skills in writing complete sentences;	Writing sentences Eg. My father is working. Flomo lives in the red house.	Look at the pictures in your classroom, and write three sentences about them.	Chalk board; Poster sheet; Newspaper;	Write four complete sentences.
Demonstrate speaking skills	Oral communication	discuss a picture, an event, or poems with the class and seek their views	Live aids (students Themselves) Posters, Newspaper.	stage a dram or play let.

### GRADE THREE LANGUAGE-ARTS

### SECOND MARKING PERIOD

INTENDED LEARNING OUTCOMES: At the end of the period, each student will be able to:

- Identify and use personal pronouns in sentences correctly;
- Use words that describe nouns and pronouns;
- Identify future tenses;
- Pronounce words with short and long vowel sounds;
- Make statements and answer questions correctly;
- Read with understanding/write legibly;

TOPICS:

- Personal pronouns
- Adjectives - describing objects
- Talking about the future

4. Long and short vowel sounds
5. Statements and questions
6. Reading comprehension/Handwriting

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Develop skills in the usage of personal pronouns in sentences;	Personal pronouns E.g. I, we, us, he, she, it, etc.	Use the following personal pronouns correctly in sentences: 1. they 2. her 3. them	Chalk board; Poster sheet; textbooks; Flash cards;	List at least 10 personal pronouns
Develop skills in the usage of adjectives in description	Descriptive adjectives Eg. 1. beautiful 2. colorful 3. fine	Write two words describing each noun below: 1. car ____ 2. man ____ 3. dress ____	Chalk board; Poster sheet; textbooks; Flash cards;	Underline the descriptive adjectives in each sentence: 1. Weah bought a fine car. 2. Toma's red dress was stolen. 3. Mr. Mulbah carried my beautiful flag.
Identify and explain the use of the future tenses of verbs;	Verbs Eg. 1. I will go home. 2. Flomo will wash his clothes.	Answer the following questions correctly: 1. When will Jebbeh visit our Church? 2. Will Kollie visit us today?	Chalk board; Poster sheet; textbooks; Flash cards; etc.	Write complete sentences using the following future tenses: 1. will win 2. will grow 3. will buy 4. will dance
Develop skills in pronouncing words with short and long vowel sounds;	Vowel sounds	Pronounce each word. Write long for the underlined vowel that says its name; and short for those that say different names: Eg. Cat <u>Short</u> A <u>p</u> e <u>long</u> Go <u>a</u> t _____ Po <u>t</u> _____	Chalk board; Poster sheet; textbooks; Flash cards;	Write 5 words with short vowel sounds, and 5 words with long vowel sounds.
make statements or ask questions about things they see	Statements and questions	Ask students to change the following	Chalk board; Poster sheet; textbooks; Flash cards;	write 5 questions and 5 statements about the class.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
		statements into questions: Eg. I am in the bus. Am I in the bus?  1. Mr. Nah is sleeping. 2. Musu loves playing.		

### GRADE THREE LANGUAGE-ARTS

### THIRD MARKING PERIOD

INTENDED LEARNING OUTCOMES: At the end of the period, each student Will be able to:

- Introduce one another;
- Pronounce words that contain consonant digraph;
- Write negative sentences in the past tense;
- Identify position and location of objects in the class and community
- Identify and give examples of each type of adjectives;
- Read with understanding/Write legibly.

TOPICS:

- Learning to make introductions E.g. Boy to boy; Girl to girl; etc.
- Past tense in the negative. E.g. Momo did not catch a fish yesterday.
- Consonant digraphs – Two consonants sounding as one (ph; ch; th; etc.)
- Prepositions Eg. Up; inside; under; etc.
- Types of adjectives – Eg. How many? What kind? Which one? Etc.
- Reading comprehension/Handwriting

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Develop basic oral communication skills	Oral communication	Ask students to introduce one another.	Life aid (Children themselves); Poster sheets; Drawing visual aids.	Self-introduction and group introduction.
write negative sentences in the past tense;	Writing negative sentences	Write the negative sentence as a positive sentence: 1. I am not eating. (I am eating.) 2. He is not sleeping. (He is	Chalk board; Poster sheets; Flash cards;	Write 5 negative sentences.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
		sleeping)		
Develop the abilities to pronounce;	Consonant digraphs Eg. Ph; ch; th; sh; wh; etc.	Write a word with each of the following consonant digraphs: Ph; ch; th; sh;	Chalk board; Poster sheets; Flash cards;	Pronounce the following words: Math; cloth; church; ship;
describe position and location of objects;	List of common Prepositions – Eg. On; in; over; under; beside;	Ask students to underline the prepositions in the following sentences: 1. Kona stood beside the tree. 2. She put the meat over the fire.	Chalk board; Poster sheets; Flash cards; textbooks;	write 10 common prepositions.
Develop the ability to use descriptive words.	Types of adjectives	Write the following adjectives in sentences: 1. few 2. pretty 3. that 4. blue	Chalk board; Poster sheets; Flash cards;	Assignments, quizzes etc

#### GRADE THREE LANGUAGE-ARTS

#### FOURTH MARKING PERIOD

#### SECOND SEMESTER

INTENDED LEARNING OUTCOMES: At the end of the period, each student will be able to:

- Identify sense organs and use them in sentences;
- Write present progressive tenses in complete sentences;
- Identify and give examples of each type of adverbs in complete sentences;
- Write friendly letters;
- Pronounce rhyming words; E.g. Tall; fall; hall; call; etc.
- Read with comprehension/Write legibly.

TOPICS:

- Using our senses E.g. eyes; nose; tongue; fingers; and ears.
- Using the present progressive tenses; E.g. John is showing Saa his new bicycle.
- Types of adverbs; E.g. Adverb of time; of place; of manner;
- Writing friendly letters;
- Rhyming words – E.g. Tall, fall, hall, call.
- Reading comprehension/Handwriting



OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Develop the ability to use of the sense organs;	The Sense Organs E.g. Eye; nose; Fingers; Ears;	Write sentences telling what we do with our sense organs. Explain their importance	Textbooks; chalk board; Flash cards; Poster sheets;	List the sense organs and write about each
develop sentences using present progressive tenses;	Present progressive tenses Eg. John is eating fufu and soup.	Write two sentences in the present progressive tense.	Textbooks; chalk board; Flash cards; Poster sheets;	Underline the present progressive tenses in each sentence: 1. We are studying our lessons. 2. She is dancing in class.
Identify the types of adverbs and use them in sentences	Adverbs and its usage	Use the following adverbs in sentences: 1. yesterday 2. here 3. slowly	Textbooks; chalk board; Flash cards; Poster sheets;	Write 5 sentences using adverbs
acquire the knowledge of writing friendly letters;	Naming Parts of a friendly letter	Provide a guided format of a friendly letter and help students name its parts	Textbooks; chalk board; Flash cards; Poster sheets;	Read a friendly letter and identify its parts
develop the ability to list and pronounce rhyming words clearly;	Rhyming words	List three pairs of rhyming words	Textbooks; chalk board; Flash cards; Poster sheets;	What are rhyme words? Give 3 examples.

### GRADE THREE LANGUAGE-ARTS

### FIFTH MARKING PERIOD

### SECOND SEMESTER

INTENDED LEARNING OUTCOMES: At the end of the period, each student Will be able to:

- Identify possessive pronouns and use them in correct sentences;
- Use subjects and verbs in sentences correctly;
- Build up their vocabulary skills;
- Compare adjectives in the comparative and superlative degrees;
- Use nouns, pronouns, adjectives and adverbs in sentences;
- Read with understanding/Write legibly.

TOPICS:

- Possessive pronouns – Eg. theirs; mine; yours; his; etc.

2. Subject/verb agreement – Eg. I am/was, he she, it is/was
3. Prefixes and suffixes; Eg. De – depart; care + ful = careful
4. Comparative and superlative degrees of adjectives; Eg. Bigger – biggest; smaller – smallest
5. Review nouns, pronouns adjectives and adverbs in complete sentences;
6. Reading comprehension/Handwriting

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Identify and write sentences using possessive pronouns	Possessive pronouns Eg. Theirs; mine; yours; his; hers;	Write sentences using the following possessive pronouns: 1. mine 2. ours	Chalkboard; Poster sheets; Flash cards	Write five sentences using my,mine,our,ours
write sentences that agree with their subjects and predicate;	Subject/verb agreement Eg. I am/was; He is/was.	Complete the following sentences: I ___ home yesterday. We ___ students.	Chalkboard; Poster sheets; Flash cards	Write 5 sentences using the correct verb form.
develop vocabulary skills by adding prefixes and suffixes to make new words;	Prefixes and suffixes Eg. De + part = depart Care + less = careless	Lead a discussion that will enhance students' use of prefixes and suffixes	Chalkboard; Poster sheets; Flash cards	list 5 prefixes and 5 suffixes
Develop basic skills in the use of comparative and superlative degrees of comparison;	Comparative and superlative degrees of comparison	Compare the following adjectives using the comparative and superlative degrees: 1. small ____ 2. big ____ 3. tall ____	Chalkboard; Poster sheets; Flash cards; etc.	Read a passage and identify the use of the degrees of comparison
Demonstrate knowledge in the use of parts of speech in correct sentences;	Parts of speech Eg. Nouns; pronouns; adjectives; and adverbs.	Write sentences using the various parts of speech: a) noun ____ b) pronoun ____ c) adjective ____ d) adverb ____	Chalkboard; Poster sheets; Flash cards; etc.	Write the meanings of the following parts of speech: a) Noun b) Pronoun

#### GRADE THREE LANGUAGE-ARTS

#### SIXTH MARKING PERIOD

#### SECOND SEMESTER

INTENDED LEARNING OUTCOMES: At the end of the period, each Student able to:

- i. Form contractions of words by dropping more than one letter;

- ii. Dramatize stories/Use signals of courtesy;
- iii. Connect words, phrases, or sentences using *and*, *but*, *or*, etc.
- iv. Review the eight parts of speech;
- v. Read with comprehension/Write legibly.

TOPICS:

1. Contraction
2. Dramatization
3. Conjunctions
4. Review the eight parts of speech
5. Reading Comprehension/Handwriting

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Form and use contractions	Forming contractions	Form the contractions of the given words: 1. they + have = _____ 2. She + will = _____ 3. You + have = _____	Chalk board; Textbooks; Flash cards; Poster sheets	Write the words that form the following contractions: 1. I've = _____ 2. I'll = _____ 3. You'd = _____
develop oral communication skills	Public speaking	Perform a drama on a student greeting his teacher and introducing his parents and friends to his teacher.	Life aid (Pupils themselves); textbook; costumes; mask.	Perform any drama that you know.
join words, phrases, and sentences with <i>and</i> , <i>but</i> , or <i>or</i> .	Connecting words	Combine these simple sentences using <i>and</i> , <i>but</i> or <i>or</i> : Eg. Jomah lives here. He works in Monrovia. (Jomah lives here but he works in Monrovia) 1. Tete will wash the dishes. Kaimah will scrub the floor. 2. Weah left for school. He did not enter class.	Chalk board; Textbooks; Flash cards; Poster sheets	What is a conjunction? Use the following conjunctions in sentences: <i>but</i> ; <i>and</i> ; <i>or</i> ;
Identify the eight parts of speech and write them in sentences	Parts of speech Eg. Noun; pronoun; adjective; etc.	List and define the eight parts of speech and help student identify them	Chalk board; Textbooks; Flash cards; Poster sheets	Name and define the eight parts of speech on a poster sheet.

## FOURTH GRADE LANGUAGE-ARTS

### GENERAL OBJECTIVES OF ENGLISH CURRICULUM

The General objectives of the fourth grade Language Arts English Curriculum are to provide for the development of those skills, interests and values which will enable the student to:

1. Communicate in English both orally and in written composition effectively, for example, speak clearly and write legibly;
2. Listen attentively and with understanding (Comprehension);
3. Read with speed ease and comprehension through constant drills and exercise;
4. Appreciate good literature and styles of famous Authors through constant exposure to different types of literary forms;
5. Explain the social Cultural, linguistic and ethnical environment and observe the role of language as conveyor of the cultural heritage.
6. Develop socially desirable and courteous speech;
7. Integrate the concept of English Language into other content areas;
8. Lay foundations of creative writing necessary for continuing Education.

#### GRADE FOUR LANGUAGE-ARTS

#### FIRST MARKING PERIOD

#### FIRST SEMESTER

INTENDED LEARNING OUTCOMES: At the end of the period, each student will be Able to

- i. Name, identify and write the types of sentences; Eg.. Simple, Compound;
- ii. Connect or link short words, phrases and simple sentences;
- iii. Pronounce short vowels in one or more syllable words;
- iv. Pronounce long vowels in one or more syllable words;
- v. identify and use
- vi. indefinite adjectives in sentences correctly;
- vii. Read with understanding and write legibly.

TOPICS:

1. Types of sentences; E.g. Simple sentence and compound sentence;
2. Connecting short words, phrases and sentences;
3. Short vowel sounds in one or more syllable words;
4. Long vowel sounds in one or more syllable words;
5. Adjectives: Indefinite adjectives – E.g. Any, some, few;
6. Reading comprehension and Handwriting

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
name, identify, and write	1. Simple sentence	Ask to write two simple	Textbook; chalk board; Poster	Give the meanings of simple

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
simple, compound and complex sentences;	2. Compound sentence	sentences, and two compound sentences: Eg. Simple: Mr. Flomo is my father. Compound: Korto eats Dumboy and Satta eats palm-butter with rice.	sheet	and compound sentences, and write an example of each.
develop skills in connecting short words, phrases and sentences.	Conjunctions Eg. And, but, or,	Connect the two sentences to make one sentence: Eg. Yassah lives on Center street. Kebbeh lives on Water street.	Chalkboard; Textbook; Flash cards; Poster sheets;	Write one sentence using each conjunction: 1. and 2. but 3. or
write short vowel sounds in words;	Short vowel sounds: Eg. a, e, I, o, u	Write one word each with short vowel: 1. a _____ 2. e _____ 3. i _____ 4. o _____ 5. u _____	Chalkboard; Textbook; Flash cards; Poster sheets;	Which of the following words does not have a short vowel sound? 1. beat cap sin 2. set ape apple
write long vowel sounds in words;	Long vowel sounds: a , e , i , o , u	Write one word with each long vowel: 1. a _____ 2. e _____ 3. i _____ 4. o _____ 5. u _____	Chalkboard; Textbook; Flash cards; Poster sheets;	Circle the word with long vowel: 1. son ice bat 2. gate ant up 3. on pot no
develop knowledge in the usage of indefinite adjectives	Indefinite adjectives Eg. few, many, some, etc.	Use the following words as adjectives in sentences: 1. few 2. many 3. some	Chalkboard; Textbook; Flash cards; Poster sheets;	State if the underlined word is used as an indefinite adjective or not: 1. <u>Few</u> boys went with Lorpu. 2. <u>Few</u> were needed to complete the work.

INTENDED LEARNING OUTCOMES: At the end of the period, each student will be able to:

- i. Identify and use simple tenses of verbs correctly;
- ii. Form contractions from short words and pronounce them correctly;
- iii. Pronounce consonant blends in words; Eg. Class, grape, slap.
- iv. Pronounce the two sounds of C and G in words correctly;
- v. Name singular and plural nouns;
- vi. Read with understanding/Write legibly;

TOPICS:

1. Simple tenses: Present, past and future;
2. Use of contractions;
3. Consonant sounds; consonant blends;
4. Two sounds of C and G;
5. Types of sounds (singular, plural);
6. Reading Comprehension/Handwriting.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
use simple tenses in expressing time of happenings;	Simple tenses: E.g. I <u>will</u> – Future She <u>eats</u> – Present I <u>ate</u> - Past	Use the following verbs in sentences in the present, past and future tenses: 1. play 2. walk	Textbook; Flashcards; Chalkboard; Poster sheets;	State if the underlined word(s) is used in the present, past, or future: 1. Kolubah <u>ate</u> the coconut. _____ 2. He <u>will travel</u> to Zorzor today. _____ 3. <u>Take</u> the bags to the drive. _____
form contractions from short words.	Contractions Eg. Can't; She'll; they've	Form contraction from the two words given: 1. I am = _____ 2. He has = _____	Textbook; Flashcards; Chalkboard; Poster sheets;	Divide the contracted words into the words they are formed from: 1. She'll = _____ 2. Won't = _____ 3. I'll = _____
pronounce consonant blends in words;	Consonant Blends: Eg. sl , - slap Tr , -trap	Complete each word with a consonant blend: 1. ____ _ ead 2. ____ _ ain	Flash cards; Poster sheets; chalk board	Underline the consonant blend in each word: 1. black 2. brush

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
				3. starch
pronounce the two sounds of C and G;	1. Soft C and hard C. 2. Soft G and hard G. Eg. Car - hard c Cell – soft c Gun – hard g Gel - soft g	List two words with each letter sound: 1. Soft c _____ 2. Soft g _____ 3. Hard c _____ 4. Hard g _____	Textbook; Flashcards; Chalkboard; Poster sheets;	When does the letter c give: 1. the soft c sound? 2. the hard c sound?
Name and identify singular and plural nouns.	1. Singular nouns Eg. cat; hen; house; 2. Plural nouns Eg. goats; houses; sheep.	Name three singular nouns, and three plural nouns and let students list theirs	Textbook; Flashcards; Chalkboard; Poster sheets; Newspapers;	Circle the singular noun in each group: 1. dogs bat mice 2. geese ponies man

#### GRADE FOUR LANGUAGE-ARTS

#### THIRD MARKING PERIOD

#### FIRST SEMESTER

INTENDED LEARNING OUTCOMES: At the end of the period, each student Will be able to:

- Identify and use indefinite pronouns properly;
- Dramatize a story read or written on their own;
- Write complete sentences with correct capitalization and punctuation;
- Correctly pronounce words with silent letters; Eg. knight; scent; hour;
- Form new words by combining prefixes and/or suffixes to base words;
- Read with understanding/Write legibly;

TOPICS:

- Pronouns: Indefinite – E.g. Someone; anyone; etc.
- Dramatization: Developing and acting out a story;
- Sentence construction
- Study of silent letters in words
- Prefixes; base words; and suffixes
- Reading comprehension and Handwriting

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
identify and use indefinite	Indefinite Pronouns Eg. Some, someone, few, any,	Use the following words in sentences as indefinite	Textbook; chalkboard; Flashcards	State if the underlined word is an indefinite pronoun or

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
pronouns correctly;	etc.	pronouns correctly: 1. many 2. some 3. one		indefinite adjective: 1. <u>Many</u> watch Foday and Muna wedding. 2. <u>Many</u> Liberians were happy for the elections.
Dramatize stories read or written on their own;	Developing and acting out a story	Ask students to plan or write a drama, and act it in class.	Life aid (students themselves); Costumes; masks; etc.	Let students act out a drama on a selected topic. Eg. "Birth of Jesus"
develop correct sentence construction skills;	Capitalization and punctuation	Place the correct punctuation(s) and capital letter(s) in each sentence: 1. mr flomo is sick 2. dr johns will come 3. who took musus key	Textbook; chalkboard; Poster sheets.	Write 5 sentences with correct punctuations and capital letters.
demonstrate skills in pronouncing words with silent letters;	Silent letters. Eg. <u>gh</u> ost; list <u>en</u> , gam <u>e</u> ; <u>k</u> nife; etc.	Write two words with each of the following silent letters: 1. h: _____ 2. t: _____ 3. g: _____ 4. w: _____	Flash cards; chalk board; textbooks; Poster sheets;	Circle the words with silent letter(s): 1. a) write b) will c) bird 2. a) hat b) hour c) cat 3. a) rat b) gnaw c) gel
develop skills in vocabulary development;	Prefixes; Base words; and suffixes; Eg. Prefix: un- Base word: help Suffix: -ful	Underline the base word in the given word: 1. unhappy 2. renewable 3. disrespectful	Flash cards; chalk board; textbooks; Poster sheets;	Oral quiz, assignment, etc.

#### GRADE FOUR LANGUAGE-ARTS

#### FOURTH MARKING PERIOD

#### SECOND SEMESTER

INTENDED LEARNING OUTCOMES: At the end of the period, each student will be able to:

- Correctly name and use reflexive pronouns in sentences;
- Identify and use regular and irregular verbs;
- Form new words by combining prefixes and/or suffixes to root words
- Describe nouns clearly and correctly;



- v. Tell stories and/or poems on their own;
- vi. Read with understanding/Write legibly;

**TOPICS:**

1. Reflexive pronouns: Eg. myself, herself, itself, etc.
2. Verbs: Regular and irregular
3. Root words, prefixes, and suffixes
4. Adjectives: Descriptive words
5. Oral communication
6. Reading comprehension and Handwriting

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
develop skills in using reflexive pronouns correctly;	Reflexive Pronouns Eg. myself; himself; ourselves; themselves;	Use the following reflexive pronouns in sentences: 1. himself 2. herself 3. ourselves	Textbook, Flashcards, chalkboard, Poster sheets;	List five reflexive pronouns.
Apply Knowledge in using regular and irregular verbs .	1. Regular verbs Eg. cook, plant, wash 2. Irregular verbs Eg. sleep, eat , swim	Write the past and past participle of the following verbs: Verb Past Past part. 1. Play ____ 2. Bring ____ 3. Eat ____	Textbook, Flashcards, chalkboard, Poster sheets;	Use the following verbs in sentences correctly: 1. smile 2. kick 3. beat
develop vocabulary skills;	Prefixes, Root words, Suffixes Eg. Prefix: <u>re-</u> Root word: <u>spect</u> Suffix: <u>-ful</u>	Write a list of prefixes, root words and suffixes with the meanings on the chalkboard. Explain to pupils how new words are formed by combining them.	Textbook, Flashcards, chalkboard, Poster sheets;	Form new words by adding a prefix, suffix, or both, to a root word.
develop skills in describing nouns clearly and correctly;	Descriptive adjectives Eg. pretty, happy, beautiful, etc.	Ask students to list words that describe things within the classroom and their environment;	Textbook, Flashcards, chalkboard, Poster sheets;	Describe the following items: 1. bus 2. house 3. ship
develop the act of story telling and recitation of poems.	Speaking: a) Story telling b) Recitation of poems	Ask pupils to tell any story that they know, or recite any poem.	Life aids (Pupils themselves)	Tell a story of interest to you

GRADE FOUR LANGUAGE-ARTS

FIFTH MARKING PERIOD

SECOND SEMESTER

INTENDED LEARNING OUTCOMES: At the end of the period, each student will be able to:

- i. Identify and use adverbs in sentences correctly;
- ii. Pronounce words with diphthongs and r – controlled vowels correctly;
- iii. Write correct sentences by properly using subjects and predicates;
- iv. State guides in paragraph writing;
- v. Dramatize Health science drama
- vi. Read with understanding/Write legibly;

TOPICS:

1. Adverbs
2. R-controlled vowels and diphthong
3. Subject and Predicate
4. Introduction to paragraph writing
5. Dramatization (Health science Drama)
6. Reading Comprehension and Handwriting

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
develop skills in identifying and using adverbs correctly;	Modifiers	Ask students to list words that describe actions: Eg. work <u>happily</u> Adv. 1. walk <u>slowly</u> Adv. 2. cry _____	Textbook, Chalkboard, Flash cards, Newspaper;	List words that describe the following verbs: 1. _____ cook 2. _____ play 3. _____ sleep
Pupils know how to pronounce words with r-controlled vowels and diphthongs;	1. R-controlled vowels Eg. <u>hurt</u> , <u>her</u> , <u>sir</u> 2. Diphthong Eg. i. oi - <u>boil</u> ii. oy - <u>toy</u> iii. ew - <u>dew</u>	1. Ask students to pronounce the following words, and let them say which word sounds are neither long nor short: Hat - <u>hard</u> Set - <u>her</u> 2. Write the following double vowels on the chalk board. Pronounce them and let	Textbook, Chalkboard, Flash cards, Newspaper;	1. Let students Pronounce words with r-controlled vowels as compared with long and short vowel words. 2. Ask pupils to name ten words with compound speech sounds.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
		them know that they have compound speech sound: <u>Oi</u> , <u>oy</u> , <u>ew</u> , <u>ow</u>		
develop good sentence construction skills;’	Subject and Predicate	Write sentences on chalkboard and ask pupils to state who or what the sentence is about (Subject); and what it (subject) is or does (Predicate).	Textbook, Chalkboard, Flash cards, Newspaper;	Ask students to write sentences and underline the subject once and the predicate twice.
develop paragraph construction skills;	Paragraph Construction :topic sentence Supporting sentences Concluding sentence	Write a paragraph on the chalk board and key terms as <u>topic sentence</u> , detail sentences, indentation and margin. Teach students their functions.	Textbook, Chalkboard, Flash cards, Newspaper;	Ask students to write a paragraph, and label it with the terms discussed.
develop healthy habits through dramatization.	Health drama	Organize pupils to take part in a drama “Cleanliness brings happiness”.	Life aids (Pupils themselves); masks; costumes.	act out any drama that relates to Health or Health habits.

#### GRADE FOUR LANGUAGE-ARTS

#### SIXTH MARKING PERIOD

#### SECOND SEMESTER

INTENDED LEARNING OUTCOMES: At the end of the period, each student will be able to:

- i. Pronounce words with consonant digraphs, and words with diphthongs correctly;
- ii. Use prepositions and conjunctions to connect words ;
- iii. Improve or develop their vocabulary skills;
- iv. Rhyme words in songs and poems;
- v. Develop their vocabulary skills by forming new words;
- vi. Read with understanding/Write legibly;

TOPICS:

1. Consonant digraph/Vowel diphthongs; Eg. oy, oi, ew, etc.
2. Prepositions and conjunctions
3. Synonyms , Antonyms and Homonyms;
4. Types of paragraphs
5. Forming compound words;
6. Reading Comprehension and Handwriting

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
develop good pronunciation habits;	1. Consonant digraphs Eg. Pl ____ play Sp ____ spear Tr ____ try 2. Diphthong Eg. oi ____ oil oy ____ toy ew ____ dew	1. Write words with L-blends, s-blend and r-blend. Pronounce them and let students know that each letter sound can be heard separately. 2. Teach pupils that diphthongs have compound speech sound and make them pronounce them together with you.	Chalkboard, Flash cards, Newspaper;	Allow students to search for consonant blends and diphthongs in newspapers and write them.
recognize similarities in prepositions and conjunctions as connectives;	Connectives 1. Preposition a) Prepositional phrase 2. Conjunction a) coordinating b) correlative	1. Ask students to show relationship between a preposition and its object. 2. Let pupils name words that join short words, phrases, and sentences.	Chalkboard, Flash cards, Newspaper;	use newspaper to locate prepositions and conjunctions as well as the words they connect.
develop vocabulary development skills using synonyms, antonyms and homonyms;	1. Synonyms: Eg. Close - near Big - large 2. Antonyms: Eg. Up - down Far - near 3. Homonyms: Eg. Dear - deer Sea - see	Ask students to state if the following pairs of words are synonyms, antonyms or homonyms: 1. eat - chew 2. cry - laugh 3. son - sun	Chalkboard, Flash cards, Newspaper;	Write five pairs of synonyms, antonyms and homonyms.
Recognize the types of paragraphs in any given composition.	Types of paragraphs: Narrative, descriptive, expository, argument	Help students identify the types of paragraphs	Chalkboard, Flash cards, Newspaper;	. Write brief paragraphs based on the following: a. narrative b. descriptive c. Argument d. expository
Form new words by combining short words	Compound words Eg. Grasshopper, blackboard, handkerchief;	Ask students to call out words that consist of two smaller words.	Chalkboard, Flash cards, Newspaper;	Write 10 words that are made of smaller words b. descriptive

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
				c.Argument d. expository

**FIFTH GRADE LANGUAGE-ARTS**  
**GENERAL OBJECTIVES OF ENGLISH CURRICULUM**

The General objectives of the fourth grade Language Arts English Curriculum are to provide for the development of those skills, interests and values which will enable the student to:

1. Communicate in English both orally and in written composition effectively, for example, speak clearly and write legibly;
2. Listen attentively and with understanding (Comprehension);
3. Read with speed ease and comprehension through constant drills and exercise;
4. Appreciate good literature and styles of famous Authors through constant exposure to different types of literary forms;
5. Identify and explain the social, cultural, linguistic and ethnical environment and observe the role of language as conveyor of the cultural heritage.
6. Develop socially desirable and courteous speech;
7. Integrate the concept of English Language into other content areas;
8. Lay foundations of creative writing necessary for continuing Education.

**GRADE FIVE LANGUAGE-ARTS**

**FIRST MARKING PERIOD**

**FIRST SEMESTER**

**INTENDED LEARNING OUTCOMES:** At the end of the period, each student will be able to:

- i. Use the correct articles with nouns – eg. a, an, some (indefinite);
- ii. Write complete sentences;
- iii. Identify adverbs in sentences;
- iv. Write and recite poems;
- v. Identify vowel and consonant sounds;
- vi. Read with understanding and write legibly.

**TOPICS:**

1. Nouns and articles (indefinite)
2. Writing sentences
3. Adverbs
4. Writing and reciting poems
5. Identify vowels and consonant sound
6. Reading comprehension and Handwriting

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
use articles with nouns;	Using articles with nouns Eg. a, an, some	Ask pupils to add articles to the following nouns: Eg. ____ hour; ____ girl ; _____ orange; etc.	Chalkboard, Poster sheets, Flash cards;	Write 5 nouns and add an indefinite article to each of them.
develop complete sentences	Writing sentences	Ask students to write 5 complete sentences.	Chalkboard, Poster sheets, Flash cards;	Write a paragraph using simple, complex ,compound sentences
Identify the usage of adverb in sentences;	Identifying adverbs in sentences	Underline the adverb in sentences below: 1. She walks slowly to school. 2. He often plays football.	Chalkboard, Poster sheets, Flash cards;	Write 10 sentences that contain an adverb.
Write and narrate a story	Oral and written communications	Let students write short stories and discuss them in class	Life aids (students themselves) take part.	Identify the setting and theme of the story
develop the ability to pronounce vowel and consonant sounds;	Vowel and consonant sounds	Write the following words on the chalkboard and ask students to pronounce them: 1. bat 2. apple 3. cake 4. cow 5. umbrella	Textbook, Flash cards, and Poster sheets	Write 5 examples of words that contain vowel sounds, and 5 examples of words that contain consonant sounds.

#### GRADE FIVE LANGUAGE-ARTS

#### SECOND MARKING PERIOD

#### FIRST SEMESTER

INTENDED LEARNING OUTCOMES: At the end of the period, each pupil will be able to:

- i. Identify prepositions in sentences;
- ii. Give opposite and similar meanings;
- iii. Combine two or more sentences using conjunctions; Eg. and, but, or, etc.
- iv. Identify short and long vowel sounds;
- v. Write paragraphs;
- vi. Read with understanding and write legibly.

TOPICS:

1. Study of prepositional words – by, under, behind, to, etc.
2. Synonyms and antonyms (Similarities opposite and)

3. Conjunction – Eg. and, but, or,
4. Study of short and long vowel sounds – (i – sit) (I – Isaac)
5. Paragraph writing
6. Reading comprehension and Handwriting

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
describe the positions and location of objects;	List of common prepositions: Eg. by, under, behind, to, in, etc.	Write sentences using the following prepositions: 1. behind    2. in 3. beside    4. by 5. below Etc.	Chalkboard, Flash cards, textbook, and Poster sheets;	Ask pupils to write 10 common prepositions and use them in complete sentences.
Differentiate opposite and similarities of word meaning;	Synonyms and antonyms Eg. happy = glad (Syn.) Tall = short (Ant.)	Write 5 synonyms and 5 antonyms.	Chalkboard, Flash cards, textbook, and Poster sheets;	Write five sentences using words of opposite meanings
develop skills in joining short words phrases and sentences;	Conjunctions Eg. but, and, or, etc.	Connect the two sentences to make one sentence: Eg. Flomo is a student. Momo is a farmer.	Chalkboard, Flash cards, textbook, and Poster sheets;	Use these conjunctions in complete sentences: 1. and    2. but 3. or
Differentiate short and long vowel sounds in words.	Short and long vowel sounds Eg. Short vowel sounds: e a i o u Long vowel sounds: e a i o u	Write three words with short vowel sounds, and three words with long vowel sounds.	Chalkboard, Flash cards, textbook, and Poster sheets;	underline short vowel sounds in words listed below: Egg, eagle,. May, ear, ox, ink, pay.
develop paragraph writing skills.	Paragraph writing	Ask students to develop or write a four–sentence paragraph, using the topic sentence at the beginning “The place I like to visit .....”	Chalkboard, Flash cards, textbook, and Poster sheets;	Write two paragraphs on the topic “What school means to me”.

#### GRADE FIVE LANGUAGE-ARTS

#### THIRD MARKING PERIOD

#### FIRST SEMESTER

INTENDED LEARNING OUTCOMES: At the end of the period, each pupil will be able to:

- i. Identify interjections in sentences;
- ii. Act in a play (Dramatization);



- iii. Identify and use adjectives in sentences;
- iv. Give speeches orally; discuss pictures, poems or stories;
- v. Identify consonant blends and digraphs (phonics);
- vi. Read with understanding and write legibly.

**TOPICS:**

1. Interjections (Strong feeling, mild feeling)
2. Dramatization
3. Adjectives (Comparing and describing)
4. Phonics (Consonant blends and digraphs)
5. Monologue and dialogue (making speech)
6. Reading comprehension and Handwriting

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
use interjections to express strong feelings or mild feelings;	Interjections (strong or mild feeling) Eg. Do you know who is singing? Yeah! Lucky Dube, of course! He's one of my favorites!	Write sentences that contain interjections.	Chalkboard, poster sheets, and Flash cards.	Write 5 examples of interjections expressing strong and mild feelings
develop the ability to act out play and drama;	Dramatization	Ask students to act out plays. Eg. HIV/AIDS	Life aid (students themselves get involved)	Stage a drama for students to participate.
use adjectives in comparing and describing objects;	Comparing and describing nouns	Identify adjectives in sentences below: 1. She is very tall. 2. The famous singer is here. Etc.	Textbook, Chalkboard, poster sheets, and Flash cards.	Compare the following adjectives in the comparative and superlative degrees: 1. tall      2. hard 3. short    4. big
Demonstrate the ability to express themselves in public;	Oral communication	Ask pupils to engage in dialogue.	Life aid (Students themselves).	give short speeches in front of the class.
Write words in consonant blends and digraphs.	Consonant blends and digraphs Eg. Consonant blends: Bl; cl; fl; pl; br; cr; pr; tr;	Ask students to write two words with consonant blends: 1. _____ 2. _____	Chalkboard, Poster sheets, and Flash cards.	Write two words with consonant blend

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
	Eg. Digraphs: Ph; ch; th; sh; wh;	And two words with consonant digraphs: 1. _____ 2. _____		

# GRADE FIVE LANGUAGE-ARTS

## FOURTH MARKING PERIOD

## SECOND SEMESTER

INTENDED LEARNING OUTCOMES: At the end of the period, each student will be able to:

- Identify regular and irregular verbs;
- Write complete sentences;
- Pronounce rhyming words and form compound words;
- Write sentences with correct punctuations;
- Identify vowel digraphs and R-controlled vowels;
- Read with understanding and write legibly.

### TOPICS:

- Verbs – regular and irregular
- Sentence structure – Subject-verb agreement
- Rhyming words and compound words
- Capitalization and punctuation
- Vowel digraph and R-controlled vowels
- Reading comprehension and Handwriting

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
develop the ability to use regular and irregular verbs correctly in sentences ;	Regular and irregular verbs	Ask students to write the following verbs in complete sentences: 1. eat            2. caught 3. taught    4. sold	Chalkboard, textbook, Poster sheets	Write the past tense of the following verbs: 1. Sink _____ 2. Sing _____ 3. Buy _____ 4. Sell _____
write complete sentences in which the subject agrees with the verb.	Subject-verb agreement	Underline the correct form of the verb in the sentences listed below: 1. We (is, are eating).	Chalkboard, textbook, Poster sheets, Flash cards.	write five sentences using the following verbs: 1. are    2. sold 3. is      4. was

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
		2. She (were, was) here yesterday. 3. Who (are, is) at the door?		5. were
develop the ability to list and pronounce rhyming words, and to form compound words.	Rhyming words and compound words Eg. Rhyming: Fall, wall, etc Compound: Cornbread; chalkboard; etc.	List three pairs of rhyming words and five compound words.	Chalkboard, textbook, Poster sheets, Flash cards;	What are rhyming words? Give 5 examples . What are compound words? Give 5 examples.
capitalize and punctuate of sentences correctly	Capitalization and punctuation of sentences	Ask students to punctuate the following sentences: 1. i am going home 2. mr john is my father	Chalkboard, textbook, Poster sheets, Flash cards; crayons.	Write 5 complete sentences; make sure to punctuate them correctly.
Students develop the ability to form words from R-controlled words, and vowel digraphs.	R-controlled vowels and vowel digraphs Eg. R-Controlled: ar, er, ir, or, ur; Eg. Vowel digraphs: oo, ea, ei, au, aw;	Write 5 R-controlled vowels and 5 vowel digraphs Eg.: ar = farm Au= pause	Chalkboard, textbook, Poster sheets, Flash cards;	Write or form words from these R-controlled vowels and vowel digraphs: Ar____; er____; ir____; or____; ur____; ea____; oo____; au____; aw____; ei____

#### GRADE FIVE LANGUAGE-ARTS

#### FIFTH MARKING PERIOD

#### SECOND SEMESTER

INTENDED LEARNING OUTCOMES: At the end of the period, each student will be able to:

- Identify and use literary terms;
- Use pronouns in correct sentences;
- Write words with the same sounds, but different spellings;
- Pronounce words with the same sounds of C and G;
- Write and say sentences using does and don't correctly;
- Read with understanding and write legibly.

TOPICS:

- Introduction to literary terms- Eg. scene; setting; plot; etc.
- Pronouns and their usage
- Homonyms

4. Vowels – diphthongs – two sounds of C and G
5. Speaking skills – Using does and don't
6. Reading comprehension and Handwriting

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Pupils appreciate the use of literary terms	Using literary terms Eg. Plot, Setting, Theme, Event, etc.	Ask pupils to read through a given story and answer the following: 1. Who were the characters in the story? 2. Give the setting of the story.	Chalkboard and textbook	Ask students to give the meaning of the following literary terms: 1. Plot      2. Setting 3. Theme    4. Outcome
Pupils know pronouns and their usage in sentences;	Pronouns and their usage Eg. he, she, it, we, us, they, me, her, hers, etc.	Write sentences using the following pronouns: 1. they      2. she 3. us        4. me 5. it	Chalkboard, Poster sheets, Flashcards and textbook;	What are pronouns? Give 10 examples of pronouns.
Pupils appreciate the use of homonyms in sentences;	Homonyms Eg. blue - blew	Ask pupils to write the homonyms of the following words: Sea ____; whole ____ Bear ____; Blue ____	Chalkboard, Poster sheets, Flashcards and textbook;	Write 10 pairs of homonyms.
Pupils develop the ability to identify vowel diphthongs with two sounds of C and G.	Vowel diphthongs with two sounds of C and G Eg. Hard G: grape; glass Soft C: cell; cent Soft G: agent Hard C: cry	Write vowel diphthongs with two sounds of G and C in words: <u>Hard G</u> <u>Soft C</u> _____ _____ _____	Chalkboard, Poster sheets, Flashcards and textbook;	Write 3 words with vowel diphthongs: <u>Soft c</u> <u>Hard c</u> Cell      cry, crab Cent      class, came Cinema Hard G: gel, gym, gent, agent
Demonstrate speaking skills;	Speaking	use does and don't in sentences orally.	Chalkboard, Poster sheets, Flashcards and textbook; Life aid (Students)	Write a brief paragraph using don't and does

**GRADE FIVE LANGUAGE-ARTS**
**SIXTH MARKING PERIOD**
**SECOND SEMESTER**

**INTENDED LEARNING OUTCOMES:** At the end of the period, each student will be able to:

- i. Write sentences using regular and irregular verbs correctly;
- ii. Pronounce words with silent letters;
- iii. Identify and use
- iv. Write and say sentences using does and don't correctly;
- v. Read with understanding and write legibly.

**TOPICS:**

1. Introduction to literary terms- E.g. scene; setting; plot; etc.
2. Pronouns and their usage
3. Homonyms
4. Vowels – diphthongs – two sounds of C and G
5. Speaking skills – Using does and don't
6. Reading comprehension and Handwriting

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Demonstrate the ability to use regular and irregular verbs correctly in sentences;	Review regular/irregular verbs Eg. Regular verbs: cook; look; shout Irregular verb: Sing; eat; go	Write the following verbs in complete sentences: 1. catch      2. write 3. rung      4. sang 5. puts	Chalkboard, poster sheets, textbook and flash cards;	Write the past and past participles of the following verbs: 1. Go ____ 2. Sing ____ 3. Eat ____ 4. Sink ____
develop skills in pronouncing words with silent letters;	Silent letters Eg. listen, knife, gnaw, ghost;	Ask pupils to list 5 words with silent letters.	Chalkboard, poster sheets, flash cards and textbook;	List any five silent letters words
develop skills in vocabulary development;	Root words with prefixes and suffixes Eg. de – depress Care + ful = careful Root word – spect trans	Write one example each of the following: 1. Prefix ____ 2. Suffix ____ 3. root word ____	Chalkboard, poster sheets, textbook and flash cards;	What is a root word? What is a suffix? What is a root word? Give examples of each.
Demonstrate oral communication skills;	Public speaking	Perform a drama; for example, a student greeting his teacher and introducing his uncle or relative to the sponsor of the class.	Life aid (students themselves), textbooks, costumes and masks.	Perform any drama or play let that you know.

**SIXTH GRADE LANGUAGE-ARTS**  
**GENERAL OBJECTIVES OF ENGLISH CURRICULUM**

9. The General objectives of the fourth grade Language Arts English Curriculum are to provide for the development of those skills, interests and values which will enable student to: Communicate in English both orally and in written composition effectively, for example, speak clearly and write legibly;
10. Listen attentively and with understanding (Comprehension);
3. Read with speed ease and comprehension through constant drills and exercise;
4. Appreciate good literature and styles of famous Authors through constant exposure to different types of literary forms;
5. Explain the social, cultural, linguistic and ethnical environment and observe the role of language as conveyor of the cultural heritage.
6. Develop socially desirable and courteous speech;
7. Integrate the concept of English Language into other content areas;
8. Lay foundations of creative writing necessary for continuing Education.

**GRADE SIX LANGUAGE-ARTS**

**FIRST MARKING PERIOD**

**FIRST SEMESTER**

**INTENDED LEARNING OUTCOMES:** At the end of the period, each student will be able to:

- i. Identify kinds of pronouns and use them in complete sentences;
- ii. Identify kinds of sentences and their punctuation marks in paragraph writing;
- iii. Write paragraph;
- iv. Pronounce consonant and vowel sounds correctly;
- v. Identify and use literary terms correctly;
- vi. Read with understanding and write legibly.

**TOPICS:**

1. Kinds of pronouns; Eg. Personal, interrogative, demonstrative, etc.
2. Kinds of sentences with their related punctuation marks; Eg. Imperative,
3. Paragraph writing ( Note detail and topic sentences).
4. Consonant and vowel sounds;
5. Literary terms Eg. Setting, scene, plot, theme, characters, etc.
6. Reading comprehension and Handwriting

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Identify the kinds of pronouns and use them in sentences;	Kinds of pronouns Eg. Personal “ Interrogative “ Demonstrative “	Ask students to use the following pronouns in complete sentences: 1. someone 2. they	Textbook, chalkboard, poster sheets, Flash cards, etc.	What are pronouns? List the kinds of pronouns that you have learned.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
	Indefinite “	3. she 4. it 5. them		
name the four kind of sentences and their punctuation marks, in order to apply it in their composition work;	Four kind of sentences and their punctuation marks Eg. Declarative Interrogative Exclamatory Imperative	List the four kinds of sentences and give an example of each.	Textbook, chalkboard, poster sheets, Flash cards, etc.	supply meaning for the following words: 1. Declarative sentence 2. Imperative “ 3. Exclamatory “ 4. Interrogative “
write paragraphs effectively	Paragraph writing	Ask students to write on the topic “My first day at school”	Life aid (students themselves), chalkboard, poster sheets, and textbook.	Write a paragraph on the topic: “My First Day At school”
pronounce consonant and vowel sounds clearly;	Vowel and consonant sounds	Ask students to pronounce the following words: 1. umbrella 2. cargo 3. knight 4. cake 5. apple	Chalkboard, poster sheets, textbook and flash cards;	What are vowels? What are consonants? Give 2 examples each.
Define and identify literary terms effectively	Literary terms E.g. Setting, scene, plot, theme, character, etc.	Ask students to give the meaning of the following literary terms: 1. setting 2. plot 3. theme 4. scene	Chalkboard, poster sheets, textbook and flash cards.	Define the following literary terms; setting, plot(conflict,climax,resolution) Characters etc.

#### GRADE SIX LANGUAGE-ARTS

#### SECOND MARKING PERIOD

#### FIRST SEMESTER

INTENDED LEARNING OUTCOMES: At the end of the period, each student will be able to:

- Use verbs in sentences correctly;
- Make the verb to agree with the subject;
- Develop paragraphs of different types; Eg. narrative, descriptive, etc.
- Identify short and long vowel sounds;
- Spell and use words in sentences;
- Read with understanding and write legibly.

TOPICS:

- Using verbs in sentences; Eg. action verb, state of being verbs.
- Subject-verb agreement;

3. Constructing paragraphs of different types; Eg. Descriptive, etc.
4. Phonics – short and long vowel sounds;
5. Word study (spelling);
6. Reading comprehension and Handwriting

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
recognize action verbs and state of being verbs and their usage;	Verbs: 1. Action verbs Eg. walk, play, sleep 2. State of being verbs Eg. is, are, looks, seems	Ask students to write sentences that tell what someone does and someone is ; Eg. Momo <u>plays</u> football Yarmah <u>looks</u> sad	Textbooks, newspaper, chalk board, poster sheets.	look through a Newspapers; searching and listing words that tell of <u>actions</u> separately, and words that tell a <u>state of being</u> separately.
Identify and use subject and verb correctly;	Subject-verb agreement Eg. I eat. She eats. Kolu and Musu eat.	Write five sentences, making sure that when the subject is singular the verb must be singular, and when the verb is plural the verb must be plural.	Textbook, chalkboard, poster sheets;	Write 10 sentences with correct subject-verb agreement.
demonstrate ideas in composing different kinds of paragraphs;	Paragraph and its kinds 1. Narrative - tells 2. Descriptive- describes 3. Expository- explains, defines and shows cause and effect	Ask pupils to write anyone of these kinds of paragraph: 1. Narrative – telling of an event or story or happening; 2. Descriptive – describing a person, place or thing 3. Expository– explaining a process (making doughnut, cake, etc.)	Textbooks, newspaper, chalk board, poster sheets.	search for either of the three kinds of paragraphs in newspaper and report it to class.
Demonstrate skills in pronouncing words with short and long vowel sounds;	Short and long vowels Eg. Short – cab, beg, apple Long – cape, be goat	State rules that short vowels <u>usually</u> come at the beginning of words, or between two consonants in a one-syllable word; and long vowels <u>usually</u> come at the end words or syllable with one vowel. In a word with two vowels, the first is <u>usually</u> long and the	Textbooks, newspaper, chalk board, poster sheets.	separate short vowel words from long vowel words and pronounce them to hear the vowel sounds.



OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
		second silent.		
develop the vocabulary through usage of words;	Word study (Spelling)	List 10 words from reading textbook and ask pupils to use them in their own sentences.	Textbooks, newspaper, chalk board, poster sheets.	give short definitions of spelling word list.

#### GRADE SIX LANGUAGE-ARTS

#### THIRD MARKING PERIOD

#### FIRST SEMESTER

INTENDED LEARNING OUTCOMES: At the end of the period, each student will be able to:

- Identify and use the four types of sentences in their composition work;
- Compare adverbs in the comparative and superlative degrees;
- Write friendly letters;
- Use synonyms and antonyms in correct sentences;
- Compare adjectives in the comparative and superlative degrees;
- Read with understanding and write legibly.

TOPICS:

- Types of sentences – simple, compound and complex;
- Comparing adverbs;
- Comparing adjectives
- Letter writing (friendly)
- Spelling (Synonyms and antonyms)
- Reading comprehension and Handwriting

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Identify and use simple, compound, complex and compound complex sentences in longer compositions	Types of sentences E.g. Simple, compound and complex Simple: I am a student. Compd: Tamba is a farmer but his brother is a teacher. Compx: I came home while they were asleep.	Write a n example of the following types of sentences: 1. Simple 2. Compound 3. Complex	Chalkboard, Poster sheets, flash cards, and textbook;	What is a simple sentence? What is a compound sentence? Give an example of each.
compare adverbs using the	Comparing adverbs	Ask pupils to compare the	Chalkboard, Poster sheets,	Write 5 sentences using any of

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
comparative and superlative degrees of comparison;	Eg. early-earlier – earliest; Good – better – best; Soon – sooner – soonest Near – nearer – nearest Far - farther - farthest	following words: 1. easily 2. badly 3. quickly 4. beautifully	flash cards, and textbook;	the irregular adverbs discussed in class.
compare adjectives using the comparative and superlative degrees of comparison;	Comparing adjectives Eg. big-bigger –biggest Ugly – uglier – ugliest Tall – taller – tallest Young-younger-youngest	Compare the following words: 1. black ____ 2. tough ____ 3. hard ____ 4. beautiful ____ 5. good ____	Chalkboard, Poster sheets, flash cards, and textbook;	Write the comparative and superlative degrees of comparison forms of the following words: 1. little 2. small 3. tidy 4. dirty
Demonstrate the ability to compose;	Letter writing (formal letter)	Write a format of a formal letter to guide the students	Chalkboard, Poster sheets, flash cards, and textbook;	Write a formal letter to someone to be the guest speaker at your school Gala Day
Demonstrate of words that are similar and opposite in meaning	Synonyms and antonyms (Spelling) Syn: depart - go Antonym: short - tall	Write four pairs of antonyms and four pairs of synonyms.	Textbook, chalkboard, poster sheets, and flash cards.	What is an antonym? What is a synonym? Give an example of each.

#### GRADE SIX LANGUAGE-ARTS

#### FOURTH MARKING PERIOD

#### FIRST SEMESTER

INTENDED LEARNING OUTCOMES: At the end of the period, each student will be able to:

- Use prepositions and conjunctions in writing correct sentences;
- Identify tenses of verbs;
- Compare adverbs using the comparative and superlative degrees;
- Write different kinds of letters;
- Identify hard C, hard G, soft C, and soft G in words;
- Read with understanding and write legibly.

#### TOPICS:

- Prepositions and Conjunctions
- Tenses of verbs: Present, past, future, present perfect, past perfect, etc.
- Comparison of adverbs; Eg. well - better – best; badly – worse – worst;
- Kinds of letters (friendly and business) – To emphasize formal;

5. Phonics – Hard C, soft C, Hard G, soft G;
6. Reading comprehension and Handwriting

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
develop skills in joining short words, phrases and sentences. Pupils know location and positions of objects by using prepositions;	Conjunctions and Prepositions Eg. Conjunctions: paragraph linkers: also, besides, in addition, etc. But, and, or, Prepositions: On, before, under,	1. Connect these sentences into one by using conjunctions: Flomo is a farmer. Blama is a nurse. 2. Write sentences using the following prepositions: On, before, under, and, into	Chalkboard, poster sheets, flash cards, and textbook;	What is a preposition? What is a conjunction? List 5 common prepositions and 5 common conjunctions; Write three brief paragraphs using linkers.
Demonstrate the ability to use tenses in composition work;	Tenses of verbs Eg. Present, past, future, present perfect, past perfect, and future perfect;	Ask pupils to write sentences using the three simple tenses: Eg. Present: I am sick. Past: _____ Future: _____	Chalkboard, poster sheets, flash cards, and textbook;	Write sentences using the three perfect tenses: Present perfect: _____ Past perfect: _____ Future perfect: _____
compare adverbs using comparative and superlative degrees of comparison;	Comparison of adverbs Eg. soon-sooner-soonest; well-better-best	Ask pupils to compare the following words: 1. beautifully 2. easily 3. badly 4. quickly	Chalkboard, poster sheets, flash cards, and textbook;	write 6 sentences using any of the irregular adverbs discussed in class.
Demonstrate the basic skills in writing different forms of letters	Kinds of letters Eg. Friendly letters Business “ Parts of a friendly letter: Heading; greetings; body; closing and signature	Write a letter to a friend inviting him to celebrate your school Gala day.	Chalkboard, poster sheets, flash cards, and textbook;	Write the parts of: a) a friendly letter b) a business letter Write a letter to your friend inviting him/her to your birthday party
develop the ability to identify vowel diphthong with two sounds of C and G;	Phonics: Hard C ; soft C; Hard G; soft G Eg. Hard C: cry Soft C: cell Hard G: Grape Soft G: agent	Write vowel diphthongs with two sounds of G and C in words: <u>Hard G</u> <u>Soft C</u>	Chalkboard, poster sheets, flash cards, and textbook;	Write 10 sentences using vowels

GRADE SIX LANGUAGE-ARTS

FIFTH MARKING PERIOD

FIRST SEMESTER

INTENDED LEARNING OUTCOMES: At the end of the period, each student will be able to:

- i. Distinguish between antonyms and synonyms, and use homonyms in sentences;
- ii. Use verb tenses correctly;
- iii. Compare adjectives using comparative and superlative degrees;
- iv. Pronounce silent letters;
- v. Act out drama or play;
- vi. Read with understanding and write legibly.

TOPICS:

1. Synonyms, antonyms and homonyms;
2. Using verb tenses correctly; (simple tenses)
3. Adjectives in comparison; E.g. small – smaller – smallest; etc.
4. Silent letters: E.g. Hour, psychology, whistle, etc.
5. Dramatization: HIV/AIDS
6. Reading comprehension and Handwriting

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Demonstrate the ability to use words of similar and opposite meanings	1. Synonyms and antonyms Eg. Far - near Close - near Up - down Up - above 2. Homonyms Eg. see - sea Dear - deer Blue - blew	1. Let students name 5 pairs of words with the same meaning, and 5 pairs of words with opposite meanings, under the listing of synonyms and antonyms respectively. 2. Use each pair of homonyms in sentences correctly: a) whole – hole b) blue - blew	Chalkboard, poster sheets, flash cards, newspaper;	What is a synonym? What is an antonym? Write an example of each. Write a homonym for each word: 1. tame _____ 2. sun _____ 3. whole _____
use present, past, and future tenses of verbs in sentences;	Simple tenses Eg. Present: I eat Past: I ate Future: I will eat	Allow students to make two sentences each on what you do in the present, past and future, underlining the complete verb.	Chalkboard, poster sheets, flash cards, newspaper;	State if the underlined word(s) is used in the present, past, or future: 1. Mahwu <u>will wash</u> her hands before eating.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
				2. She <u>came</u> from the toilet. 3. We <u>play</u> happily.
Identify and use adjectives effectively in sentences	Adjectives in comparison Eg. big – bigger –biggest; good- better – best; beautiful- more beautiful – most beautiful	Let students compare things they know and list the words they use.	Chalkboard, poster sheets, flash cards, newspaper;	Write the comparative and superlative forms of each word below: 1. happy ____ 2. fine ____
pronounce words with silent letters clearly and distinctly	Silent letters Eg. H – hour T – whistle P - psychology	List words with silent letters and ask pupils to pronounce them; write the letter which is not sounded.	Chalkboard, poster sheets, flash cards, newspaper;	Write 5 words with silent letters and underline them.
Develop health habits through drama;	Dramatization HIV/AIDS	Allow students to perform HIV/AIDS drama in class.	Life aids (students themselves) masks, costumes.	act out an HIV/AIDS drama.

#### GRADE SIX LANGUAGE-ARTS

#### SIXTH MARKING PERIOD

#### FIRST SEMESTER

INTENDED LEARNING OUTCOMES: At the end of the period, each student will be able to:

- i. Use interjections in complete sentences;
- ii. Identify consonant blends and consonant digraphs;
- iii. Form new words by adding prefixes and suffixes to root words;
- iv. Write rhyming words;
- v. Use verbs in the various tenses; Eg. Present, past, future, etc.
- vi. Read with understanding and write legibly.

TOPICS:

1. Interjection
2. Consonant blends and consonant digraphs
3. Root words – Prefixes and suffixes;
4. Rhyming words;
5. Review verbs and their tenses
6. Reading comprehension and Handwriting

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
use interjection to express strong and mild feelings;	Interjection (strong or mild feeling) Eg. There is a lion behind the door!	Ask pupils to write 3 sentences that contain interjections.	board, poster sheets, flash cards and text book	Write one sentence to express strong feeling and one sentence to express mild feeling.
pronounce consonant blends and digraphs;	1. Consonant blend Eg. pl, tr, sp, etc. 2. Consonant digraph Eg. ch, sh, th, etc.	1. Complete the following words with consonant blends: __ __ ay; __ __ ack 2. Complete the following words with consonant digraphs: __ __ ip; __ __ urch	Chalkboard, poster sheets, flash cards and text book, newspaper;	look through the newspapers and list 10 consonant digraph words and 10 consonant blend words.
develop skills in vocabulary development;	Root words with prefixes and suffixes Eg. de – depress Care + ful = careful Root word = spect trans	Write an example of the following: 1. Prefix ____ 2. Suffix ____ 3. Root word ____	Chalkboard, poster sheets, flash cards and text book	Underline the prefix and suffix in each word: a) disrespectful b) unhappy c) transportation
Develop Skills in Responding to WAEC questions	Reviewing past WAEC papers	Ask students to bring to class and discuss past WAEC paper and discuss how to answer WAEC questions	Chalkboard, poster sheets, flash cards and text book	Read and answer questions from past WAEC papers
Write sentences using effective tenses	Verbs and their tenses Eg. Present tense, past, future, present perfect, past perfect, future perfect.	Use the following verbs in sentences in the present, past and future: 1. sleep 2. eat	Textbook, flash cards, poster sheets, and chalkboard	State the tense of the underline word: 1. Hawah <u>will cook</u> today. 2. Flom <u>loves</u> palm wine.



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