

AMERICAN UNIVERSITY OF ARMENIA

College of Humanities and Social Sciences

Building Character and Teaching English

for Young Learners

A part of a design project submitted in  
partial fulfillment of the requirements for the degree  
Master of Arts in Teaching English as a Foreign Language

By

Setrag Hovsepian

Dr. Irshat Madyarov, Adviser

Yerevan, Armenia

April 28, 2016



## **ACKNOWLEDGEMENTS**

I would like to express my gratitude to all faculty members for their effort along the past two years. I would also like to express my appreciation to my advisor Dr. Irshat Madyarov for his help and guidance. And finally I would like to thank the American University of Armenia, Akian Foundation, my parents, family members, friends, and classmates and all who contributed to my journey and gave their time and assistance.

Thank you

## TABLE OF CONTENTS

|  |    |
|--|----|
| Chapter One: Introduction .....                              | 6  |
| Background and Setting.....                                  | 6  |
| Problem Statement and Significance of the Project .....      | 6  |
| The Purpose of the Project .....                             | 7  |
| Chapter Two: Literature Review.....                          | 8  |
| The background of Character education and development.....   | 8  |
| The need for building character for young learners.....      | 8  |
| Developing Character through Literature.....                 | 10 |
| The Impact of Using Videos and YouTube in EFL Classroom..... | 10 |
| The Origin of Content-Based Instruction.....                 | 11 |
| Differentiated instructions.....                             | 12 |
| Conclusion.....  | 12 |
| Chapter Three: Proposed Plan and Deliverables.....           | 14 |
| Course Description.....                                      | 14 |
| Needs and Environment Analysis.....                          | 14 |
| Location Analysis.....                                       | 14 |
| Instruments.....   | 15 |
| Finding.....   | 15 |
| Goals and Outcomes.....                                      | 16 |
| Assessment Plan.....   | 16 |
| Learning Plan .....  | 17 |
| Deliverables.....  | 18 |
| The Piloting Procedure .....                                 | 18 |
| Chapter Four: Reflection and Recommendation.....             | 19 |

|  |    |
|--|----|
| Reflection on Project.....   | 19 |
| Recommendation.....  | 20 |
| References.....  | 21 |
| Appendices: Appendix A.....  | 28 |
| Appendix B-List of Tables.....   | 28 |
| Table 1: Daily Checklist Report.....                                     | 29 |
| Table 2: The assessment plan with alignments to goals and outcomes ..... | 30 |
| Table 3: Scope and Sequence.....   | 31 |
| The Lesson Plans.....  | 34 |
| The Course Book.....   | 73 |

# CHAPTER ONE: INTRODUCTION

## Background

Good character education is simply good education. It improves both behavior and academic achievement. To assure school effectiveness, character education must be integrated into the curriculum, the school culture, all public and private schools in addition to after school programs. When this integration happens and school communities include developing character in their programs, schools realize very good results. Additionally, developing character may happen through teaching a foreign language. Furthermore, the integration of character education along with teaching a foreign language enriches the language curriculum and enhances the learners' experiences by targeting different language areas and skills by an interactive fun way that helps them learn many things through English (Sojourner, 2012).

## Problem Statement and Significance of the Project

I have been working in an NGO for about fifteen months now. In the first weeks of working there, I noticed some behavioral issues among the learners, not only my learners, but most of the attendees of the center. Very noisy, unpunctual, do not respect each other and use inappropriate verbal expressions with each other and sometimes with the teachers and other employees and volunteers in the center. Some of the learners had hygiene problems that is why the decision was made to talk to the coordinator about these problems, and I was intending to leave the job. However, I had a meeting with the coordinator and the psychologist who explained each individual's case. Most children have really hard conditions either social or financial. It was that day when I decided to stay with those kids, be more considerate, and try to help them overcome their difficulties. I thought of teaching those

learners values and ethics and had no idea what “character education” means. Yet, I learned about it and decided to design this course.

### **Purpose of the Project**

The purpose of this project is to get the best out of the learners by teaching them English through different character related topics, to highlight the importance of stories in conveying meaningful messages, to improve the learners’ language skills that each language has. Those skills include reading, listening, speaking, writing, in addition to grammar and spelling. The course tries to improve the learners’ proficiency of English and to take them to the next level of English through character building.

I designed a course and piloted it with a group of young learners for a total of twenty hours within ten weeks.

## **CHAPTER TWO: LITERATURE REVIEW**

The present chapter explores different areas: a series of studies that give an idea of what previous literature came up with in certain areas related to this project. Moreover, it discusses ways to implement and design this project and to include modern interactive ways to deliver this project.

### **The background of character education:**

The idea to put character development at the top of the educational agenda in the United States started in March 1993, with representatives from labor, government, parents, business, youth, faith communities, and media (Lickona, 1993). Derived from the American experience, character development for young learners is needed in all over the world, especially in third world and developing countries.

Character education is developed in a curriculum to teach young learners important traits that they need in order to build a good character which includes desirable individual traits and qualities as defined by both Prestwich (2004) and Hoge (2002). It is a fundamental dimension of good teaching; it is a consideration for both the spirit and intellect of the individual, an effort to build a noble character with core values that are appreciated in the society and by the individual. However, careful and accurate planning is required in able to have a successful character education (Ryan, 1998; Prestwich, 2004; Tyra, 2012).

### **The need for building character for young learners:**

Several studies (Brooks, Bohlen, Farmer, & Ryan 2001) state that schools have an obligation to following core principles and values such as generosity, freedom, equality, kindness, honesty, fairness, trust, integrity, respect, caring, responsibility, and friendship.

According to Walberg & Wynne (1989), good and bad characters are observable in an individual's conduct. However, "character" and "value" are not the same. Actions,



knowledge, and values are all involved in character whereas values are orientations and dispositions. This means that values are one of the foundations of character.

Students spend a long time in school; schools usually offer a critically important opportunity to make sure that all the learners get the support and the help they need to reach their potential and become whoever they want. Moreover, staff members at schools and educational institutions are concerned with the social behaviors and integration observed in classrooms, hallways, lunchrooms, playgrounds and break time, and to overcome these problems, there is a need for character building in schools today.

Character education should be incorporated in curriculum at schools in all its aspects. Lickona (1991) states many reasons for character education as the following: due to the lack of knowledge of core values among young people who hurt others and sometimes themselves, there is a clear need for character education, moreover, there is an essential function of a civilization to transmit moral values to the next generation, in addition to that, moral teaching at schools has a big role in character building more than the ones taught by parents, religious institution, and communities, however there might be disagreement on certain common core moral values on certain controversial issues.

According to Lickona (1991), Moral education is needed for democracy made by the people themselves, and value is included in all school subjects' by design and default, because there is nothing as value-free education. As a matter of fact, the great questions that face the human race are the ones that are moral questions and there is growing support for character education in the schools to keep and attract good teachers. Character education improves the behavior of students, makes educational institutions more civil communities, and leads to better academic performance. For all these abovementioned reasons, it is essential to have this education that improves the character of young learners in Armenia, and

help them fit in the society with good manners, having solid values to reach their future goals and become productive citizens in the community.

### **Developing Character through Literature:**

Stories give a sense to the life we live in as they direct us to good ways. Young people should be brought up to love virtues as Plato thought and believed. And he thought that a story was the key to sparking this love. In addition to that, values and wisdom are important ways to impart stories (Kilpatrick, 1992).

The society is facing a breakdown and for that, it is important for improving the communities, as children may change and improve their ethical character behavior when exposed to pieces of literature that convey valuable messages. According to Bellanca (1992), including children's literature when planning a lesson is an excellent technique to teach behavior in which students can study the story, interact with each other, and solve problems of the characters of the stories. Moreover, stories help students feel each other, accept different points of view, encourage discussion and help children find common things among them.

Children need active approaches to learn efficiently as Shin (2006) believes. The value of using storybooks in the classrooms should be recognized and it should create ideal learning experiences which make the learning environment effective. By stories, teachers can take the learners to wherever they want, and thus teach them ethics and values.

### **The Impact of Using Videos and YouTube in EFL Classroom:**

Videos of citizenship are a possible way to encourage argument in a classroom by targeting creativity and raising awareness of chosen topics from the perspective of citizenship and character development (Verrall, 2006). According to Rennie (2012) and Nejati (2010), YouTube has an enormous potential to enhance the process of learning a language as it improves listening skills for students. While YouTube texts help improve reading

comprehension. For this, YouTube offers a unique cultural dimension by providing authentic texts and written material in real-life contexts especially those which convey ethical messages (Derewianka, 2008; Ghasemi, 2011).

According to Verrall (2006), videos in a classroom help in educating through entertainment and encouraging healthy discussions and debates as they serve as agents of action and witnesses of tools. Videos for young learners have an impact on influencing their opinions in a positive way and helping them change. Videos are easy to access nowadays, and are very powerful tools for conveying meaningful messages.

### **Content-Based Instruction:**

Content-based instruction (CBI) was created in Canada in 1965 with relation to the formation of language immersion programs. According to Brinton, Snow, and Wesche (2003), Content-based instruction aims at eliminating the artificial separation between language instruction and subject matter classes which exist in most educational settings.

Content-based instruction (CBI) or content-based second language teaching (CBLT), content and language integrated learning (CLIL) launched around the 90s in Europe and became accepted there. CBI and CLIL are considered to be similar with minor differences, CBI emerged before than CLIL which does not integrate language and content, yet it had influence on several countries worldwide according to both Tedick and Cammarata (2012). They also advocate integration between both language and content by the representation of significant educational reforms and pointing its effectiveness in many countries.

Content-based instruction will be the basic teaching approach to follow in this course. As stated by both Tedick and Cammarata (2012), CBI is an approach that introduces a non-linguistic content to the learners through English and/or any other language. According to Lyster (2007), CBI mainly emphasizes language that mixes both learning a language with cognitive development. The philosophy behind it is that it gives the opportunity to

independence autonomic learning which enables the learners to continue with the learning process out of the classrooms or the educational establishments (Stryker & Leaver, 1997). On the other hand, human learning in sociocultural theory is described in relation to cultural and social issues rather than individual occurrence. According to Kozuline (2003), learners are authorized for their own learning.

### **Differentiated instructions**

Teachers need to adapt their lessons for learners with different interests and levels of ability by using differentiated strategies (Van Garderen & Whittaker, 2006; Tobin & McInnes, 2008; Levy, 2010). Teachers also need to pay attention to both linguistic and cultural diversity in the classrooms (Algozzine & Anderson, 2007; Santamaria, 2009).

According to Munro (2012), differentiated instruction means that teachers respond actively to students' needs. In a 21<sup>st</sup> century classroom, teachers support differentiation by recognizing and adapting different learning profiles to different learners (Van Garderen & Whittaker, 2006; Tobin & McInnes, 2008; Levy, 2010).

### **Conclusion**

The proposed course aims at merging character development with teaching English. As suggested in several studies discussed above, learners will get double benefit by improving the target language and learning a series of values and ethics in a fun and interactive way. The course integrates a series of techniques and strategies in teaching a foreign language for young learners to overcome the difficulties they might face in the future and to sharpen their character by sharing a commitment to helping young learners become responsible, confident, and contributing citizens.

Finally, this course tends to improve the English skills of the learners through a practice of different projects and activities related to character education, it connects ethics

with language to awaken the generation and build their characters so they become good citizens in their country.

## **CHAPTER THREE: PROPOSED PLAN AND DELIVERABLES**

### **Needs and Environment Analysis**

The current design course is based on content-based instruction which integrates English learning process through character education. It helps Armenian young learners who are under-served to acquire certain topics related to character in an interactive stress-free environment.

### **Course Description**

The course aims to raise powerful, self-confident young learners in Armenia through English as a foreign language. The course helps the learners to improve their receptive and productive English skills, and it also shows them how to act responsibly in their communities.

Respect, honesty, friendship, cleanliness, citizenship, freedom, equality, sharing, friendship, family and caring are the topics covered in the course. Lessons include a series of activities, games, stories, songs, videos, and a motto about the topic covered. The language is adapted and simplified to fit the learners' language level.

The course includes pre-reflective questions and a portfolio to assure the learners' understanding and progress during each theme. This course is designed for under-served children from Armenia and Syria with the age range of 10-14. The group consists of approximately 8-10 children. Each lesson is 50 minutes, and the course duration is 20 hours.

### **Location Analysis**

The center is an after school non-governmental non-profit organization that targets under-service young individuals in Armenia, which includes locals and Syrian-Armenians who come to attend different courses for free. The courses vary in the center and include Russian, English, and Armenian language courses, as well as design, art, painting, and computer

courses. In addition to all those courses which are optional, there are the psychology and environment courses which are mandatory for all the attendees of the center. The course is designed especially for this center and those learners, and eventually will be piloted on them. The center is located in the center of Yerevan and the classroom is large, well-furnished, lighting is bright, and the classroom is equipped with a plasma TV and a whiteboard. Walls are decorated with painting and handmade artworks made by the learners of the center.

### **Instruments**

A need analysis was conducted with the course takers to tailor the basics of this course to meet the needs of specific learners in Armenia. In depth long-term observation with the same learners was the basic tool that brought the idea for a character building related course along with both interviews and group interviews.

In depth interview and discussion with the coordinator of the center was conducted, the topics discussed were the learners' need whether she agrees with me that those learners need to learn and be exposed to character education and how will it improve their behavior.

Observation for over a year was the instrument on which the whole idea came into my mind. I have been teaching in this center for over a year and realized some behavioral issues during the breaks and sometimes during the class, where the learners called each other with bad words, and some of the learners were less concerned with hygiene.

An informal group interview was conducted with the learners twice. The potential topics were written on the whiteboard and the learners were supposed to talk freely about those topics and how do they understand it; however they were free to express their thoughts in Armenian as needed.

### **Findings**

The learners were interested with all the topics of the course that are connected to character education and were enthusiastic and excited about the topics. The director of the center who is also a psychologist supported my idea and gave me some topics and ideas to include in the course, and we decided to implement the course in Spring of 2016, and the same learners will be included in the course in possibility to include other learners depending on availability of place in the classroom. However, because it is an after school program, the learners do not expect to have homework and that is why it will not be included in the course.

The learners were very interested to have a book designed especially for them. On the other hand, the coordinator of the center did not imagine how CBI would improve the learners' language skills.

### **Goals and Outcomes**

Goals and outcomes are an essential part of any course taught, and it is an asset in this course. They help the teacher to know where they are in the course and why they are designing the course. Goals are the purpose of the course and they are usually long-term, and should they should be targeted by the end of the course through the outcomes which are the ways of achieving the goals. Outcomes, on the other hand, are the goals' subcategories and are related to them. Outcomes are more detailed and specific than goals.

The detailed overall view of goals and outcomes is presented in Table 3 in appendices.

### **Assessment Plan**

As previously mentioned, the course will be piloted in an after-school program that is free-of charge for all the members, and the learners do not to expect to have intense workload. That is why alternative-assessment will be taken into consideration instead of traditional pencil and paper exams.



The main aim of alternative assessment tools created for this course is to evaluate learners' language learning proficiency, and to make sure the learners are improving their language along with the other character related themes.

I believe students learn better if they are learning in a positive stress-free environment where active participation is considered a big chunk of the assessment tool, and those assessment tools are directly connected with the goals and the outcomes of the course, therefore the following assessment tools will be included in the course as a form of evaluation:

**Daily report checklist:** The checklist will include certain areas that will regularly be tracked in each of the classes during the course. The purpose of the checklist is to track the improvement of the each learner and their active participation, attendance, and their behavior during the lessons. (See table 2 in appendices)

**Pre-reflective questions:** In this assessment tools, learners are supposed to answer certain yes/no questions and other simple open ended questions in the beginning and at the end of each lesson to target the character related part of the course. The learners are supposed to be able to respond to all the questions orally and verbally.

**Portfolio:** A portfolio will be a big part of the assessment plan and will include a series of in-door and outdoor projects in which learners will apply the things they have learned in-class. The projects are planned to be authentic and noticeable by the learners and done by them.

## **Learning Plan**

The ten-week learning plan for this course (see Table 4in appendices) is the detailed scope and sequence of all the lessons. Each topic is split into two classes. Each class consists of a

motto with which the class will start. There is a grammar topic for each week and a series of activities targeting the grammar topic. There are a series of songs and stories which will target the theme of the class in addition to targeting the grammar of that week. There are projects related to the class and all the materials of the scope and sequence are aligned carefully to ensure the quality and effectiveness of the course, and as a result, for the course.

### **Deliverables**

By the end of this project I will have the following:

- A syllabus, the course description, course goals and outcomes, the assessment plan, the schedule and topics and themes.
- Twenty lesson plans with all the teaching materials.
- My own reflections on each topic and ways of improvement.
- Recommendations and tips for teachers who may teach the same course in the future.

### **The Piloting Procedure**

The project was piloted after the holidays of Christmas. The number of learners was 8-10. The classes were held twice a week, and 50 minutes for each class. I wrote my personal reflections on each class to improve any materials that did not work for any reason.

## **CHAPTER FOUR: REFLECTIONS AND RECOMMENDATIONS**

### **Reflection on Project**

This part of the paper discusses the process of piloting the course and lessons learned from the overall experience.

The course was piloted in twenty sessions for ten weeks and the average number of the participants was eight. The piloting procedure was in my work place, where I have been working for a year and a half, and this helped me in both designing and implementing the course because I am familiar with the learners' needs, the setting, and the learners themselves.

The course was presented to the administration and the teachers of the center and the idea was appreciated and got a support from the center.

Knowing the learners helped me in designing the materials to meet their needs and preferences at the same time. The book made for this course was printed and piloted, and the idea of having a book seemed very interesting for the learners because they usually have separate worksheets which they use each time and probably lose it or throw it away.

In our first session, the concept of the course was presented, the topics, and the purpose of giving this course, and in order to guarantee having the book for every session and not forgetting it, it was decided to keep the books in the center and take them by the end of the course so they can have a future reference for their own benefit.

During the implementation, some typos were found in the course book, and a few activities needed to be changed due to lack of alignment or unclearness. For example, in one of the chapters there was a statement to be answered by the learners about the topic of health. The statement was about whether the learners have a family doctor or not. The learners did

not understand the concept despite of explanation and maybe this was a cultural difference and for that, particular statements were taken into consideration to be tweaked and changed.

One weakness of the course was the projects, especially the outdoor projects. In the course, we were supposed to have different project like going the zoo but due to lack of finance, we did not go to the zoo, and I could not afford taking them. So, instead of going to the zoo, we decided to dedicate that lesson to the difficulties they face at school in the subject of English. Each learner asked about the unclear areas for them in grammar and we discussed them in front of the class, and gave them activities and explanations.

The center where this course was conducted is an after school program funded by different Armenian families who live in diaspora and it is not a place where to come and get help with their homework and school related subjects. It is a place where they learn different life skills and this part was challenging because some of the parents either asked for help with their homework or they complained because their performance in English at school did not change while taking this course. Those two challenges were the only difficulties I faced during the whole process.

At the end of this process, I was so proud and happy of myself and the whole process was enriching. I designed a whole book with all the materials and I learned a lot before, during, and after the process. I am now a course designer and I definitely look forward to design other project for different purposes and group ages.

### **Recommendations**

In this part, recommendations will be given for potential teachers of this course, and for guaranteeing a better piloting procedure. Teachers may consider the following:

- First of all, always do the thing you like, because if you like something, you can be creative in it.
- Think about the benefits of your course and concentrate on the takeaways the learners get out of the course.
- Availability of materials should be taken into consideration when designing the course, especially the activities in the scope and sequence.
- Since this course was piloted in an after school program and it is not graded, there is always a place to make mistakes and to have fun while learning without worrying about grades that is why it is encouraged to give feedback.
- Consider your needs analysis and try to focus on it the get the best out of it.
- This course is highly recommended to be taught to refugee or relocated populations to help them integrate in the society, and to improve their English which is a skill needed in most of the world.
- Always be flexible and considerate, especially if you are teaching young learners who have social difficulties. These difficulties may include being socially in-need or they might be orphans so consider not pushing learners to talk about their families if they do not want to.
- It is recommended to add new topics depending on the society and the culture of the target learners.
- If you feel at any part of the experience that you failed, do not be discouraged. Remember that there is always a place to adapt and change to fit the learners' needs.
- Although this course is designed to be taught by one teacher at a time, co-teaching is always an option.
- Try to always be a guide and a facilitator in the classroom; don't be a dominant old-fashioned teacher, and remember, you are there to help the learners.

- Always play on the safe side, you might not know the answer of a specific question that is why you should tell them that you are going to check the answer and get back to them later.
- It is highly encouraged to read about psychology and sociology before teaching this course; you can check online materials for similar character development related courses.
- Since everything is a habit, encourage the learners to always use the target language and avoid using L1 in your classroom, because using the target language will guarantee the maximum benefit out of the course.

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## **APPENDINCES**

### **Appendix A**

#### **Interview questions with the administrator**

##### Objective Information

1. How often will the learners meet during the week?
2. What is the duration of each session?
3. What specific points of the English language do you want to improve?
4. What do you expect for the learners to achieve by the end of the course?

##### Subjective Information

1. Why do the learners attend this NGO?
2. Since it is free of charge, who funds the center?
3. What other courses are offered by the center?
4. Why do you mix local students who have financial problems with Syrian-Armenians who mainly have integration problems?

### **Appendix B**

#### **List of Tables**

Table 1: Daily Checklist Report

Table 2: Goals and Outcomes

Table 3: Scope and Sequence

Table 1: Daily Checklist Report

|        |                          | Performance indicators                              |                |   | Attendance                            |
|--------|--------------------------|---|----------------|---|---------------------------------------|
|        |                          | Date:   | Language focus | Retell/Understands/Recalls the story/song | Uses the target vocabulary in-context |
|        |                          |   |                |   |                                       |
| Topic: | Behavior / Participation | Respects and interacts properly with the classmates |                | Expresses willingness to help others      | Additional comments                   |
|        |                          |   |                |   |                                       |

Table 2: The assessment plan with alignments to goals and outcomes

| GOALS   | OUTCOMES  | ASSESSMENT             |                                   |                |                    |       |          |
|---|---|------------------------|-----------------------------------|----------------|--------------------|-------|----------|
|   |   | Daily report checklist | Pre and post reflective questions | Portfolio      |                    |       |          |
|   |   |                        |                                   | New vocabulary | Grammar structures | Motto | Projects |
| <b>GOAL 1:</b><br>Develop receptive and productive skills     | 1.1. Recognize and repeat the language and terms discussed in the classroom.              | X                      |                                   | X              | X                  |       | X        |
|   | 1.2. Recognize and use the target grammar.  | X                      |                                   |                | X                  |       |          |
|   | 1.3. Reflect on certain topics and stories.   | X                      |                                   | X              |                    | X     | X        |
|   | 1.4. Summarize and retell stories discussed in the classroom.                             | X                      |                                   | X              |                    |       |          |
|   | 1.5. Apply the target vocabulary in meaningful context.                                   | X                      |                                   | X              |                    | X     | X        |
| <b>GOAL 2:</b><br>Raise powerful and world changing children. | 2.1. Differentiate between what to do and what not to do in the school and in the street. | X                      | X                                 | X              |                    | X     | X        |
|   | 2.2. Compare and contrast some good and bad characteristics and habits.                   | X                      | X                                 | X              |                    | X     |          |
|   | 2.3. Define their rights and obligations in their communities                             | X                      | X                                 | X              |                    | X     |          |
|   | 2.4. Manage their behavior and apply in on their surroundings.                            | X                      | X                                 | X              |                    | X     | X        |
| <b>GOAL 3:</b><br>Improve learners' collaborative skills      | 3.1. Collaborate with their classmates.   | X                      |                                   |                |                    | X     | X        |
|   | 3.2. Improve their self-confidence.   | X                      |                                   |                |                    | X     | X        |
|   | 3.3 Create the spirit of team work.   | X                      |                                   |                |                    | X     | X        |

Table 3

| Scope and Sequence |       |  |   |   |                                   |  |  |
|--------------------|-------|--|---|---|-----------------------------------|--|--|
| Week               | Day   | Motto  | Grammar                                     | Vocabulary                                      | Speaking/Writing                  | Stories and Songs                                | Project  |
| <b>Respect</b>     |       |  |   |   |                                   |  |  |
| <b>1</b>           | Day 1 | How I look is not important as how I act.                  | Verb to be                                  | personal information (name, age, grade, school) |                                   | Short movie: Respect to others and themselves.   |  |
|                    | Day 2 | Listen to others when they speak.                          |   | adjectives related to appearance.               | Speaking: Describing appearances. |  |  |
| <b>Cleanliness</b> |       |  |   |   |                                   |  |  |
| <b>2</b>           | Day 1 | I keep my body and teeth clean                             | Simple present to talk about daily routines | body parts                                      | Brainstorm about the song.        | Song: Cleanliness Song For Children.             |  |
|                    | Day 2 | I keep myself and my surrounding clean and neat.           |   | words of frequency                              | Speaking: Keeping our body clean. |  | Cleaning the entrance of the center.                           |
| <b>Caring</b>      |       |  |   |   |                                   |  |  |
| <b>3</b>           | Day 1 | Take care of the land, and the land will take care of you. | Present continuous                          | planting, grow, watering, harvest.              | Writing: The parts of the plants. | YouTube listening and reading: Parts of a Plant. |  |
|                    | Day 2 | Animals are our friends; we should take care of them.      |   | animals   |                                   |  | Exploring the zoo, and making a video about the animals there. |
| <b>Sharing</b>     |       |  |   |   |                                   |  |  |
| <b>4</b>           | Day 1 | Sharing is caring.   | Action and non-action verbs                 | share, help, collaborate                        | Brainstorm about the story.       | Reading a story: The dog and his bone.           |  |
|                    | Day 2 | When i cooperate with others, i can get more.              |   | sing, clap, sway, dance                         |                                   |  | Song: Sing and clap.   |

| Health              |       |  |               |  |   |   |  |
|---------------------|-------|--|---------------|--|---|---|--|
| 5                   | Day 1 | Take care of your body, it's the only place you have to live in. | Modal verbs   | certain health problems                                | Speaking: health problems and solutions |   | Going to a grocery shop and buy ingredients for fruit salad. |
|                     | Day 2 | Health is wealth, not gold and money.                            |               | fruits and vegetables                                  | Speaking: what to eat and not to eat?   | Song: The Food Song.                    | Making a fruit salad.  |
| Honesty             |       |  |               |  |   |   |  |
| 6                   | Day 1 | I am honest; I do not steal or cheat.                            | Prefix/Suffix | shepherd, villagers, truth, lie, flock                 |   | Reading a story: The Boy Who Cried Wolf |  |
|                     | Day 2 | I always tell the truth.   |               | fairy, grows long, wagon, swallow, whale, make a fire. | Speaking: Why should not we lie?        | YouTube story: Pinocchio.               |  |
| Friendship & Family |       |  |               |  |   |   |  |
| 7                   | Day 1 | Using manners help me keep my friends.                           | WH questions  | personal traits (honest, good, helpful, nice)          | Writing about best friend/s.            |   |  |
|                     | Day 2 | We must take care of our families wherever we find               |               | family members   | Speaking about family.                  |   | Making a community family tree.                              |
| Responsibility      |       |  |               |  |   |   |  |
| 8                   | Day 1 | Before doing something, i ask myself. Is it safe?                | Simple past   | stranger, danger, walk away                            |   | YouTube song and story: Stranger Danger |  |
|                     | Day 2 | When i do what i say i will do, i am being responsible.          |               |  | What did you do last week?              |   | Making a poster of common past tenses                        |



| Equality/Freedom |       |   |                                 |  |                            |  |   |
|------------------|-------|---|---------------------------------|--|----------------------------|--|---|
| 9                | Day 1 | We all are equal in this world.   | Future tense                    | careers and professions  |                            |  | Making a video: When I grow up, I will become ...                     |
|                  | Day 2 | I am free as long as i am not hurting anyone or ruining anything.       |                                 | agree, disagree, accept, refuse.   |                            | Reading a story: A Colorless Tiger by Pedro Pablo Sacristán. |   |
| Citizenship      |       |   |                                 |  |                            |  |   |
| 10               | Day 1 | I am being polite when i wait for my turn and say please and thank you. | Modal verbs of responsibilities | traffic light. traffic signs, means of public transportation, modal verbs. | Writing about rules.       | Short movie: Being a good citizen.                           | Exploring the neighborhood and checking the traffic lights and signs. |
|                  | Day 2 | I am being polite when i wait for my turn and say please and thank you. |                                 |  | Speaking about the course. | Song: It's a small world after all.                          |   |

# Lesson Plan 1

## Topic 1: Day 1

# Respect

### DURATION

50 minutes

### LEARNING OBJECTIVES

- Demonstrate character building skills in an authentic situation
- Learn and practice the target vocabulary through activities

### MATERIALS

handouts, a laptop/TV, speakers

### VOCABULARY

personal information (name, age, grade, school)

### MOTTO OF THE DAY:

How I look is not important as how I act.

### In class

#### A. Pre-reflective questions (5 minutes)

1. Ask the learners a series of questions.
2. Explain and translate as needed.
3. Ask them to answer with yes or no.

#### B. Motto of the day (5 minutes)

1. Demonstrate empty flashcards to each learner.
2. Write the motto on the whiteboard and read it.
3. Pre-teach vocabulary.
4. Ask the learners to write it on their flashcards.
5. Ask them to read it and repeat it in pairs.

#### C. Present of *be* or not? (10 minutes)

1. Demonstrate five sentences.
2. In pairs, ask them to discuss and try to figure out which include present of *be*.
3. Check the answers and explain as needed.
4. Explain “present of *be*” and demonstrate examples.

#### D. Write sentences with the words in parentheses.

##### Use the present of *be*.(10 minutes)

1. Demonstrate examples on the whiteboard.
2. Encourage the learners to ask questions and participate.
3. Ask the learners to look at the activity.
4. Individually, ask them to try it.
5. Write the correct answers on the whiteboard.
6. Ask them to correct their answers.

#### E. Movie (15 minutes)

1. Pre teach vocabulary.
2. Watch the movie altogether.
3. Discuss the movie, and help the learners understand

it.

4. Discuss respect and encourage them to express their thoughts.

# Lesson Plan 2

## Topic 1: Day 2

# Respect

### DURATION

50 minutes

### LEARNING OBJECTIVES

- Demonstrate character building skills in an authentic situation
- Learn and practice the target vocabulary through activities

### MATERIALS

Handouts, a laptop/TV, speakers

### VOCABULARY

Tall, short, long, young, old, fat, thin, beautiful, ugly

### MOTTO OF THE DAY:

Listen to others when they speak.

### Before class

- Bring/make flashcards with adjectives.
- Bring some photos to random people.

### In class

#### A. Pre Reflective questions (5 minutes)

1. Ask the learners a series of questions.
2. Explain and translate as needed.
3. Ask them to answer with yes or no.

#### B. Motto of the day (5 minutes)

1. Demonstrate empty cards to each one of the learners.
2. Write the motto on the whiteboard and read it.
3. Pre-teach vocabulary.
4. Ask the learners to write it on their flashcards using markers.
5. Ask them to read it and repeat it in pairs.

#### C. Listen to others when they speak (10 minutes)

1. Ask the learners to unpack this statement.
2. Encourage them to speak and bring examples from real life.
3. Help and translate as needed.

#### D. Read this email, then find and correct six mistakes in the use of *be*. (10 minutes)

1. Ask the learners to look at the activity.
2. Individually, ask them to find the six mistakes.
3. Ask them to try to correct those mistakes in pairs.
4. Ask them show their answers.
5. Correct and help as needed.

**E. Describe them (10 minutes)**

1. Demonstrate some flashcards with adjectives.
2. Give each learner a picture of a person and ask them to describe this person using the adjectives on the flashcards.
3. Ask them to write the sentences they came up with.
4. Ask them to present their sentences.

**F. I movie (10 minutes)**

1. Ask the learners to come up with one sentence related to the theme discussed in this and in the previous class.
2. Record each one of the learners while saying their sentence after making sure it is correct.
3. Encourage them to speak clearly and confidently.

# Lesson Plan 3

## Topic 2: Day 1

# Cleanliness

### DURATION

50 minutes

### LEARNING OBJECTIVES

- Demonstrate character building skills in an authentic situation
- Learn and practice the target vocabulary through activities

### MATERIALS

handouts, a laptop/TV, speakers, body cleaning tools

### VOCABULARY

body, hair, head, face, hands, feet, teeth, shampoo, tooth brush, tooth paste, soap

### MOTTO OF THE DAY:

I keep my body and teeth clean.

### SONG LINK

<https://www.youtube.com/watch?v=9MG56G9XR1k>

### Before class

- Bring shampoo, a tooth brush, a tooth paste, soap, a comb.
- Prepare/bring a poster of a human`s body with the names of the body parts.
- Prepare enough copies of the handouts for the class.

### In class

#### A. Pre Reflective questions (5 minutes)

1. Ask the learners a series of questions.
2. Explain and translate as needed.
3. Ask them to answer with yes or no.

#### B. Motto of the day (5 minutes)

1. Demonstrate empty flashcards to each one of the learners.
2. Write the motto on the whiteboard and read it.
3. Pre-teach vocabulary.
4. Ask the learners to write it on their flashcards using markers.
5. Ask them to read it and repeat it in pairs.

#### C. Cleaning tools (10 minutes)

1. Put the tools you brought on the table.
2. Prepare small papers with a letter on each, that form the word of each of the cleaning tools.
3. Put the small papers with the letters under

each of tools.

4. Ask each pair to take one of the tools along with the papers and try to form the word.
5. Tell them that they may see the word written on the tool itself.
6. Ask them to share the word they formed and write them on the wall and on their portfolios.

#### **D. Matching body parts with cleaning tools then make one sentence.(10 minutes)**

1. Give each one of the learners a copy of the activity.
2. In one column there are the cleaning tools written.
3. In the other column there are a series of body parts.
4. Ask the learners to match each cleaning tool with at least one body part that is related to the tool.
5. Discuss and check answers and help as needed.
6. Ask each learner to form a sentence according to the activity.

#### **E. Song (15 minutes)**

1. Play the song about cleanliness.
2. Give them the lyrics of the song.
3. Read slowly and loudly.
4. Ask them to read it.
5. Play the song again and ask them to sing along.
6. In pairs, ask them to highlight the body part they hear.
7. Encourage them to look at the poster to get help from the poster hung on the wall.
- 8.

# Lesson Plan 4

## Topic 2: Day 2

# Cleanliness

### DURATION

50 minutes

### LEARNING

#### OBJECTIVES

- Practice simple present to talk about daily routines.
- Use the vocabularies covered in writing.
- Realize the importance of cleanliness through cleaning the entrance of the center's building.

### MATERIALS

worksheets, trash bags, brooms, a dice

### VOCABULARY

words of frequency

### MOTTO OF THE DAY

I keep myself and my surrounding clean and neat

### Before class

Prepare worksheets for the class, the game should be printed on A3 size paper.

### In class

#### A. Motto of the day (5 minutes)

1. Demonstrate empty flashcards to each one of the learners.
2. Write the motto on the whiteboard and read it.
3. Ask the learners to write it on their flashcards using markers.
4. Ask them to read it and repeat it in pairs.

#### B. Present simple to talk about daily routines (15 minutes)

1. Play a game. Prepare a game with statements using present simple about routines that are related to cleanliness.
2. Divide the class into two groups.
3. While playing explain and draw attention on the form and the words of frequency.

#### C. Writing: How to be clean? (10 minutes)

1. Brainstorm with the learners about the cleanliness topic.
2. Write a series of vocabulary they might need.
3. Provide a semi-structure text to the learners.
4. Ask them to write a paragraph individually.

#### D. Recording a video about the topic. (10-15 minutes)

1. Ask each of the learners to choose a statement they liked about the topic.



2. Ask them to learn it.
3. Record it.
4. Add it to the other topics to make a video at the end of the course.

**E. Project: Cleaning the entrance of the center's building. (10-15 minutes)**

1. Take a picture of the entrance of the center.
2. Distribute trash bags and brooms.
3. Go outside and clean the entrance while explaining the importance of cleanliness.
4. Take a picture of the place you all cleaned.

# Lesson Plan 5

## Topic 3: Day 1

# Caring

### DURATION

50 minutes

### LEARNING OBJECTIVES

- Demonstrate character building skills in an authentic situation
- Learn and practice the target vocabulary through activities

### MATERIALS

handouts, a laptop/TV, speakers, a big sheet of paper, crayons

### VOCABULARY

planting, grow, watering, harvest, stem, root, leaves, soil

### MOTTO OF THE DAY:

Take care of the land, and the land will take care of you.

### In class

#### A. Pre-reflective questions (5 minutes)

1. Ask the learners a series of questions.
2. Explain and translate as needed.
3. Ask them to answer with yes or no.

#### B. Motto of the day (5 minutes)

1. Demonstrate empty flashcards to each one of the learners.
2. Write the motto on the whiteboard and read it.
3. Pre-teach vocabulary.
4. Ask the learners to write it on their flashcards using markers.
5. Ask them to read it and repeat it in pairs.

#### C. Progressive (10 minutes)

1. Demonstrate five sentences.
2. In pairs, ask them to discuss.
3. Ask them to try to figure out which of the sentences include present progressive.
4. Check the answers and explain as needed.
5. Explain “present progressive” and demonstrate examples.

#### D. Read and listen to the parts of the plant.

(10minutes)

1. Ask the learners to just listen.
2. Ask them to listen.
3. Repeat as needed.
4. Now, ask them to read in turn.
5. In pairs, ask each one to read in turn.
6. Help as needed.

### **E. Make a poster (20 minutes)**

1. Divide the class into 3 groups.
2. Distribute papers and crayons.
3. Ask the learners to make a poster of a plant with the names of each part of the plant they drew.
4. Ask them to choose one poster and hang it on the wall of the classroom.
5. Encourage them to be creative.

# Lesson Plan 6

## Topic 3: Day 2

# Caring

### DURATION

(90-100) minutes

### LEARNING OBJECTIVES

- Demonstrate character building skills in an authentic situation
- Learn and practice the target vocabulary through activities

### MATERIALS

handouts

### VOCABULARY

a series of animals

### MOTTO OF THE DAY:

Animals are our friends; we should take care of them.

### In Class

#### A. Motto of the day (5 minutes)

1. Demonstrate empty cards to each one of the learners.
2. Write the motto on the whiteboard and read it.
3. Pre-teach vocabulary.
4. Ask the learners to write it on their flashcards using markers.
5. Ask them to read it and repeat it in pairs.

### Project

#### B. Visiting the zoo (90 minutes)

1. Tell the learners that they should only speak English during the project.
2. Go together to the nearest bus station.
3. Take the bus that takes to the zoo.
4. Enter the zoo and give the learners the freedom to wander for 15 minutes.
5. Ask them to choose an animal that they want to do presentation about.
6. Ask them to come back to a certain point in 15 minutes.
7. Altogether go to each one of the animals they chose and ask the presenter to talk briefly about that animal.
8. Provide the samples to each one of the learners to help them present.
9. Ask one of the learners to take a video while their peer is presenting.

# Lesson Plan 7

## Topic 4: Day 1

# Sharing

### DURATION

50 minutes

### LEARNING OBJECTIVES

- Demonstrate character building skills in an authentic situation
- Learn and practice the target vocabulary through activities

### MATERIALS

handouts, a laptop/TV, speakers

### VOCABULARY

share, help, collaborate, butcher, chew, bridge

### MOTTO OF THE DAY:

Sharing is caring.

### In class

#### A. Pre-reflective questions (5 minutes)

1. Ask the learners a series of questions.
2. Explain and translate as needed.
3. Ask them to answer with yes or no.

#### B. Motto of the day (5 minutes)

1. Demonstrate empty flashcards to each one of the learners.
2. Write the motto on the whiteboard and read it.
3. Pre-teach vocabulary.
4. Ask the learners to write it on their flashcards using markers.
5. Ask them to read it and repeat it in pairs.

#### C. What to share and not to share chart. (5 minutes)

1. Make a chart on the whiteboard with two columns.
2. One with what to share, and one with no to share.
3. Distribute markers and encourage them to come to the whiteboard and write their opinions.
4. Help and explain as needed.

#### D. Action verb or not? (10 minutes)

1. Verbally explain what action and non-action verbs mean.
2. Demonstrate five sentences.
3. Altogether, discuss and help them figure out which sentences include non-action verbs.

#### E. Read then complete. (10 minutes)

1. Ask the learners to look at the activity.
2. In pairs, ask them to fill the blanks.
3. Write the correct answers on the whiteboard.
4. Ask them to correct their answers.

**F. Story (15 minutes)**

1. Pre-teach vocabulary.
2. Read the story altogether.
3. Discuss the story, and help the learners understand it.
4. Discuss the importance of sharing with them and encourage them to express their thoughts and bring examples from real life.

# Lesson Plan 8

## Topic 4: Day 2

# Sharing

### DURATION

50 minutes

### LEARNING OBJECTIVES

- Demonstrate character building skills in an authentic situation
- Learn and practice the target vocabulary through activities

### MATERIALS

handouts, a laptop/TV, speakers

### VOCABULARY

sing, clap, sway, dance

### MOTTO OF THE DAY:

When I cooperate with others, i can get more than doing things alone.

### In Class

#### A. Motto of the day (5 minutes)

1. Demonstrate empty flashcards to each one of the learners.
2. Write the motto on the whiteboard and read it.
3. Pre-teach vocabulary.
4. Ask the learners to write it on their flashcards using markers.
5. Ask them to read it and repeat it in pairs.

#### B. Choose the correct words to complete the conversation. (10 minutes)

1. In pairs, ask the learners to look at the activity.
2. Check the answers and explain as needed.

#### C. Song (20 minutes)

1. Pre teach vocabulary.
2. Listen to the song altogether.
3. Ask the learners to read in turn.
4. Listen to it again.
5. Ask them to sing by themselves.

#### D. I movie (10 minutes)

1. Ask the learners to come up with one sentence related to the theme discussed in this and in the previous class.
2. Record each one of the learners while saying their sentence after making sure it is correct.
3. Encourage them to speak clearly and confidently.

# Lesson Plan 9

## Topic 5: Day 1

# Health

### DURATION

50 minutes

### LEARNING OBJECTIVES

- Demonstrate character building skills in an authentic situation
- Learn and practice the target vocabulary through activities

### MATERIALS

handouts

### VOCABULARY

headache, fever, stomachache, toothache, sick

### MOTTO OF THE DAY:

Take care of your body, it's the only place you have to live in.

### In class

#### A. Pre-reflective questions (5 minutes)

1. Ask the learners a series of questions.
2. Explain and translate as needed.
3. Ask them to answer with yes or no.

#### B. Motto of the day (5 minutes)

1. Demonstrate empty flashcards to each one of the learners.
2. Write the motto on the whiteboard and read it.
3. Pre-teach vocabulary.
4. Ask the learners to write it on their flashcards using markers.
5. Ask them to read it and repeat it in pairs.

#### C. Simple past (10 minutes)

1. Demonstrate 5 sentences.
2. In pairs, ask them to discuss and try to figure out which include simple past.
3. Check the answers and explain as needed.
4. Explain “simple past” and demonstrate examples.

#### D. What's the matter? (10 minutes)

1. Ask the learners to look at the activity.
2. In pairs, ask them to try to solve it.
3. Help as needed.

#### E. Going to a grocery shop (20 minutes)

1. Tell the learners that we are going to a grocery store to buy fruits.
2. Let them know that they have a certain budget.



3. Ask them to buy enough fruit to make a fruit salad.
4. Give them freedom of choice.
5. Altogether, visit the grocery shop in the neighborhood,
6. Let them buy the fruits, and then come back to the center.

# Lesson Plan 10

## Health

### Topic 5: Day 2

#### DURATION

50 minutes

#### LEARNING OBJECTIVES

- Demonstrate character building skills in an authentic situation
- Learn and practice the target vocabulary through activities

#### MATERIALS

handouts

#### VOCABULARY

mango, pineapple, pear, cherry, strawberry, kiwi, onions, pepper, tomato, potato, cucumber.

#### MOTTO OF THE DAY:

Take care of your body; it's the only place you have to live in.

#### In class

##### A. Pre-reflective questions (5 minutes)

1. Ask the learners a series of questions.
2. Explain and translate as needed.
3. Ask them to answer with yes or no.

##### B. Motto of the day (5 minutes)

1. Demonstrate empty flashcards to each one of the learners.
2. Write the motto on the whiteboard and read it.
3. Pre-teach vocabulary.
4. Ask the learners to write it on their flashcards using markers.
5. Ask them to read it and repeat it in pairs.

##### C. Food chart (10 minutes)

1. Draw a big chart on the whiteboard with two columns.
2. One column for “healthy food and drinks” and another for “unhealthy food and drinks”.
3. Distribute markers to the learners and ask them to freely move and add content to both columns.
4. Help them as needed.
5. Discuss the chart altogether.

##### C. The food song (10 minutes)

1. Ask the learners to look at the activity.
2. In pairs, ask them to try to solve it.
3. Help as needed.

##### D. Make a fruit salad. (20 minutes)

1. Go to the kitchen (if available in the center/school).
2. Ask the learners to distribute missions among them to

make the fruit salad.

3. Possible missions are: (fruit washer, chopper, cutter, time keeper).
4. Help them as needed.

# Lesson Plan 11

## Topic 6: Day 1

# Honesty

### DURATION

50 minutes

### LEARNING OBJECTIVES

- Demonstrate character building skills in an authentic situation
- Learn and practice the target vocabulary through activities

### MATERIALS

handouts, a laptop/TV, speakers

### VOCABULARY

shepherd, villagers, truth, lie, flock

### MOTTO OF THE DAY:

I am honest; I do not steal or cheat.

### In class

#### A. Pre-reflective questions (5 minutes)

1. Ask the learners a series of questions.
2. Explain and translate as needed.
3. Ask them to answer with yes or no.

#### B. Motto of the day (5 minutes)

1. Demonstrate empty flashcards to each one of the learners.
2. Write the motto on the whiteboard and read it.
3. Pre-teach vocabularies.
4. Ask the learners to write it on their flashcards using markers.
5. Ask them to read it and repeat it in pairs.

#### C. Watch and Read (25 minutes)

1. Pre-teach vocabulary.
2. Turn the movie on.
3. Ask the learners to listen and watch.
4. Ask the learners to listen and read this time.
5. Ask them to read in turn.

#### D. After reading discussion (8 minutes)

1. Ask them to look at the questions in the activity.
2. Encourage them to freely respond.
3. Help them as needed.

#### E. Prefix and Suffix game (7 minutes)

1. Ask the learners to look at the game.
2. Explain it to the learners.
3. Ask them to make groups of three.
4. In groups ask them to try it.

5. Listen to their answers.
6. Help as needed.
7. Show the correct answers.

# Lesson Plan 12

## Topic 6: Day 2

# Honesty

### DURATION

50 minutes

### LEARNING OBJECTIVES

- Demonstrate character building skills in an authentic situation
- Learn and practice the target vocabulary through activities

### MATERIALS

handouts, a laptop/TV, speakers

### VOCABULARY

fairy, grows long, wagon, swallow, whale, make a fire

### MOTTO OF THE DAY:

I always tell the truth.

### THE LINK FOR THE MOVIE:

<https://www.youtube.com/watch?v=4nM2Li5r0M0>

### In class

#### A. Motto of the day (5 minutes)

1. Demonstrate empty flashcards to each one of the learners.
2. Write the motto on the whiteboard and read it.
3. Pre-teach vocabulary.
4. Ask the learners to write it on their flashcards using markers.
5. Ask them to read it and repeat it in pairs.

#### B. Prefix and Suffix. (10 minutes)

1. Write a series of adjectives on the whiteboard.
2. Write some with prefix and suffix, and ask them to try to unpack them.
3. Write the correct answers on the whiteboard.
4. Ask learners to choose one word from the whiteboard and to put it in a sentence.

#### C. Pinocchio (15 minutes)

1. Pre-teach vocabulary.
2. Turn the movie on.
3. Ask the learners to listen and watch.
4. Turn it on for a second time.

#### D. Why should we tell the truth? (10 minutes)

1. Ask the learners to talk about the story.
2. Ask the learners to look at the questions and try to answer.
3. Encourage the learners to speak and give their opinions.
4. Guide and help as needed.
5. Ask them to write their opinions on the whiteboard.

### **E. I-Movie (10 minutes)**

- 1.** Ask the learners to come up with one sentence related to the theme discussed in this and in the previous class.
- 2.** Record each one of the learners while saying their sentence after making sure it is correct.
- 3.** Encourage them to speak clearly and confidently.

# Lesson Plan 13

## Topic 7: Day 1

# Friendship

### DURATION

50 minutes

### LEARNING OBJECTIVES

- Demonstrate character building skills in an authentic situation
- Learn and practice the target vocabulary through activities

### MATERIALS

handouts, a laptop/TV, speakers

### VOCABULARY

honest, good, helpful, nice, hard worker, caring, fun, happy, angry, liar, not helpful, irresponsible, lazy

### MOTTO OF THE DAY:

Using manners help me keep my friends.

### Before class

Ask the learners to bring their pictures for next class to use it for a project.

### In class

#### A. Pre-reflective questions (5 minutes)

1. Ask the learners a series of questions.
2. Explain and translate as needed.
3. Ask them to answer with yes or no.

#### B. Motto of the day (5 minutes)

1. Demonstrate empty flashcards to each one of the learners.
2. Write the motto on the whiteboard and read it.
3. Pre-teach vocabulary.
4. Ask the learners to write it on their flashcards using markers.
5. Ask them to read it and repeat it in pairs.

#### C. Goods traits for good people (15 minutes)

1. Write a series of traits about friends.
2. Ask learners to choose to most important adjectives they would look in someone to make their best friends.
3. Ask them to explain their answers in pairs.
4. Help as needed.

#### D. WH questions game (15 minutes)

1. Make questions about friendship using WH words.



2. Put the sheets of papers on the table in front of the learners.
3. Ask each learner to pick a paper and read it.
4. Ask them to answer the questions in turn and to write their answers on their book.
5. At the end, each will have a short paragraph about their best friend.

**E. We use it with... (10 minutes)**

1. Make a chart with WH questions.
2. From the answers of exercise D, ask the learners “what each WH question word is used with?”
3. Fill in the chart, help as needed.

# Lesson Plan 14

## Topic 7: Day 2

# Family

### DURATION

50 minutes

### LEARNING OBJECTIVES

- Demonstrate character building skills in an authentic situation
- Learn and practice the target vocabulary through activities

### MATERIALS

handouts, glue, a big paper, coloring markers

### VOCABULARY

father, mother, sister, brother, grandfather, grandmother, uncle, aunt, niece, nephew, cousin

### MOTTO OF THE DAY:

We must take care of our families wherever we find them.

### In class

#### A. Pre-reflective questions (5 minutes)

1. Ask the learners a series of questions.
2. Explain and translate as needed.
3. Ask them to answer with yes or no.

#### B. Motto of the day (5 minutes)

1. Demonstrate empty flashcards to each one of the learners.
2. Write the motto on the whiteboard and read it.
3. Pre-teach vocabulary.
4. Ask the learners to write it on their flashcards using markers.
5. Ask them to read it and repeat it in pairs.

#### C. Word search of family members (7 minutes)

1. Tell the learners to look at the activity.
2. Ask them to try to search for family members individually.
3. Ask them to share their findings with a pair.
4. Help as needed, then share the answers in front of the class.

#### D. Who is it? (8 minutes)

1. Ask the learners to read the clue then spell the word and write it in its place.
2. Tell them that they are family members.

**E. Making a community family tree + I Movie**  
(25 minutes)

1. Explain to the learners that we are one family in the center.
2. Distribute the materials and ask learners to make a family tree with their pictures.
3. At the same time, ask the learners to come up with one sentence related to the theme discussed in this and in the previous class.
4. Record each one of the learners while saying their sentence after making sure it is correct.
5. Encourage them to speak clearly and confidently.
6. Hang the poster on the wall.

# Lesson Plan 15

## Topic 8: Day 1

# Responsibility

### DURATION

50 minutes

### LEARNING OBJECTIVES

- Demonstrate character building skills in an authentic situation
- Learn and practice the target vocabulary through activities

### MATERIALS

handouts, a laptop/TV, speakers

### VOCABULARY

stranger, danger, walk away, knocked on my door

### MOTTO OF THE DAY:

Before doing something, i ask myself. Is it safe?

### THE LINK OF THE SONG

<https://www.youtube.com/watch?v=92HCKfYakLU>

### In class

#### A. Pre-reflective questions (5 minutes)

1. Ask the learners a series of questions.
2. Explain and translate as needed.
3. Ask them to answer with yes or no.

#### B. Motto of the day (5 minutes)

1. Demonstrate empty flashcards to each one of the learners.
2. Write the motto on the whiteboard and read it.
3. Pre-teach vocabulary.
4. Ask the learners to write it on their flashcards using markers.
5. Ask them to read it and repeat it in pairs.

#### C. Why are you late for class? (15 minutes)

1. This activity can be used to reflect real situations when learners are late for class.
2. You can encourage them to make up unbelievable excuses.
3. Ask them to look at the series of possible reasons for being late.
4. Ask them to create their own excuses and write it in their notebook. This should be limited to one or two sentences.
5. Select learners to read out their own excuses.
6. Let them know that to be responsible means to come to the class on time (if nothing happened).

#### D. Irregular simple past. (10 minutes)

1. Ask the learners to look at the list of sentences written in the previous activity.
2. Ask the learners to underline all the verbs in the past tense.
3. Draw their attention to the ones which end with -ed and the ones that are irregular.
4. Ask them to fill it the chart and add other ones that they know.

### **E. Song (15 minutes)**

- 1.** Pre teach vocabulary.
- 2.** Listen to the song and watch it altogether.
- 3.** Ask the learners to read in turn.
- 4.** Listen to it again.
- 5.** Ask them to sing by themselves.
- 6.** Talk about the importance of the content of the song.

# Lesson Plan 16

Topic 8: Day 2

## Responsibility

### DURATION

50 minutes

### LEARNING OBJECTIVES

- Demonstrate character building skills in an authentic situation
- Learn and practice the target vocabulary through activities

### MATERIALS

handouts, markers, a big paper

### VOCABULARY

can, could

### MOTTO OF THE DAY:

When i do what i say i will do, i am being responsible.

### In class

#### A. Pre-reflective questions (5 minutes)

2. Ask the learners a series of statements of ability.
3. Ask them to read the statements.
4. Encourage them to add things they can do.

#### B. Motto of the day (5 minutes)

1. Demonstrate empty flashcards to each one of the learners.
2. Write the motto on the whiteboard and read it.
3. Pre-teach vocabulary.
4. Ask the learners to write it on their flashcards using markers.
5. Ask them to read it and repeat it in pairs.

#### C. What did you do last week (10 minutes)

1. Ask the learners to look at the timeline in their book.
2. Ask them to make their own.
3. Ask them to present in front of the class.

#### D. Making a poster. (20 minutes)

1. Split the class into two halves.
2. Tell them that one group will form a poster of regular verbs in the simple past.
3. The other group will make a poster of irregular verbs in the simple past.

#### F. I movie (10 minutes)

1. Ask the learners to come up with one

sentence related to the theme discussed in this and in the previous class.

2. Record each one of the learners while saying their sentence after making sure it is correct.
3. Encourage them to speak clearly and confidently.

# Lesson Plan 17

## Equality

Topic 9: Day 1

### DURATION

50 minutes

### LEARNING OBJECTIVES

- Demonstrate character building skills in an authentic situation
- Learn and practice the target vocabulary through activities

### MATERIALS

handouts, markers, a big paper

### VOCABULARY

doctor, nurse, teacher, artist, painter, dentist, engineer, lawyer

### MOTTO OF THE DAY:

We all are equal in this world.

### LINK FOR THE VIDEO:

[https://www.youtube.com/watch?v=gaEOhA4W\\_7w](https://www.youtube.com/watch?v=gaEOhA4W_7w)

### In class

#### A. Motto of the day (5 minutes)

1. Demonstrate empty flashcards to each one of the learners.
2. Write the motto on the whiteboard and read it.
3. Pre-teach vocabulary.
4. Ask the learners to write it on their flashcards using markers.
5. Ask them to read it and repeat it in pairs.

#### B. What is equality? (15 minutes)

1. Place candies in a bowl, and show them to the learners. "I have many candies in a bowl." Ask the learners: "How should I give these out? How many should each student get? What would be fair?"
2. Write suggestions on the board. Try some of the methods of distribution. Ask students: "What should I do with the leftovers? Who should get them?"
3. After an even distribution, discuss with your students that this is equality. Each person in the class gets an even amount. Equality is sameness.
4. Give each group a bowl of small items and ask them to distribute the item equally.
5. Ask one learner to record or draw how the items are given out.

#### C. Careers and professions (10 minutes)

1. Turn the video on.
2. Ask the learners to watch and take notes about the professions they hear and see in the video.
3. Ask learners if they know any other careers.



**D. Jobs for boys and jobs for girls. (5 minutes)**

1. Ask the learners if there are jobs more suitable for men than women or vice versa.
2. Make a chart on the board.
3. Ask learners to fill in.
4. Encourage them to share their opinions freely.
5. Ask the learners to look at the pictures and write about each.

**E. What will you become in the future?**

(10 minutes)

1. Ask the learners to individually write about their wish for their own future.
2. What they want to become? And why?
3. Give them time to think and help them as needed.

# Lesson Plan 18

## Freedom

Topic 9: Day 2

### DURATION

50 minutes

### LEARNING OBJECTIVES

- Demonstrate character building skills in an authentic situation
- Learn and practice the target vocabulary through activities

### MATERIALS

handouts

### VOCABULARY

agree, disagree, accept, refuse

### MOTTO OF THE DAY:

I am free as long as I am not hurting anyone or ruining anything.

### THE LINK OF THE STORY

<http://freestoriesforkids.com/audiostories/american-english/colorless-tiger-audio-story-kids-music-and-sound-effects>

### In class

#### A. Pre-reflective questions (10 minutes)

1. Ask the learners a series of statements of ability.
2. Ask them to read the statements.
3. Encourage them to add things they can do.
4. Brainstorm about each question.
5. Encourage the learners to speak.
6. Translate and help as needed.
7. Make sure they understood the ideas correctly.

#### B. Motto of the day (5 minutes)

1. Demonstrate empty flashcards to each one of the learners.
2. Write the motto on the whiteboard and read it.
3. Pre-teach vocabulary.
4. Ask the learners to write it on their flashcards using markers.
5. Ask them to read it and repeat it in pairs.

#### C. Story (20 minutes)

1. Turn on the video of the story.
2. Ask the learners to listen 2 times.
3. Ask them to talk about what they listened.
4. Ask them to read in pairs.
5. Try to listen and help as needed.
6. Ask them to look at the questions of the story.
7. Help and guide them.

**D. I movie (15 minutes)**

1. Ask the learners to individually write about their future.
2. Help them and provide assistance.
3. Help and correct them.
4. Ask them to present what they wrote.
5. Record each one of the learners.
6. Encourage them to speak clearly and confidently.

# Lesson Plan 19

## Topic 10: Day 1

# Citizenship

### DURATION

50 minutes

### LEARNING OBJECTIVES

- Demonstrate character building skills in an authentic situation
- Learn and practice the target vocabulary through activities

### MATERIALS

worksheets

### VOCABULARY

traffic light, traffic signs, means of public transportation, sidewalk

### MOTTO OF THE DAY:

I am being polite when I wait for my turn and say please and thank you.

### In class

#### A. Match (15 minutes)

1. Ask the learners to look at the three boxes.
2. Ask them to read the sentences in the box below.
3. Ask them to try to fill the boxes with the sentences below.
4. Brainstorm about each sentence.
5. Encourage them to freely speak and bring examples about each.
6. Help and translate when/if needed.

#### B. Motto of the day (5 minutes)

1. Demonstrate empty flashcards to each one of the learners.
2. Write the motto on the whiteboard and read it.
3. Pre-teach vocabulary.
4. Ask the learners to write it on their flashcards using markers.
5. Ask them to read it and repeat it in pairs.

#### C. Imperative (5 minutes)

1. Ask the learners to look at exercise one.
2. Ask them underline the imperatives.
3. Let them look at the how it is formed.
4. Ask them to come up with a rule.
5. Explain and help as needed.

#### D. Traffic Signs (5 minutes)

1. Ask the learners to look at the exercise.
2. Ask them to try to figure them out.
3. Show the right answers.

### **E. Means of transportation in Yerevan**

(10 minutes)

1. Talk about the means of transportation that exist in Yerevan.
2. Ask the learners to talk about each.
3. Ask them which ones they use.
4. Ask them which ones they prefer.

### **Out of Class**

#### **F. Exploring the neighborhood (10 minutes)**

1. Tell the learners that you are going out to explore the traffic signs in the neighborhood.
2. Ask them to talk about the signs that exist in the neighborhood.
3. Let them show you the means of transportation they see.
4. Go to the nearest bus station.
5. Look at the signs and talk about each.

# Lesson Plan 20

## Topic 10: Day 2

# Citizenship

### DURATION

50 minutes

### LEARNING OBJECTIVES

- Demonstrate character building skills in an authentic situation
- Learn and practice the target vocabulary through activities

### MATERIALS

handouts

### VOCABULARY

laughter, tears, aware, hopes, fears

### MOTTO OF THE DAY:

I am free as long as I am not hurting anyone or ruining anything.

### THE LINK OF THE SONG

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

### In class

#### A. Pre Reflective statements (10 minutes)

1. Give orders to each o of the students.
2. Don't say "please" or "thank you"
3. See their reactions.
4. Now, give other orders followed by "please".
5. Say "thank you".
6. Talk about the importance of saying these two words.

#### B. Motto of the day (5 minutes)

1. Demonstrate empty flashcards to each one of the learners.
2. Write the motto on the whiteboard and read it.
3. Pre-teach vocabulary.
4. Ask the learners to write it on their flashcards using markers.
5. Ask them to read it and repeat it in pairs.

#### C. Talking about the course (10 minutes)

1. Ask the learners to fill the chart.
2. Help them as needed.

#### D. Song(15 minutes)

1. Pre teach vocabulary.
2. Listen to the song and watch it altogether.
3. Ask the learners to read in turn.
4. Listen to it again.
5. Ask them to sing by themselves.
6. Talk about the song.

**E. Certificate of Accomplishments (10 minutes)**

1. Distribute the certificate to the learners.
2. Take pictures of the learners holding the certificate
3. Thank them for their attendance and hard work.

Caring

Sharing

Responsibility

Honesty

Cleanliness

Health

Friendship

Respect

Family

Name: \_\_\_\_\_



# Respect

## Pre-reflective questions

| Questions:   | Yes | No | Sometimes |
|--|-----|----|-----------|
| Should we talk loudly in the street?                 |     |    |           |
| Should we give our place to older people in the bus? |     |    |           |
| Do you respect your parents and family members?      |     |    |           |
| Do you respect your classmates and teachers?         |     |    |           |
| Is respect a good thing?                             |     |    |           |

## Present of be or not?

- I am a student. \_\_\_\_\_
- This cat is beautiful. \_\_\_\_\_
- These dogs are beautiful. \_\_\_\_\_
- It will snow tomorrow. \_\_\_\_\_
- We live in Yerevan. \_\_\_\_\_

## Fill in the blank with the correct form.

|           |     |
|-----------|-----|
| I         |     |
|           | are |
| He/She/It |     |
| We/They   |     |

## Write sentences with the words in parentheses. Use the present of *be*.

(She/16) \_\_\_\_\_

(We/students) \_\_\_\_\_

# Respect

Yes or no?

| Questions:                              | Yes | No | Sometimes |
|---|-----|----|-----------|
| Are you beautiful?                      |     |    |           |
| Do you listen to others when they talk? |     |    |           |
| Do you say hi to your neighbors?        |     |    |           |
| When you enter a place, do you say hi?  |     |    |           |



Read this email, then find and correct six mistakes in the use of *be*.

Hello friends,

Hope you is doing well! I am okay, and I am now in the 8<sup>th</sup> grade. My favorite subject are math, and my favorite sports is badminton and hockey. My best friend's name are Hayk.

We is both in the same class and we is interested in computer games. Our favorite game are Polar Ice. We also live on the same street, so we go to school together. In the bus, we sit sometimes and we give our place to older people when they get into the bus and there are no places for them to sit. People in Armenia respect the elderly. How about your country?

Your friend,

Seto



How do you respect the elderly? Tell your partners.

## Cleanliness

### Answer the questions

| Questions:                             | Yes | No | Sometimes |
|--|-----|----|-----------|
| Do you brush your teeth?               |     |    |           |
| Do you wash your face in the morning?  |     |    |           |
| Do you wash your hands before you eat? |     |    |           |
| Do you wash your hands after you eat?  |     |    |           |
| Is being clean important?              |     |    |           |

### Match each of the tools with one or more of body part you use it for:

|             |                  |
|-------------|------------------|
| <b>TOOL</b> | <b>BODY PART</b> |
| Comb        | Hands            |
| Shampoo     | Face             |
| Tooth brush | Feet             |
| Soap        | Hair             |
| Tooth paste | Body             |
| Towel       | Teeth            |

-Make a sentence using a tool and a body part.

- Example: I use a comb to brush my hair.

\_\_\_\_\_

## Song

Brush your teeth and wash your face  
Have a bath on all days  
Scrub your body, shoulders, and toes  
Wash between your nails and toes  
Remember to wash behind your neck and knees  
And to wipe your nose whenever you sneeze

## Yes or No?

| Questions:                                  | Yes/no |
|---|--------|
| Should we wash our hands before meals?      |        |
| Should we brush our teeth after meals?      |        |
| Should we keep our hair combed and brushed? |        |
| Should we clean our mouth after we eat?     |        |
| Should we take a shower every day?          |        |

## Choose the right answer.

1. I always (go/goes) to school.
2. She (come/comes) to the English classes three times a week.
3. My friend (swim/swims) very well.

**Fill in the blanks.**

I always \_\_\_\_\_ my face, and \_\_\_\_\_ my teeth. I take a \_\_\_\_\_ four times a week. I use a \_\_\_\_\_ to brush my \_\_\_\_\_. I always use \_\_\_\_\_ to wash my hands. I always keep my room clean and neat.

On the other hand, John never \_\_\_\_\_ his teeth, and seldom \_\_\_\_\_ a shower. He never \_\_\_\_\_ a comb to brush his hair. And his room is always untidy and dirty.

**What about you and your partner? What things do you do from the text above?**



## Caring

Answer the following questions

| Questions:                                   | Yes | No |
|--|-----|----|
| Do you have plants at home?                  |     |    |
| Should we water and take care of the plants? |     |    |
| Are plants important?                        |     |    |
| Have you ever planted anything?              |     |    |
| Do you want to plant a tree?                 |     |    |



Check the correct box.

- I take care of plants.
- I am watering my plant every day.
- We are learning the present continuous now.
- I do not know the parts of the plant.

Now

Every day



**Read and listen to the text about the parts of a plant.**

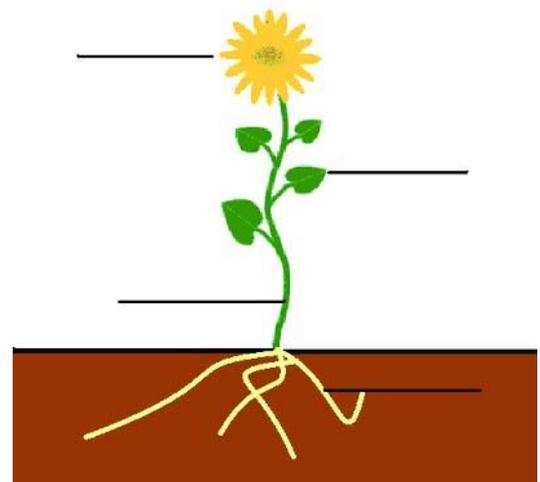
A plant has many different parts that perform various functions. The two main parts of the plant are the root and shoot.

Roots usually grow under the ground while shoots usually grow above the ground.

The shoot has different parts called the stem, leaves, flowers and fruits. The stem is the stalk of the plant. It helps the plant to stand upright.

It carries water and minerals from the roots to the leaves and carries food prepared by the leaves to the different parts of the plant.

Branches are parts that grow from the stem. Leaves grow on the stem and branches.



They are usually green due to the presence of chlorophyll, which helps them to prepare food.

Leaves have small openings called stomata, through which plants take in and give out air.

Flowers are the reproductive parts of the plant. They come in different shapes, sizes and colors. By the process of pollination, many flowers develop into delicious fruits, which are eaten by us.



Roots help to anchor the plant to the ground. They absorb the water and minerals required for the growth of the plant.

## Caring

A presentation about an animal.

The animal I chose is \_\_\_\_\_ .

\_\_\_\_\_ live in \_\_\_\_\_ .

They live for \_\_\_\_\_ years.

The colors of the \_\_\_\_\_ are \_\_\_\_\_ and \_\_\_\_\_

They eat \_\_\_\_\_ .



Draw your animal here!



# Sharing

## Pre-reflective questions

| Statements                               | Yes | No | Sometimes |
|--|-----|----|-----------|
| I share my stuff with my siblings.       |     |    |           |
| I share information with my friends.     |     |    |           |
| I share my food with my classmates.      |     |    |           |
| I share my toothbrush with someone else. |     |    |           |



### Action or non-action verb?

- I know what sharing means. \_\_\_\_\_
- I go to school by bus. \_\_\_\_\_
- I think sharing is a good thing. \_\_\_\_\_
- I want to share this cake with you. \_\_\_\_\_

### Read and fill in the blanks.

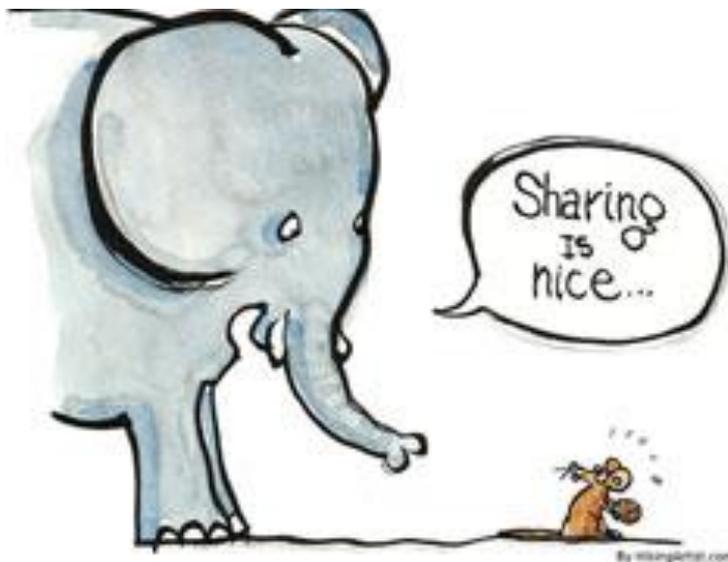
A: You \_\_\_\_\_ tired. Are you OK? (look)

B: I'm fine. Just hungry. I \_\_\_\_\_ something to eat. (need)

A: Look! Our friends are eating and drinking. I \_\_\_\_\_ a sandwich in my backpack. (have) Let's \_\_\_\_\_ it. (share)

B: Oh, how nice of you. Thanks a lot.

A: You are welcome.



## Sharing

Choose the correct words to complete the conversation.

A: I'm going to the playground in our neighborhood. Are you wanting/Do you want to come with me?

B: Sure, what are we going/do we go to do there?

A: We are going to clean the playground.

B: It is sounding/It sounds good. I may bring my sister with me.

A: Cool! Let`s make Yerevan a cleaner city.

### Song

Sharing makes our life happy Baa  
Baa...

The more we share the more we  
have Baa... Baa...

Sharing Makes Our Life Joyful Baa  
Baa ..

Sharing is a way of caring Baa...  
Baa...

Baa, baa, black sheep,  
Have you any wool?  
Yes sir, yes sir,  
Three bags full.  
One for the master,  
One for the dame,  
One for the little boy  
Who lives down the lane.  
Baa, baa, white sheep,  
Have you any wool?

Yes sir, yes sir,  
Three bags full.  
One for the master,  
One for the dame,  
And one for the little Girl  
Who lives down the lane.

Baa, baa, brown sheep,  
Have you any wool?  
Yes sir, yes sir,  
Three bags full.  
One for the master,  
One for the dame,  
And one for the Old Man  
Who lives down the lane.



## Health

Yes, no, or sometimes?

1. I seldom catch a cold. \_\_\_\_\_
2. I take medicine when I catch a cold. \_\_\_\_\_
3. I go to the doctor when I am sick. \_\_\_\_\_
4. My family doctor works in a clinic. \_\_\_\_\_
5. I take medicine every day. \_\_\_\_\_



Simple past or not?

1. They were very happy. \_\_\_\_\_
2. We live in Yerevan. \_\_\_\_\_
3. Did you move here in 2012? \_\_\_\_\_
4. Aram and I met yesterday. \_\_\_\_\_
5. We play computer games every day. \_\_\_\_\_

What's the matter?



**A: What's the matter  
Mini Mouse?**

**B: I have a headache.**

Fill in the missing letters for some health problems.

You should go to the h \_ s \_ i \_ \_ l.

You need to take some m \_ d \_ c \_ n \_ .

I have a h \_ \_ d \_ \_ \_ e.

Tom is not in school today. He has a f \_ v \_ r.

You have a toothache. Don't eat ch \_ c \_ l \_ t \_ .

I have a s \_ \_ m \_ c \_ ache.

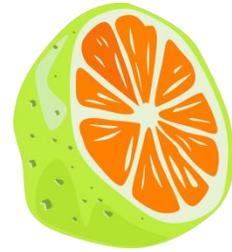
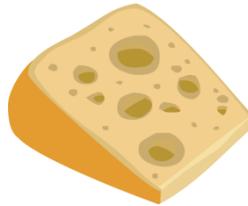
You look tired. You should have a r \_ s \_ .

You should see the d \_ c \_ o \_ .

## Health

Answer the questions.

| Questions:                  | Yes | No | Sometimes |
|-----------------------------|-----|----|-----------|
| Do you eat a lot of sweets? |     |    |           |
| Do you eat chips?           |     |    |           |
| Do you like fruit?          |     |    |           |
| Do you drink coke?          |     |    |           |



What's the matter?

| Healthy foods and drinks | Unhealthy foods and drinks |
|--------------------------|----------------------------|
|                          |                            |

## The food song

Do you like apples? Yes, I like apples.

Do you like oranges? Yes, I like oranges.

Do you like candy? No, I don't like candy.

Do you like chips? No, I don't like chips.

I like to eat .....I like to eat ..... I like to eat

Healthy food.....Healthy food



**No JUNK food**

**What do you eat during the day? Discuss it with your partner.**

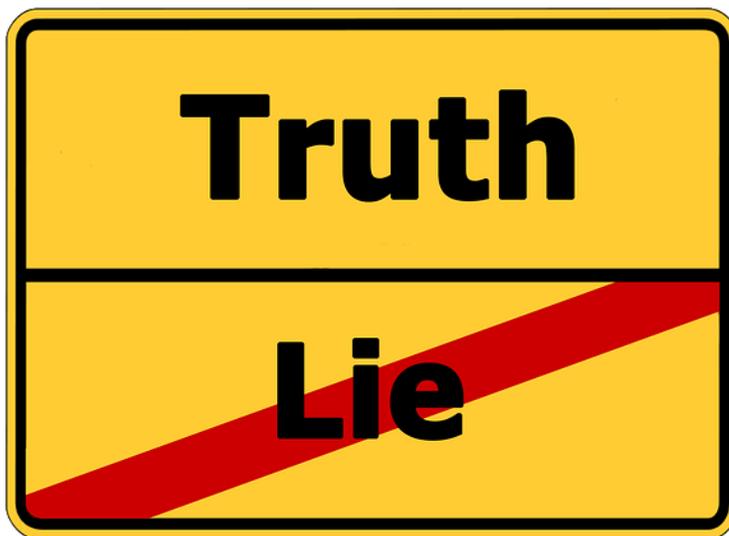
## Honesty

Write T for (true) or F for (false)

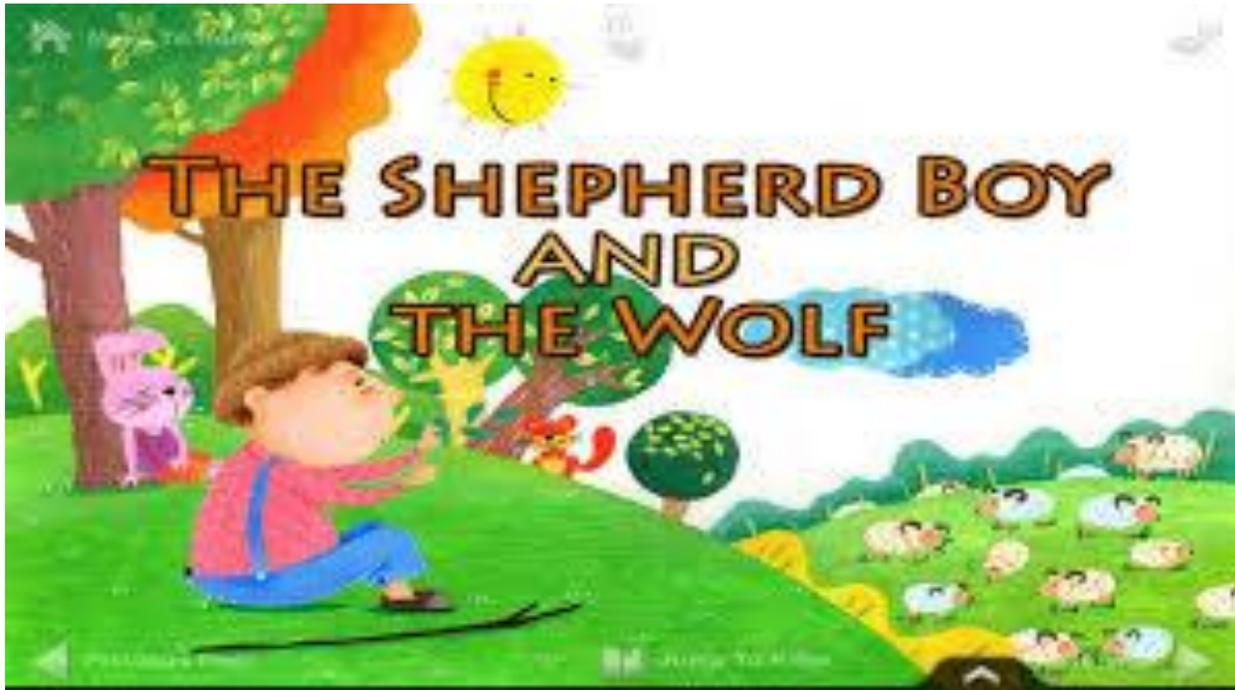
Honesty is

- only doing or saying things that are truthful
- telling the truth
- lying
- acting truthfully
- only doing things that are morally right
- not stealing
- cheating

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Every day a shepherd boy sat on a hill watching the village sheep. One afternoon the boy decided to play a joke on the villagers. “Wolf! Wolf!” he cried. “A wolf is chasing the sheep!”

The villagers ran up the hill to chase the wolf away, but there was no wolf. “Don’t cry ‘wolf’ when there is no wolf!” they warned the boy. The boy was surprised his joke worked so well. “I can’t believe he made a joke like that!” The villagers ran down the hill.

The next day the boy made the same joke again. “Wolf! Wolf!” he called out. “There’s a wolf chasing the sheep!”

The villagers came running and again found no wolf. “Don’t do this again!” they scolded. “Only cry ‘wolf’ when there actually is a wolf!”

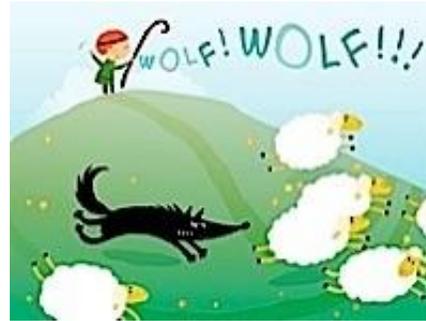
A few hours later, the boy noticed something out of the corner of his eye. A wolf was sneaking up behind the sheep! “Wolf! Wolf!” he cried in a panic.

No one came. “Wolf! Wolf!” He cried again.

“Please help! There’s a wolf chasing the sheep!”

Still no one came.

At sunset, the boy did not return the sheep to the village as he normally did.



The villagers went up the hill to check on the sheep. They found the boy but no sheep.

“A wolf was here! It chased the sheep away! Why didn’t you come to help me?” he cried. “You tricked us twice when there was no wolf. We thought you were tricking us again!” said the villagers.

“I shouldn’t have cried ‘wolf’ when there was no wolf,” said the boy. “I’m sorry for my tricks.”

An old man comforted the boy. “If you tell too many lies, no one believes you when you tell the truth,” he said. “Now let’s go find those sheep.”

### Answer the questions.

1. Who are the characters in the story?
2. What was the job of the little shepherd boy?
3. What lesson does the story teach you?
4. Do you think the shepherd boy learned his lesson?

## Honesty

### Prefix and suffix

**Prefixes** are added to the **beginning** of a word to make a new word.

**Examples:** un- means not

re- means again

**Suffixes** added to the **end** of a main word to make a new word.

**Example:** -ful means full of

1. If someone lies, they should feel \_\_\_\_\_ (not happy).
2. If you borrow something from someone, you should \_\_\_\_\_ (turn back) it.
3. When you break something, try to \_\_\_\_\_ (build again) it.
4. When something is \_\_\_\_\_ (not clear ) to you, ask about it.
5. Can you find a suffix in the text below? ☺



**I can BEE  
HONEST**

**by showing I am truthful  
and trustworthy, and not  
lying, cheating, or stealing.**

**Match**

**Unsure**

**Rebuild**

**Unhappy**

**Unclear**

**Return**

**Untie**

**Not clear**

**Opposite of  
sure**

**Come back**

**Opposite of  
tie**

**Not happy**

**To build  
again**

Let's watch the video: Pinocchio.... Pinocchio

And now, why shouldn't we lie?

---

When Pinocchio was born, was he a real boy?

---

What was Pinocchio most afraid of ?

---



# Friendship

Write yes or no.

| A friend is someone who...           | Yes or no? |
|--------------------------------------|------------|
| plays with you.                      |            |
| has good toys.                       |            |
| can do fun things.                   |            |
| has a mobile.                        |            |
| does something that makes you happy. |            |
| you know better than other people.   |            |
| is powerful.                         |            |
| helps and looks after you.           |            |
| you help.                            |            |
| trusts you.                          |            |



Which character traits will you choose for your best friend, and why?

Trait 1:

Trait 2:

Trait 3:

## My Best Friend

Who is your best friend? Write about your best friend. Why do you like your best friend?



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### Match

Where

What

Who

When

Why

How

time

people

things

place

reason

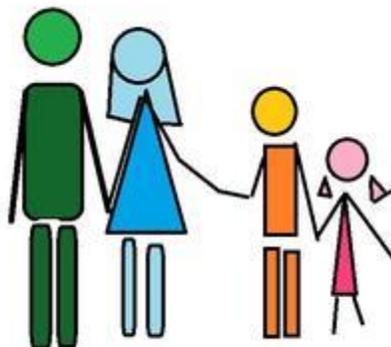
manner



## Family

### Yes or no?

- \_\_\_\_\_ 1. I love my family.
- \_\_\_\_\_ 2. I should visit my grandparents.
- \_\_\_\_\_ 3. I have a brother or a sister.
- \_\_\_\_\_ 4. I help my family members.



### How many family members can you find?

|   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| M | U | N | C | L | E | F | R | R | F | S | G |
| O | T | U | Y | O | A | E | E | E | A | F | R |
| T | E | G | K | T | C | V | T | C | T | Y | A |
| H | S | H | H | E | R | R | S | V | H | S | N |
| E | L | E | I | S | A | F | I | N | O | I | D |
| R | R | N | I | Q | M | V | S | M | P | S | M |
| G | R | A | N | D | F | A | T | H | E | R | A |
| R | E | H | T | O | R | B | T | N | U | A | S |



How many family members did you find? \_\_\_\_\_

List them here: \_\_\_\_\_

When was your father born? \_\_\_\_\_

What is your mother's name? \_\_\_\_\_



**Who is it?**

**Your mother's sister is  
your \_\_\_\_\_**

**Your mother's or  
father's father is  
your  
\_\_\_\_\_**

**Your sister's  
daughter is your  
\_\_\_\_\_**

**Your aunt or uncle's  
children are your  
\_\_\_\_\_**

**Your mother's brother is your  
\_\_\_\_\_**

**Your father's son is your \_\_\_\_\_**

**Your brother's  
son is your  
\_\_\_\_\_**

**Your mother's son is your  
\_\_\_\_\_**

**Your sister's mother  
is your \_\_\_\_\_**

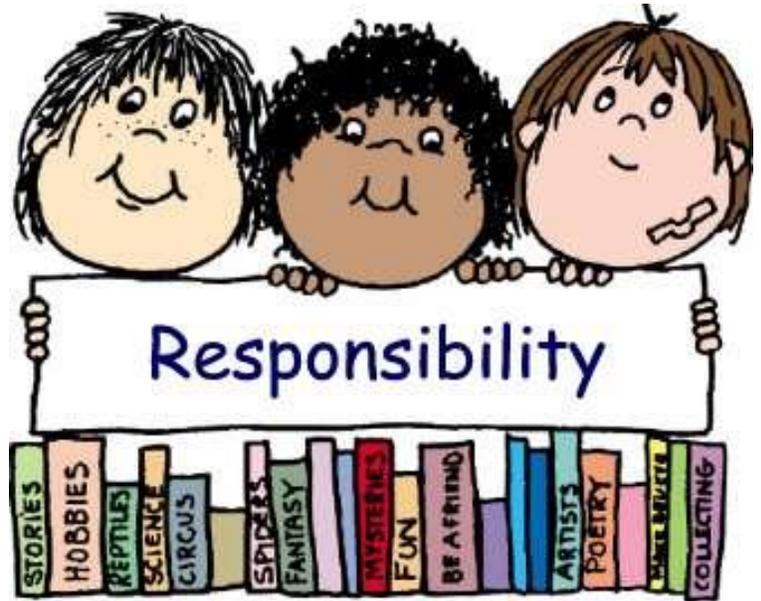


# Responsibility

## True or false?

True False

- I do what needs to be done.
- I am dependable.
- I don't make excuses.
- I think before doing something.
- I use good judgment.



## Why are you late for class?

### Excuses:

- The wind blew my hat away.
- The rain made my homework wet.
- The bus was late.
- An elephant sat on our car.
- A crocodile ate my school bag.
- Our helicopter ran out of petrol.

### My excuses:

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## Stranger Danger-Song

**One day when I was walking to school, walking to school, walking to school. One day when I was walking to school, walking to school, one day.**

**A stranger asked me, hey! What's your name? Hey! What's your name? Hey! What's your name? They asked!**

**I didn't answer, I walked away. I walked away. I walked away.**

**I didn't answer; I walked away. I walked away, instead.**



**Stranger danger, that is the truth, don't talk to strangers that talk to you.**

**Stranger danger, hear what I say, stay with your friends and walk away.**

**One day when I was home at my house, home at my house, home at my house. One day when I was home at my house, home at my house, home at my house one day.**

**A stranger came and knocked on my door, knocked on my door, knocked on my door.**

**A stranger came and knocked on my door, knocked on my door one day.**

**I didn't answer, I walked away. I walked away. I walked away.**

**I didn't answer I walked away, I walked away, instead!**

**Stranger danger, that is the truth, don't talk to strangers that talk to you.**

**Stranger danger, hear what I say, stay with your friends and walk away.**

# Responsibility

I can...

take a bath

make my bed

sweep the floor

do my homework by myself

water my plant

feed the dog

find my clothes

Tie my shoelaces

brush my hair

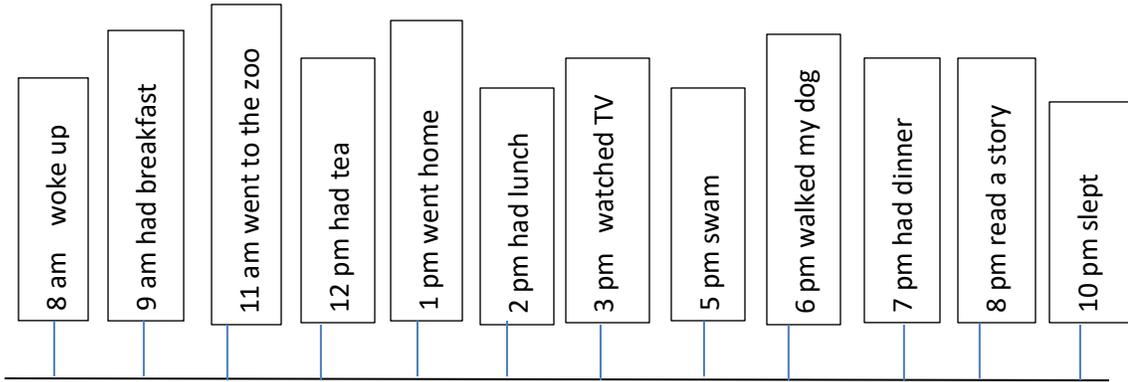
wash the windows



I BELIEVE I CAN FLY



## My timeline



My timeline

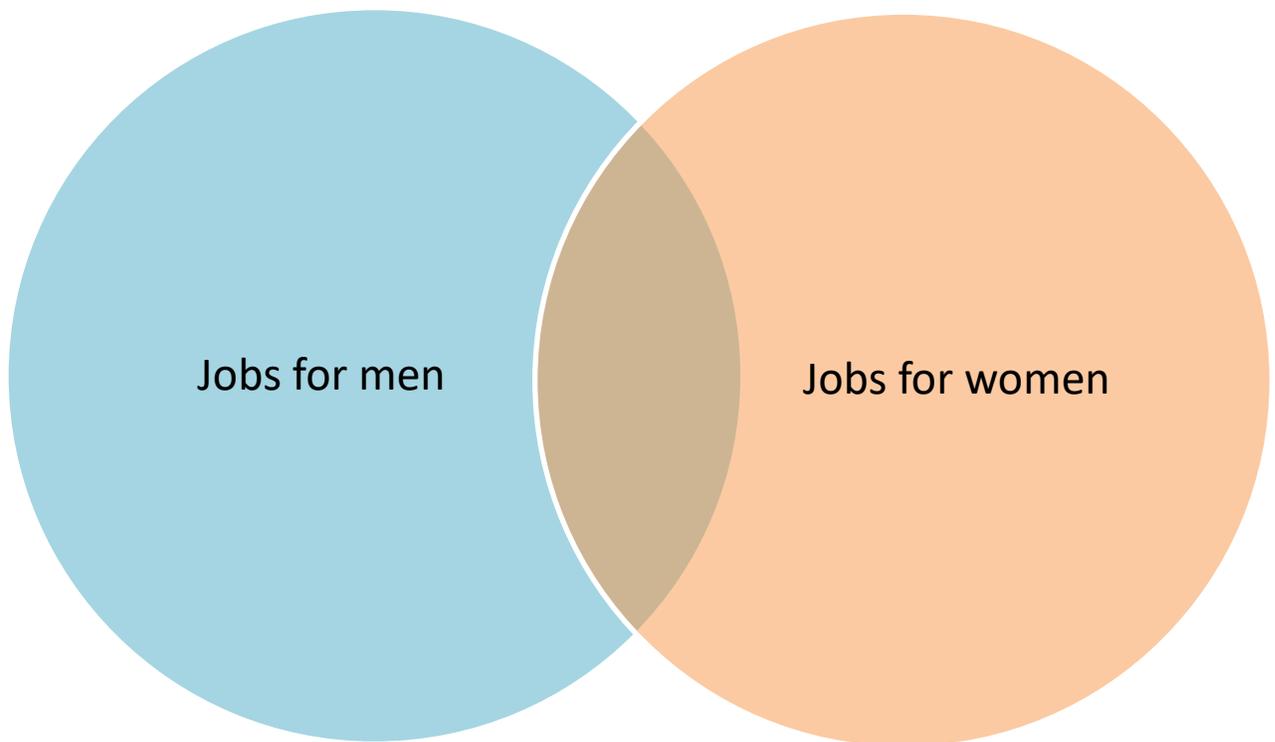
What did you do last week? Draw your own timeline.



**Jobs and equality**



Are there jobs for men and others for women?



What is my job?





When I grow up...

When I grow up, I will become

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## Freedom

|  | Agree | Disagree | I don't know |
|--|-------|----------|--------------|
| go out of the class whenever I want.             |       |          |              |
| call my friends anytime.                         |       |          |              |
| eat whenever I want.                             |       |          |              |
| leave the house whenever I want.                 |       |          |              |
| listen to loud music in my room whenever I want. |       |          |              |
| use internet without asking my parents.          |       |          |              |
| do whatever I want.                              |       |          |              |



## A Colorless Tiger

by Pedro Pablo Sacristán

Once upon a time, there was a colorless tiger. All his shades were greys, blacks and whites. He looked like a tiger from an old black and white movie. His lack of color had made him so famous that the world's greatest painters had come to his zoo to try to put some color on him. None of them succeeded, as the colors would always just drip down off his skin.

Then along came Van Cough the painter. He painted the air, and that's why they called him Van Cough. So, when he said he wanted to paint the colorless tiger, everyone had a good laugh.

When entering the tiger's cage he began whispering in the animal's ear, and moving his dry brush up and down the tiger's body. And to everyone's surprise, the tiger's skin started to take on color, and these were the most vivid colors any tiger had ever had. The result was truly beautiful.



Everyone wanted to know what the painter's secret was. He explained to them that his brush was only good for painting real life, and that to do that he needed no colors. He had managed to paint the tiger using a phrase he kept whispering in its ear: "In just a few days you will be free again, you shall see."

And seeing how sad the tiger had been in his captivity, and how joyful the tiger now seemed at the prospect of freedom, the zoo authorities transported him to the forest and set him free, where never again would he lose his color.

**Answer the questions**

Who are the characters of the story?

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How would you act if you were the tiger?

---

What does this story teach us?

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# Citizenship



Complete the sentences with the phrases below.

**We walk because ....**

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**Sidewalks ....**

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**When Walking Near Traffic ....**

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- it is good exercise.
- be aware of what's around you. Don't let toys, phones, or anything else distract you.
- walk, don't run.
- it's fun!
- when there is a sidewalk, we should always use it.
- stay away from cars and busy roads.
- stay close to a parent, adult, or older sibling.
- it's good for the environment.
- are special places where we walk that are away from the traffic in the street.
- it's less traffic.
- don't play around with friends or push.

Look at the sentences above and try to find responsibility related words. List the ones you found. 😊

\_\_\_\_\_

\_\_\_\_\_

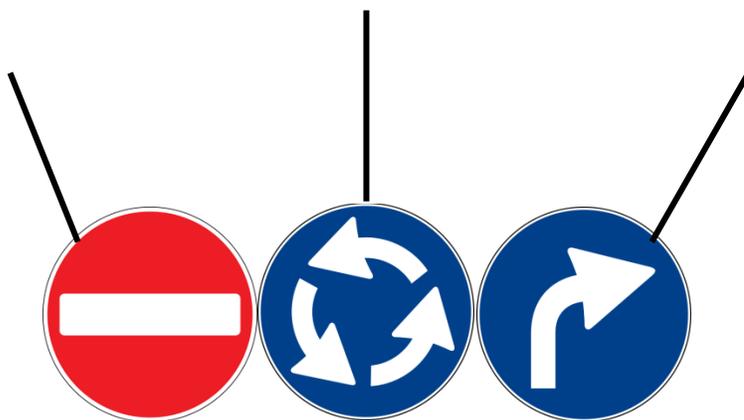
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What does each sign mean?**



## Public transportation in Yerevan.

What public transportation is there in your city?



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1. Which types of transportation do you use to go to school?

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2. How do you come to English class?

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3. Do you walk a lot?

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## Citizenship



|  |  |
|--|--|
| Did you like this course?                        |  |
| What are the things you liked the most?          |  |
| What are the things you didn't like?             |  |
| How will you improve your English in the future? |  |

## SONG

### It's a Small World after all

It's a world of laughter, a world of tears  
It's a world of hopes and a world of fears  
There's so much that we share that it's time we're aware  
It's a small world after all.

It's a small world after all (\*3)  
It's a small, small world

There is just one moon and one golden sun  
And a smile means friendship to everyone  
Though the mountains divide  
And the oceans are wide  
It's a small world after all.

It's a small world after all (\*3)  
It's a small, small world



