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Bright Kids

Level 1

Teacher's Guide



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Introduction

Bright Kids is a two-level communicative course for kindergarten students starting to learn English for the first time.

The ultimate strategy for successful English lessons in kindergarten is *learning through play*. There are many reasons for this, including multiple intelligences, TPR, and intrinsic motivation.

Intrinsic motivation is the idea that people are motivated to do things by internal factors. Preschoolers and kindergartners do not understand the benefits of a second language. They probably do not want to go to school to learn a second language, especially if they are still learning their mother tongue. Therefore, it is important to motivate students to participate in class activities. Children engage more and enjoy themselves when they participate in play and physical activity. **Bright Kids** stresses participation and motivates children with its variety and engaging activities. We use TPR when children change their body and voices to imitate the characters and when they act.

Teaching English to kindergarten children through games, songs, and stories relies on repetition reinforcement. The more you hear and experience the vocabulary you teach, the more likely you are to learn. However, who sits in class and just repeats words and their meanings? Certainly not the 3-5 year olds! Soon the classroom will be filled with unmanageable children who do not want to learn. Conversely, if you involve the child in games, songs, and stories, s/he will quickly learn to understand and use the language.

With **Bright Kids**, you turn lessons into songs, create visual diagrams to illustrate new vocabulary, encourage mnemonic devices to memorize grammar rules, weave in spontaneous or consistent dialogues and storytelling throughout the lesson and review vocabulary through drama.

Bright Kids Key features

Bright Kids taps into children's natural curiosity, imagination and creative nature. **Bright Kids** course, with its stories, will enhance children's imagination and thinking skills. The course combines inquiry-based learning strategy by urging students to ask questions, which help little learners to enjoy learning and create their own stories later. Arousing children's imagination gives them a powerful skill that can take them anywhere. **Bright Kids** course develops English language learning skills naturally and unconsciously through a very simple, exciting and appealing story-based theme. The young learners will love and enjoy the new stories. The pictures and the colours of the in the book, the fiction and non-fiction titles will make young learners so excited and interested to learn more.

Bright Kids makes use of kids' inherent creativity, imagination, and curiosity. Children's creativity and critical thinking abilities will improve through Bright Kids course's story acting and songs. By encouraging students to ask questions and answer them, the course incorporates an inquiry-based learning technique, which helps young learners enjoy learning and eventually develop their own tales. Children gain a strong skill that can lead them anywhere when their imaginations are stimulated. Through the very engaging and captivating story-based theme, the Bright Kids course effortlessly and unconsciously improves English language learning listening and speaking skills. The Young readers will be so enthralled and captivated by the puppets used to teach, sing or tell the stories and will develop the talents of small kids in imitation and in acting out the scenes.

Bright Kids provides engaging language activities that are suitable for young learners and that will quickly increase the child's knowledge of English.

Young learners who are learning English will have the chance to exercise their imagination fully, think freely, and create without guidance or judgment.

Bright Kids covers a broad range of topics that are of particular interest to kids and that will provide the language a useful context. Shapes, school, classroom, food, family, friends, toys, clothes, animals, body, homerooms, colours, numbers, clothing, vocations, sports, hobbies, seasons and many other sub-topics are covered in the book. It addresses the key topics the learner needs to learn in order to advance his English proficiency and prepare him for the higher levels.

The focus of **Bright Kids** is on oral abilities, particularly *listening* and *speaking*.

The book uses the primary *listen, point, and repeat* exercises to introduce practice in English and to guide children toward fluency and language mastery. Children will learn how to say all the dialogues and stories in the book. The entire book is recorded by native English speakers, allowing the learners to listen to everyday English as it is spoken by those whose first language is English.

The emphasis on beginners' abilities to begin reading, writing, counting, adding and subtracting right is stressed in **Bright Kids**, and their skills are developed through a wide variety of simple and pleasant reading and writing exercises. Literacy and numeracy skills are emphasized in **Bright Kids**. With *Phonics* practice, Children will be able to develop their reading and spelling skills easily and smoothly to reach fluency.

The pupil's book and activity book have activities that will help students to read and write in no time. More practice is provided in the teacher's Guide to support phonics, sight-reading material and spelling.

Through the extensive numeracy practice in **Bright Kids** 1 and 2, numeracy is also emphasized. The numbers are taught in the book with some easy addition sums and

subtraction problems. In level 1, students learn to count to 10, add and subtract within 10, and in level 2, they learn to count up to 20, add and subtract within 20. The focus here is on the concepts of addition and subtraction.

Bright Kids provides instructional music, games, stories, projects, and activities that are innovative, enticing, and educational for younger learners. The songs and stories are brand-new and are introduced for the first time, which will increase the enjoyment of learning. The language being taught is continually reused from previous lessons. The repetition of words and grammar in the new lessons and in the stories will aid in students' retention of the material.

Bright Kids in its teacher's guide also encourages and serves as a reminder for the teacher to reuse previously taught content and makes an effort to make learning relevant. According to research, successful learning is learning what is relevant. Activities that are emotionally engaging for children and connect to what they already know which promotes and develops brain's connections and long-term memory.

Course components

Bright Kids Pupil's Book

Children learning with **Bright Kids Pupil's Book** will love the communicative practice and comprehension; it will encourage them to speak and ask questions about the pictures in the book and will spark their curiosity. Level 1 comprises 8 thematic units while level 2 comprises 9. There are twelve lessons in every unit; the lessons planner will tell the teacher exactly what she should be doing in this lesson. The 12 lessons are carefully designed to allow adequate time for the teacher and her pupils to repeat and use the taught language.

Every unit starts with a **theme** that introduces the new vocabulary and the new grammar. It is introduced by the “**Listen, point and repeat**” instructional sentence. That instructional sentence tells the teacher and pupil what they need to do to master the language. Pupils listen to the model given by the teacher; they point to the picture, letter or word and repeats it several times until they master it.

This activity guarantees the oral mastery of the new language items. It is sometimes followed by an “**Ask and answer**” activity to help learners practice the new grammar items in a form of asking and answering questions orally. A song related to the theme of the unit, a chant or a story comes next to reinforce the target language.

In **Bright Kids 1** the letters are introduced in alphabetical order, while in **Bright Kids 2** the vowels **a, e, i, o, u** are introduced first then the consonants so that pupils can start blending right from the very first lessons.

Letters are shown in upper and lower case in both pupil's and activity books but the upper case is only for recognition and association with the lower case. The lower case is mainly stressed and used in reading and writing in **Bright Kids**; pictures and words that represent the letter sound are introduced and practised orally and used for reading and writing in both pupil's book as well as in the activity book.

In **Bright Kids 2**, phonics practice is available in almost every unit to support blending and reading. Short vowel and long vowel sounds practice , **sh**, **ch**, **th** and some diphthongs are also taught in book 2 to allow good and strong understanding of phonology and reading in English.

Numeration is stressed in **Bright Kids**. There are two lessons in two units to teach the numbers. In Book 1, pupils learn saying the numbers and counting from 1 - 10, numbers 1-5 are introduced in unit 4; numbers 6-10 are introduces in unit 6. In Book 2, pupils learn saying the numbers and counting from 1 – 20. Two numbers are introduced in every unit. Half the way through the book and specifically in unit 11, addition and subtraction are introduced within 10. The addition and subtraction are taught, practised and developed in level 2 only. Numeracy activities illustrations are there in a manner that will help young learners perceive Math concepts and be able to count, add and subtract easily. In **Bright Kid** stories are relevant to students, age appropriate and up to their level of comprehension. Most of the stories in the book include the target vocabulary and structure with some new words and structure that are there for recognition and for understanding and speaking the language. Stories are taught through audio-visual aids, colorful pictures and flashcards. The storyline is meaningful (something happens!) and simple (not complex). There are three stories in book 1 and 5 stories in book 2.

Bright Kids Activity Book

In **Bright Kids Activity Book**, the language is practised again. The activities are easy and simple for pupils to do; they vary in the activity book and are age appropriate. Pupils are asked to match, colour, and circle or tick the right answer. Pupils have the chance to trace and write the letters again, which reinforces the writing skill and allows revision of the learnt letter.

Teacher's Guide

The teacher's guide is the key to all other components in this course. The book takes you through the basic methodologies of ESL teaching and theories of learning, giving you advice and suggestions along the way right from setting outcomes, planning lessons and executing successful language and curriculum goals to achieving and fulfilling your and the students' aspiration. It will take you through key aspects of ESL theory such as sociolinguistics, psycholinguistics and up-to-date beginners' language teaching and learning methods. It will help you to understand what to expect from your little learners

of a foreign language learning a new language for the first time in their lives and how to assess their learning and progress.

You will find guidance and systematic lesson plans for each activity presented in this course. You will also find:

- Introduction: It includes the course components, description of the course, special features of Bright Kids course and some general methods and techniques the teacher will need for teaching children in general and to teach this course in particular.
- There is also some general theoretical and practical background that is related to teaching ESL in early stages and what proved to work well for kindergarten level.
- Lessons planners: There are 8 lessons planners in book 1 and 9 lessons planners in book 2. Each unit takes 12 lessons to cover. In each unit, there are 5 or 6 sessions for the Pupil's book and another 3 or 4 sessions (*depending on the type of activities and amount of language*) for the activity book to practice what the children learnt. These sessions should follow each other to get the benefit of practicing and matching the material that the teacher present in the pupil's book session with it while it's still fresh in the pupils' minds, this will lead to more **retention** and **effective** and **lasting acquisition**. Details of what to teach in each session and how to teach are also available for the teacher. Outcomes are defined and a systematic explanation to deliver a well-organized and informing lesson is there, too.

Details of lessons: Each lesson is explained in details to help the teacher deliver her lesson in the best way possible, but the doors are always open for the teacher to create her model; what is important for the teacher when she creates and uses different methods and techniques is:

- *use techniques that work in your classroom and for your students.*
- *use what is effective, time and efforts saving.*
- *keep it at the level of the students.*

Methods and techniques

Teaching Listening and Speaking in Bright Kids

Giving students opportunities to hear native English speakers speak while they look at and point to posters, flashcards, prompts in the book, or actual objects will help them develop good natural comprehension and wider vocabulary and linguistic base. From the very first lesson, students will be exposed to English listening. Even by itself, listening has become a highly fundamental talent.

Learning happens when you **listen** and **use** the language (**Listen** and **speak**). For this reason, it plays a big role in the **Bright Kids** course. Children will hear discussions, dialogues, music, chants, and stories and repeat the lines. To make listening and

speaking engaging and assisting to comprehension, use the interactive board, posters, flashcards, and images in the pupil's books and activity books all together in discussions and in asking and answering questions. The **Listen, Point, and Repeat** and the **Ask and answer** (in book 2) activities are a good way to practice this kind of listening and speaking.

Teaching Reading in Bright Kids

Children's reading development is dependent on their understanding of the alphabetic principle — the idea that letters and letter patterns represent the sounds of spoken language. Learning that there are predictable relationships between sounds and letters allows children to apply these relationships to both familiar and unfamiliar words, and to begin to read with fluency. Six Phonics instruction helps children learn the relationships between the letters of written language and the sounds of spoken language. Children are taught, for example, that the letter n represents the sound /n/, and that it is the first letter in words such as nose, neck and nurse

Understanding the alphabetic principle—the notion that letters and letter patterns replicate the sounds of spoken language—is essential for children's reading development. Children can apply these patterns to both known and unknown words and start reading fluently after they learn that there are predictable correlations between sounds and letters. Children learn the connections between the sounds of spoken language and the written letters through **Phonics** training. Children are taught, for instance, that letter **Ss** stands for the sound /s/ and that words like **sun** and **star** begin with this letter.

Teaching Phonics

Your students' reading adventure begins with learning the short vowel sounds. In Bright Kids 1, children will learn initial sounds, some sight-words and CVC words. In Bright Kids 2, Children will learn short and long vowels, more sight-words and word families. You can find lists of short and long vowel words, CVC words and sight-words for each level in the Appendix.

Here are six tips for teaching the short vowels to your beginning reader that will help you keep the excitement in reading.

1. Make reading enjoyable.

No matter what curriculum or method you use to teach your child to read, keep learning as much fun as possible. When learning is fun, your youngsters will pick up reading. There may be days when you feel helpless and frustrated. You could be concerned that your students are "behind" in reading and wonder why they are simply, not understanding it. You might also wonder if it is your fault. Learn how to, quickly and simply, clear unwanted ideas away.

A child who learns to read by the age of five but detests it will not fare any better academically than a youngster who learns to read by the age of six or seven and enjoys it. You will be bestowing a gift on your child if you can make them love reading, and this is truly a gain.

2. Focus on the short vowels and a few consonants at the beginning.

Before beginning to read simple CVC (consonant vowel consonant) words, your youngster does not need to be familiar with all the letter sounds. After teaching them the short vowels, start by teaching them a few consonants like **s**, **t**, **p**, **c** and **n** (*Bright Kids 2*). They will have the resources necessary to read their first words if they first concentrate on short vowels. Nothing can compare to the drive of your experience after reading "**d-o-g**" for the first time. Your youngster can begin reading new words as soon as they are familiar with the short vowels by mastering one consonant at a time. If they can read "**dog**," for instance, you may teach them the **/l/** sound, and they will then be able to read "**log**." The first step is to help your child develop confidence.

3. Use different strategies to create letter-sound correspondence in various ways.

When working with the short vowels, adopt several strategies. In *Bright kids 1*, we teach the alphabet in order of A, B, C. Few consonants first with the vowels in order, too. But the teacher can follow a plan to teach words that will help the child in reading faster by putting vowels with consonants in the order they come in the book and make more CVC words "**cat**" , "**mat**" and "**rat**"; this will also give more practice and variety. Some suggestions are available in the teacher's guide in the Appendix. In *Bright Kids 2*, we attempted to introduce the vowel sounds first, and then the consonants come afterwards. This strategy is excellent, but you should also employ other ways to "connect the dots." Teaching the children all the short vowels instead first "**Which letter makes the /uh/ sound?**" and having them pronounce the sounds of the letters they are familiar with.

Play games like **robot factory** – have your child "feed" you a letter and you (the robot) say the sound. You can use the short vowel flashcards (*a printable pack ordered with the books or on the interactive screen*) for this game. Let your child say it with you or him or her say the sound as well with you.

Use a variety of games and movement. Spread out short vowel cards on the floor and have your child run to them, toss a beanbag onto them, or smack them with a fly swatter. Mix up your approach so that sometimes you say the sound and your child smacks the correct letter while other times your child smacks a letter and you say the sound. Other times say short **/i/** and have your child run to the short **/i/** and say the sound. Alternatively, say "**igloo**" or "**insect**" and have them find the vowel the word starts with. *Before your child is proficient, use approaches that **do not** include the quiz*

method. Say the sounds together in a funny voice. Say them quietly. Say them loud. Say a sound and then spin around once or do a victory dance. Add variety, keep the fun, and your child will love reading!

4. Reading comes before writing.

Focusing on writing letters involves additional skills that are developed at very different ages for each child. Learning to hold a pencil, translating a letter they see to how the letter is written on a page and staying inside lines can sometimes add stress to the reading process that is unnecessary at an early age.

5. Keep your lessons short and purposeful.

The development of the learners varies day to day. There are often many factors involved in how well they are doing in school that day. They are learning and growing emotionally, mentally, and physically on daily basis. The success in their learning is not determined by how many letter sounds they learned that day or how many worksheets they completed, but on the overall learning progress, they made over a month or even over a complete semester. You may get seemingly nothing done in school one day but kids show other successes that are not so easily measured.

So keep your reading lessons short and follow your child's cues. Create a positive feeling about learning letters. All the positive associations you make with letters will go a long way when they begin reading.

If your child is having a difficulty in learning short vowels and you still have other activities to try today, skip them and stick to the game. If that is all you do that day, give yourself a pat on the back. Behind the smiles on the learners' faces, there are connections being made in their brains that you may not even realize are happening.

6. Use songs and chants to help your child learn the sounds

Browse through on YouTube for short vowel songs. Pick one you like and play it or sing it with your students daily. Try to pick just one song so you and your students can master it and practice it whenever or wherever you want.

The order of introducing the letters:

In **Bright Kids 1**, we introduce the letters in alphabetical order to allow the total beginners to memorise the letters name and sounds in order. Short vowels are stressed in book one and more short vowel lists of words to practice are available in the appendix of book 1.

In Bright Kids 2, we start with the basic short vowel sounds **a, e, i, o, u** in the starter unit. Later, and starting from unit 1, the consonants come in this order: **s t p n c k h r m d g l f b j z w v y x q**. In level two of Bright Kids, the teacher will teach long vowels in the book: **ai, oa, ie, ee, oo, ng, ou, oi, ue, ar, er** words and some diagraphs like **ch, sh, th** words. More practice is available in the appendix of book 2.

Writing in Bright Kids 1 & 2

Bright Kids course provides sufficient writing practice in both the pupil's book and the activity book.

The course enhances students' ability to gain good penmanship, good spelling (Book 2), handwriting skills and punctuation skills. The child learns how to form letters and how to master a left-right orientation. The technique is teaching the child to:

- Hold the pencil well and sit properly to write.
- Show letter formation. Imitate the teacher's way in forming the letters.
- Write on a four-line- grid.
- Move gradually from left-to-right practice, to tracing then to writing alone. - Practice all the time.
- Show them a model to copy.
- Make it fun and motivating like playing while writing.
- The teacher can provide more writing practice worksheets to meet students' different needs and abilities.

Vocabulary: Teaching new words in Bright Kids

Learning new English words is an ongoing process that can take years. With beginners, we start simple with the basics: colors, numbers, shapes, household items and rooms, weather words, food, family members and animals. Each lesson you teach will include some key words and the students need to be exposed to new English words in every single class. Learning vocabulary is the first step toward English fluency. The teacher will find the vocabulary easy to teach and easy for the students to learn. Some words are there only for understanding and enrichment. The number of vocabulary introduced depends on the level of the class, the teacher can always choose what suits her class but keep assessing understanding of what has been taught to get some feedback on how the students are progressing.

How can you help your ESL kids remember new vocabulary?

The technique is simple and useful:

- Always teach vocabulary in context.
- Use the right timing for repetition.
- Vary your drilling techniques.

Ways to teach vocabulary and foster retention:

- Label everything in your classroom.
- Speak to your students with rich vocabulary.
- Pre-teach key vocabulary before you start the theme.

- Use new vocabulary in everyday activities.
- Use new words in many examples.
- Use real objects, authentic pictures and flashcards.
- Play vocabulary games.
- Sing songs that include the new words.
- Create stories that incorporate the new words.

Practising Vocabulary Games:

Over 100 word games are available to help learners learn and practise the new vocabulary. Using flashcards is also a great way to present and practise vocabulary.

- Introduce each word with a flashcard.
- Ask your learners to respond non-verbally to the flashcards through actions. For example, can they move like tigers or elephants?
- Place the flashcards around the room, on the wall, door, window, chairs or floor. Ask your learners to point to the correct flashcard when they hear it.
- Depending on the size of the class, learners could run to the correct part of the room or stand next to the correct card.
- Give each of your students a set of flashcards and ask them to show you the correct card when they hear the item, for example, you could say, 'Show me the giraffe!', 'Hands up if you've got the jellyfish!', or 'Point to the penguin!' This activity works very well in teams – give each team an equal number of flashcards, and the first team to show you the correct item scores one point!
- Choral drill the vocabulary on the flashcards, as a whole class, teams or small groups in turn. This can be great fun when drilled in different ways: say the words slowly, happily, angrily, loudly, quietly or like an elephant, for example!
- Place five or six flashcards in a line on the board. Drill each item and remove the last card. Drill again, up to and including the missing item. Remove another card. Continue until all the flashcards have been all removed and your learners can remember all the missing items!
- To keep the students on their toes you could 'flash' the flashcards fast, upside down or back-to-front (just so they can see the outline of the picture or word through the paper) and ask them to identify the item. Alternatively, you could cover the flashcard with another piece of paper and slowly reveal the picture or the letters of the word.
- Colour code or number your flashcards. Once you have shown your learners both the picture and its corresponding colour or number, place the cards face up on the board or a table. Now ask, ***"What colour/number is the/this ____?"*** Next, place the cards face down and ask, ***'What's red/blue/green?'*** or ***'What's number 1/2/3?'***

- Ask your students if they like the items on the flashcards. They can respond by putting up their left hand for yes, their right for no. Alternatively, they could shout 'Hurray!' or 'Boo!', then finally 'Yes, I do!' and 'No, I don't!'
- Use the flashcards word side to **sight-read** the new words. They will need to repeat after your model many times and keep flashing the cards of words until they master reading the key words. You will need to make sure to sight-read the new words and the taught words within a reasonable, normal speed.
- **Recycling:** Revision of the target language taught on the previous day is necessary at the beginning of every new lesson. Keep reviewing the new vocabulary all through the unit lessons; do not expect the children to remember all the words all the time if you do not keep recycling them.
- Read the wall activity will help learners remember; keep the words as constant aids and track the learners' progress of how many words they can remember as they move on from one unit to another.

Songs and chants

There are new songs and chants in Bright Kids 1 & 2. We use songs and chants to practise the target language in a fun way. Kids enjoy learning when they are singing and chanting. In Bright Kids 1 the teacher needs to chant the vocabulary herself in a rhythmic manner. She can clap during chanting. In Bright Kids 2, the chants are clear in the book in some units, but still the teacher needs to chant the target language with the rest of the units.

Teaching Grammar in Bright Kids

The types of tasks we choose for our young learners: In general, we might argue that activities should be meaning driven, with a secondary focus on form.

- We encourage a focus on grammar forms by emphasizing repetition
- Tasks should be age appropriate
- Tasks should mirror what our learners might need to do/say/use in their daily lives
- That the tasks are pleasurable and difficult, related to cognitive development of the learners.

Keep in mind that not everything that works for high students will necessarily work for children. This implies that the usual practice exercises that you might have utilized successfully might have limited use for your young learners.

In **Bright Kids** 1 and 2, grammar is taught *orally*. Formal grammar teaching or written practice with formal grammar is never seen in **Bright Kids**. The cause of this is that young children are not really prepared to comprehend grammatical principles deeply at this age. In **Bright Kids**, we simply set up situations where kids can use the target forms,

just as if they would in a context where they would naturally pick them up without formal instruction; students will pick up grammar naturally (Krashen, 1988). The teacher only needs to emphasize the usage of the new language forms in aural-oral education and ensure that the students are accurately and fluently producing the new language patterns. Therefore, the teacher is entitled to use the language and repeat the new forms several times with the children until they are familiar with the new patterns and are able to use them on their own. All the teacher needs to do is to stress the use of the new language forms in aural-oral instruction and make sure that the children are producing the new language patterns accurately and fluently.

- Watching Videos to support learning
- We are all aware of how easily young learners may become hypnotized in front of a screen, therefore video is a simple approach to interest and teach them. It is simple to mistake their apathetic stillness for concentration when, in fact, little learning is truly happening. However, there is a variety of successful uses for video. We will look at how to choose acceptable video content and create efficient exercises in this post to present, review, or expose young learners to English in an engaging manner.
- Choosing appropriate video
- The right video clip can inspire students, give context for a wide range of languages, and introduce elements from the outside world to the classroom. Although there is an ocean of free video available online nowadays, choosing the right content is simpler if you know what to look for.
- Video is a storytelling medium. Therefore, the key is to utilize criteria similar to those used to select a good tale to read aloud while looking for appropriate video content to use with your learners.
- Some tips on what to look for:
- Choose a clip or select a part of a clip that is appropriate for the attention span of young learners. Remember that listening to a video in a foreign language requires a high level of attention, and the younger the learner, the shorter this is.
- Look for topics that easy and simple. Make sure to choose ones with content that can connect with not just their language level but also their interests, motivations and world knowledge.
- A good video has visually appealing images that support the meaning of that story and understandable to kids.
- Make sure you have the right balance between cognitive and linguistic challenge. Concepts that are beyond the current level of a child's knowledge can be challenging for them even in their first language.

- Video can provide context, so look out for content that connects to the topics or lexis that they are studying in class.
- Remember that it is much easier to find a great video clip and then define appropriate objectives than the other way around. Always keep your eyes out for good materials and you will soon build up a bank of great video resources that you can draw from when needed.

Best way to use a video

How to maximise the benefits of using video with young learners:

- Do not let the video do what you can do better. Video is there to enhance your lesson, not teach it for you!
- Watch the video yourself first, more than once, so you become familiar with the narrative, the language used and can predict any problems your learners might have in understanding it. Think of the kind of support you will need to provide.
- Make video active by planning tasks and questions for before, during and after the video.

Bright Kids Project Work

Long-term active learning is facilitated through **project-based learning** (PBL), which helps students make stronger connections between ideas they use in real-world situations. Project based learning (PBL) promotes students' use of metacognitive abilities to generate, monitor, and carry out their designs by using plans.

Project work in *Bright Kids*: Children are curious learners and enjoy hands-on activities, even very young children will benefit from working together on a Project Plan. Working on projects is an authentic learning experience in which your students work on producing something related to the theme they learned and that relates to the real world.

There are nice and easy projects in ***Bright Kids*** Activity Book 1, these hands-on-activities correspond with the fact that kids learn better if they are involved or actually doing a particular thing, rather than just talking about it or getting someone else to do it.

In book 1, there are 5 projects; they are introduced in the activity book, in book 2 the projects are introduced in the teacher's guide with explanations of what to do instructions for the teacher. The projects are easy and age-appropriate and can be delivered in one period lesson when the teacher prepares all the material before the class.

The projects in ***Bright Kids 2*** are in the teacher's guide (Appendix) not in the pupil's book or the activity book, so it is up to the teacher to choose from the 5 suggested projects or just check links online for more related topics and use what is more appropriate for her students.

Assessment

Ref: <http://oafccd.com/documents/timiskaming/npscdsbKindergartenAssessment.pdf>

Children's early learning experiences have a profound effect on their development. In Kindergarten, children's receptivity to new influences and capacity to learn are at their peak. During this period, they acquire a variety of important skills, knowledge, and attitudes that will affect their ability to learn, their personal development, their relationship with others, and their future participation in society.

Effective Assessment

The assessment and evaluation of children's learning intend to inform and improve student learning and to ensure effective programming. A thorough understanding of student learning requires three components: **assessment**, **evaluation** and **reporting**.

Assessment is... the gathering, recording and analysis of data about the student's progress and achievements.

Evaluation is... the making of judgments and decisions based on the interpretation of accumulated data.

Reporting is... the sharing of clear, accurate and timely information with parents/guardians, students and educators.

Throughout the teaching-learning cycle, assessment, evaluation, and reporting are procedures to gather precise, timely information on student progress and performance. They allow educators to assess the effectiveness of various techniques and whether programming needs to be changed to help kids accomplish their goals and how well it is working.

Based on these guidelines and objectives, teachers create and put into practice a variety of instructional strategies that cater to the requirements, talents, and learning preferences of the students. Teachers continuously assess their students' accomplishments and progress using a range of effective techniques. This assessment information help educators to collect and analyze to determine students' needs, set goals and develop plans to improve student learning.

Effective assessment, as outlined in the NPSCDSB

Assessment policy is:

- respectful of the self-worth of each student
- on-going and continuous < part of the teaching-learning cycle
- diagnostic, summative and formative
- reflective of both process and product
- appropriate

- bias-free
- varied

Communicated regularly to students and parents/guardians

Teachers in kindergarten must evaluate students' progress in each of the five learning domains listed in The Kindergarten Program. As they develop and learn, young children go through a number of stages. Kindergarten teachers must take each child's spiritual, cognitive, physical, emotional, and social growth into account.

Assessment is an integral component of teaching and is required in order to:

- determine the student's strengths, needs and interests
- monitor student growth over time
- determine how a student solves problems
- celebrate learning and achievements
- diagnose exceptionalities
- identify and document achievement of curriculum expectations
- provide information to parents/guardians, support staff and other teachers
- evaluate curriculum and methodology
- enhance teaching

Authentic assessment is continuous, in that it includes:

- observing
- interacting
- determining appropriate expectations
- planning
- focused teaching
- choosing suitable materials
- providing appropriate learning experiences
- evaluating and observing again

Lessons Planners

Starter Unit

Hello!

Pupil's Book Session pages 6 – 11

Activity Book Session pages 3 - 4

New Words	The characters in the book and their names: Sara, Noor, Omar, Karam Numbers: 1-10 in sequence (<i>Just saying them in sequence</i>) Songs: <i>The Alphabet Song & the numbers song</i>
Grammar	"Hello! I'm (name)." "Good bye." Part of everyday Language: "How are you?" "Fine, thank you."
Letter Sounds & Words	The letters (name and sound) of the alphabet of English, Aa-Zz in order, upper and lower case (<i>The upper case is for recognition only</i>) and a word example for each letter sound
Language Functions	Greeting and saying

Lesson	Sessions	Content & pages	Pages
Lesson 1	Introductory Session 1	Greeting & Introducing self	-
Lesson 2	Introductory Session 2	Revision and practice of session 1	-
Lesson 3	Pupil's Book Session	Introducing vocabulary and grammar	6 - 7
Lesson 4	Pupil's Book Session	Practising new vocabulary and grammar	6 - 7
Lesson 5	Pupil's Book Session	Reading new vocabulary and grammar	6 - 7
Lesson 6	Activity Book Session	Trace.	3
Lesson 7	Activity Book Session	Match.	4
Lesson 8	Activity Session	You Tube Video	-
Lesson 9	Pupil's Book Session	Introducing and practising the alphabet song	8 - 9
Lesson 10	Activity Book Session	Teaching kids to write their names	-
Lesson 11	Pupil's Book Session	Introducing and practising the numbers song	10 - 11
Lesson 12	Activity Book Session	Art Work: <i>Make stick pictures</i>	-

Unit 1

Colours

Pupil's Book Session pages 12 – 19

Activity Book Session pages 5 - 11

New Words	Colour words: red, blue, yellow, green and orange Song words: <i>bed, book, eyes, dress, bag, hat, shoe, heart, pink, purple, black and white</i>
Grammar	"What colour is this?" "(Colour word)."
Letter Sounds & Words	(Aa : apple , alligator , arm), (Bb : bee , bed , ball), (Cc : corn , cake , cow)
Language Functions	Asking and answering about the colour of things

Unit 1	Sessions	Content Colours	Pages
Lesson			
Lesson 1	Pupil's Book Session	Introducing colours	12
Lesson 2	Pupil's Book Session	Introducing and practising the colours song	13
Lesson 3	Activity Book Session	Colour.	5
Lesson 4	Pupil's Book Session	Introducing letter Aa sound / a /	14
Lesson 5	Pupil's Book Session	Practising letter Aa sound / a /	15
Lesson 6	Activity Book Session	Practise writing letter Aa	6 - 7
Lesson 7	Pupil's Book Session	Introducing letter Bb sound / b /	16
Lesson 8	Pupil's Book Session	Practising letter Bb sound / b /	17
Lesson 9	Pupil's Book Session	Practise writing letter Bb	8 - 9
Lesson 10	Pupil's Book Session	Introducing letter Cc sound / c /	18
Lesson 11	Pupil's Book Session	Practising letter Cc sound / c /	19
Lesson 12	Pupil's Book Session	Practise writing letter Cc	10 - 11

Unit 2

Shapes

Pupil's Book pages 20-29

Activity Book pages 12 - 19

New Words	Shape words: <i>square, circle, triangle, rectangle, star, and heart</i> Song words: <i>home, school, street and pool</i> Story words: <i>friends, house, toys, and clothes, The characters in the book</i> Numbers: 1-10 in sequence (<i>Just saying them in sequence</i>) Song: The Shapes Song Story: Tinkle's New House Story
Grammar	"What shape is this?" "It is a (circle)."
Letter Sounds & Words	(Dd: <i>drum, duck, dinosaur</i>), (Ee: <i>elephant, egg, elbow</i>) and (Ff: <i>fox, farm, flower</i>) (<i>The upper case is for recognition only</i>)
Language Functions	Asking & Answering about shapes

Unit 2	Sessions	Content Shapes	Pages
Lessons			
Lesson 1	Pupil's Book Session	Introducing shapes: Vocabulary & Grammar	20
Lesson 2	Pupil's Book Session	Introducing and practising Shapes, Shapes Song	21
Lesson 3	Activity Book Session	Colour.	12
Lesson 4	Activity Book Session	Project Work	13
Lesson 5	Pupil's Book Session	Introducing the story	22 - 23
Lesson 6	Pupil's Book Session	Practise telling the story	22- 23
Lesson 7	Pupil's Book Session	Introducing and practising letter Dd sound / d /	24 - 25
Lesson 8	Activity Book Session	Writing letter Dd	14 - 15
Lesson 9	Pupil's Book Session	Introducing and practising letter Ee sound / e /	26 - 27
Lesson 10	Activity Book Session	Writing letter Ee	16 - 17
Lesson 11	Pupil's Book Session	Introducing and practising letter Ff sound / f /	28 - 29
Lesson 12	Pupil's Book Session	Writing letter Ff	18 - 19

Unit 3

My Family

Pupil's Book Session pages 30 – 39

Activity Book Session pages 20 - 27

New Words	Family words: <i>father, mother, grandmother, grandfather, sister, brother, me</i> Story words: <i>Geese, good morning, little, goslings, market, chocolate, candy, cookies, stop shouting, stop fighting and sorry</i> Story: The Geese Family
Grammar	"Who is this?" "This is my (Father)."
Letter Sounds & Words	(Gg : gift, girl, grapes), (Hh : hat, hand, hen), (li : ink, igloo, insect) (The upper case is for recognition only.)
Language Functions	Talking about family

Unit 3	Sessions	Content My Family	Pages
Lesson			
Lesson 1	Pupil's Book Session	Introducing vocabulary & grammar	30
Lesson 2	Pupil's Book Session	Practising new vocabulary & grammar	31
Lesson 3	Activity Book Session	Game	20
Lesson 4	Activity Book Session	Project	21
Lesson 5	Pupil's Book Session	Introducing the story	32 - 33
Lesson 6	Pupil's Book Session	Practising telling the story	32- 33
Lesson 7	Pupil's Book Session	Introducing and practising letter Gg sound /g/	34 - 35
Lesson 8	Activity Book Session	Writing letter Gg	22 - 23
Lesson 9	Pupil's Book Session	Introducing and practising letter Hh sound /h/	36 - 37
Lesson 10	Activity Book Session	Writing letter Hh	24 - 25
Lesson 11	Pupil's Book Session	Introducing and practising letter li sound /l/	38 - 39
Lesson 12	Activity Book Session	Writing letter li	26 - 27

Unit 4

Numbers 1-5

Pupil's Book Session pages 40 – 47

Activity Book Session pages 28 - 35

New Words	Numbers and Number words: 1 one, 2 two, 3 three, 4 four, 5 five Songs: Numbers 1- 5 Song words: birds, tree, milk, chocolate, chicks
Grammar	Counting: Count from 1 - 5 "How many (birds) in the tree?" "Three." "How many (chicks)?"
Letter Sounds & Words	(Jj: juice, jar, jacket), (Kk: kite, kettle, koala), (Ll: lollipop, lemon, lamb) (The upper case is for recognition only.)
Language Functions	Counting items 1 - 5

Unit 4	Sessions	Content Numbers 1 - 5	Pages
Lesson			
Lesson 1	Pupil's Book Session	Introducing numbers 1-5	40
Lesson 2	Pupil's Book Session	Practising numbers 1-5 & the numbers song	40
Lesson 3	Pupil's Book Session	Trace and write	41
Lesson 4	Activity Book Session	Trace and write	28
Lesson 5	Activity Book Session	Count and circle	29
Lesson 6	Activity Session	Number Hunt	
Lesson 7	Pupil's Book Session	Introducing and practising letter Jj sound /j/	42 - 43
Lesson 8	Activity Book Session	Writing letter Jj	30 - 31
Lesson 9	Pupil's Book Session	Introducing and practising letter Kk sound /k/	44 - 45
Lesson 10	Activity Book Session	Writing letter Kk	32 - 33
Lesson 11	Pupil's Book Session	Introducing and practising letter Ll sound /l/	46 - 47
Lesson 12	Activity Book Session	Writing letter Ll	34 - 35

Unit 5

My Body

Pupil's Book Session pages 48 – 55

Activity Book Session pages 36 - 43

New Words	Body words: <i>head, ear, eye, nose, shoulder, mouth, arm, knee, hand, toes</i> Song: My Body Song
Grammar	"What is this?" "(Arm)."
Letter Sounds & Words	(Mm: <i>moon, mango, mask</i>), (Nn: <i>nut, neck, net</i>), (Oo: <i>ox, oil, oval</i>) (The upper case is for recognition only.)
Language Functions	Talking about the body parts

Unit 5	Sessions	Content My Body	Pages
Lesson			
Lesson 1	Pupil's Book Session	Introducing vocabulary & grammar	48
Lesson 2	Pupil's Book Session	Practise new vocabulary and grammar	48
Lesson 3	Pupil's Book Session	Introducing and practising the My Body Song	49
Lesson 4	Activity Book Session	Find the words.	36
Lesson 5	Activity Book Session	Project	37
Lesson 6	Activity Session	Game	
Lesson 7	Pupil's Book Session	Introducing and practising letter Mm sound / m /	50 - 51
Lesson 8	Activity Book Session	Writing letter Mm	38 - 39
Lesson 9	Pupil's Book Session	Introducing and practising letter Nn sound / n /	52 - 53
Lesson 10	Activity Book Session	Writing letter Nn	40 - 41
Lesson 11	Pupil's Book Session	Introducing and practising letter Oo sound / o /	54 - 55
Lesson 12	Activity Book Session	Writing letter Oo	42 - 43

Unit 6

Numbers 6 - 10

Pupil's Book Session pages 56 – 63

Activity Book Session pages 44 - 51

Numbers 6 – 10

New Words	Numbers and number words: 6 six, 7 seven, 8 eight, 9 nine, 10 ten Words: drums, eggs, dinosaurs, ducks, elephants Song: Numbers Song
Grammar	"How many (picture)?" "(6)." "Count items."
Letter Sounds & Words	(Pp: plum, parrot, pillow), (Qq: queen, question mark, quail), (Rr: robot, rooster, rain) (The upper case is for recognition only.)
Language Functions	Counting from 1 – 10

Unit 6	Sessions	Content Numbers 6 - 10	Pages
Lesson			
Lesson 1	Pupil's Book Session	Introducing numbers 6 - 10	56
Lesson 2	Pupil's Book Session	Practising numbers 6 - 10	56
Lesson 3	Pupil's Book Session	Trace and write.	57
Lesson 4	Activity Book Session	Trace and write.	44
Lesson 5	Activity Book Session	Count and write.	45
Lesson 6	Activity Session	Game	-
Lesson 7	Pupil's Book Session	Introducing and practising letter Pp sound /p/	58 - 59
Lesson 8	Activity Book Session	Writing letter PP	46 - 47
Lesson 9	Pupil's Book Session	Introducing and practising letter Qq sound /q/	60 - 61
Lesson 10	Activity Book Session	Writing letter Qq	48 - 49
Lesson 11	Pupil's Book Session	Introducing and practising letter Rr sound /r/	62 - 63
Lesson 12	Activity Book Session	Writing letter Rr	50 - 51

Unit 7

Our Favourite Animals

Pupil's Book Pages 64 - 73

Activity Book Pages 52 - 61

New Words	Animal words: <i>bird, elephant, monkey, sheep, horse, hen, frog, rooster, duck, giraffe</i> Song words: <i>cat, dog, cow</i> Song: Animals Song
Grammar	"What is this?" "A bird." "An elephant."
Letter Sounds & Words	(Ss: <i>scissors, sandwich, socks</i>), (Tt: <i>turtle, table, tent</i>), (Uu: <i>umbrella, under, umpire</i>), (Vv: <i>violin, vest, vacuum</i>) (The upper case is for recognition only.)
Language Functions	Talking about different animals

Unit 7	Sessions	Content Our Favourite Animals	Pages
Lesson			
Lesson 1	Pupil's Book Session	Introducing and practising vocabulary & grammar	64
Lesson 2	Pupil's Book Session	Introducing and practising the Animals Song	65
Lesson 3	Activity Book Session	Play the game	52
Lesson 4	Activity Book Session	Project	53
Lesson 5	Activity Book Session	Introducing and practising letter Ss sound /s/	66 - 67
Lesson 6	Activity Book Session	Writing letter Ss	54 - 55
Lesson 7	Pupil's Book Session	Introducing and practising letter Tt sound /t/	68 - 69
Lesson 8	Activity Book Session	Writing letter Tt	56 - 57
Lesson 9	Pupil's Book Session	Introducing and practising letter Uu sound /u/	70 - 71
Lesson 10	Activity Book Session	Writing letter Uu	58 - 59
Lesson 11	Pupil's Book Session	Introducing and practising letter Vv sound /v/	72 - 73
Lesson 12	Activity Book Session	Writing letter Vv	60 - 61

Unit 8

My Clothes

Pupil's Book pages 74 – 87

Activity Book pages 62 - 72

New Words	Clothes words: <i>socks, skirt, hat, dress, shirt, jeans, jacket, shorts, shoes</i> Story words: <i>birthday, party, beautiful, thank you, wear</i> Story: Noor's Birthday
Grammar	"What is this?" "A jacket." "What are these?" "Socks."
Letter Sounds & Words	(Ww: <i>watermelon, wings, wheel</i>), (Xx: <i>x-ray, mix, six</i>), (Yy: <i>yarn, yam, yacht</i>), (Zz: <i>zebra, zipper, zigzag</i>) (The upper case is for recognition only)
Language Functions	Talking about what to wear

8	Sessions	Content My Clothes	Pages
Lesson			
Lesson 1	Pupil's Book Session	Introducing and practising vocabulary & grammar	74
Lesson 2	Pupil's Book Session	Match	75
Lesson 3	Activity Book Session	Find the words + Project	76 - 77
Lesson 4	Pupil's Book Session	Introducing and practising the story	62 - 63
Lesson 5	Pupil's Book Session	Introducing and practising letter Ww sound /w/	78 - 79
Lesson 6	Activity Book Session	Practise writing letter Ww	64 - 65
Lesson 7	Pupil's Book Session	Introducing and practising letter Xx sound /x/	80 - 81
Lesson 8	Activity Book Session	Practise writing letter Xx	66 - 67
Lesson 9	Pupil's Book Session	Introducing and practising letter Yy sound /y/	82 - 83
Lesson 10	Activity Book Session	Practise writing letter Yy	68 - 69
Lesson 11	Pupil's Book Session	Introducing and practising letter Zz sound /z/	84 - 85
Lesson 12	Activity Book Session	Practise writing letter Zz	70 - 71

Units and lessons

Starter Unit

Hello!

Pupil's Book Session pages 6 – 11

Activity Book Session pages 3 - 4

New Words	The characters in the book and their names: Sara, Noor, Omar, Karam Numbers: 1-10 in sequence (<i>Just saying them in sequence</i>) Songs: <i>The Alphabet Song & the numbers song</i>
Grammar	"Hello! I'm (name)." "Good bye." Part of everyday Language: "How are you?" "Fine, thank you."
Letter Sounds & Words	The letters (name and sound) of the alphabet of English, Aa-Zz in order, upper and lower case (<i>The upper case is for recognition only</i>) and a word example for each letter sound
Language Functions	Greeting and saying

Outcomes

By the end of the starter unit, students should be able to:

- Introduce themselves and greet one another: "Hello!" "I'm (name)".
- Match and sound out the letters Aa-Zz with one picture example.
- Sing all letters' names and sounds with a word example, song (Aa-Zz).
- Sing along the "Numbers song" and the "Alphabet Song".
- Say the numbers orally from 1-10 in sequence.

Lesson	Sessions	Content & pages	Pages
Lesson 1	Introductory Session 1	Greeting & Introducing self	-
Lesson 2	Introductory Session 2	Revision and practice of session 1	-
Lesson 3	Pupil's Book Session	Introducing vocabulary and grammar	6 - 7
Lesson 4	Pupil's Book Session	Practising new vocabulary and grammar	6 - 7
Lesson 5	Pupil's Book Session	Reading new vocabulary and grammar	6 - 7
Lesson 6	Activity Book Session	Trace.	3
Lesson 7	Activity Book Session	Match.	4
Lesson 8	Activity Session	You Tube Video	-
Lesson 9	Pupil's Book Session	Introducing and practising the alphabet song	8 - 9
Lesson 10	Activity Book Session	Teaching kids to write their names	-
Lesson 11	Pupil's Book Session	Introducing and practising the numbers song	10 - 11
Lesson 12	Activity Book Session	Art Work: <i>Make stick pictures</i>	-

Lesson 1

Introductory Session 1

Greetings and introducing oneself

This is a start, the first step into the world of learning. A good teacher needs to make it a very interesting and exciting experience for the child. It is a milestone and a significant stage or event in the child's development.

This very first class in English will be an introduction to the starter unit. Start by introducing yourself to the children. Say "**Hello! I am Miss (your name).**" Encourage the children to say "**hello**" back to you. Now say, "**Nice to meet you.**" This phrase is roughly tuned and not part of the target language.

- Repeat several times, pointing to yourself and saying your name.
- Say, "**I am Miss _____.**" Then ask one brave child to come to the front of the class and introduce himself or herself in the same way. You might need to feed the answer to the children until they are able to produce the lines themselves. Remember to ask them their names. "**Hello! What's your name?**" Teach the child how to say, "**Hello, I am (the child's name).**"
- **Teaching classroom language:** You can start teaching the children the classroom language you need to use every day starting from day 1. Remember that you need to repeat the same language every day with them to help them acquire it quickly and easily.
- As you are walking out to leave the classroom, say "**Goodbye!**" Wait until they say "**bye**" too. Do this every day, and the children will learn to say it naturally, too.

Here are some suggestions:

Classroom Language

Hello! Good morning! Good morning, everybody. How are you? How are you today?

What is this? It is time to begin! Let us begin our lesson now.

Waiting to start! I am waiting for you to be quiet. Put your things away. Close or open your books. Hold your pencils. Who is absent today? You are late. Stand up or sit down.

Go out! Come in.

- Teach the children to use English when they need something.
Can I go to...? Water, please! Toilet, please! I know..., I don't know..., I like..., I don't like..., Can I ask? Sorry!
- You need to teach this language almost every day until the students grasp it like their names.

Lesson 2

Introductory Session 2

Practising the classroom language

Revision and practice of the last session

- Walk into the classroom and say, "**Hello!**" "**I'm Miss (your name).**" Then say, "**How are you today?**" (*roughly tuned and not part of the target language but natural*) Tell the children to answer, "**Fine, thank you.**" Repeat several times, do the same procedure every day until you learn it, and produce it naturally.
- Ask, "**What's your name?**" Get the children's answer by saying, "**I'm...**"
- Invite each child to introduce himself in the same manner.
- Play an audio (a Hello song) to sing along with to practise the word "**Hello!**" Any Hello song will do the job, but you need to play the same song every day for the kids to memorise it.

A suggestion: <https://www.youtube.com/watch?v=q5BcGrOny-k>

- To add fun and variety, you can play a video that shows the same greeting and introduction.

A suggestion: <https://www.youtube.com/watch?v=iF4zFcMIXnc>

Go to the introduction to learn about using video in instruction.

Lesson 3

Pupil's Book Session

Introducing the new vocabulary and grammar

PB/pp. 6 & 7

Listen, point and repeat.

- Start by saying "**hello**" to your class and introducing yourself again. "**Hello!**" Invite kids to do the same and introduce themselves by saying their names again.
- Play the two pages of the theme on the interactive board or use a poster and flashcards (*ordered with the books*) for the purpose.
- Talk with the class about the scene. Tell them that the characters are at school and they are meeting for the first time.
- Introduce the children in the book to the class. Say, "**This is Sarah, Noor, Omar, or Karam.**" Repeat the names several times, pointing to characters on the screen or poster, and urge the children to repeat them after you. It is important to point to the speaking character when saying his or her words.
- Ask simple yes/no questions. You might need to provide the model answer yourself at this stage and encourage the kids to repeat it many times until they get the idea. For example, "**Are they happy?**" "**Yes.**" "**Is this Sarah?**" "**No,**" pointing to a different character.

- Ask **what-questions**: "**What's her name?**" Point to any character named "**Sarah or Noor.**" "**What's his name?**" "**Omar/Karam.**" Keep pointing to the named character on the screen or poster while saying the name.
- Play the audio and train the children to listen carefully. Make it comprehensible to your students by pointing to the speaking characters on the screen every time. Repeat the audio many times until the children learn how to produce the lines in the same way.

Communicative practice:

This includes:

- Talk about the topic. Ask the children who is saying what while the audio is playing.
- Point and let the children point to the speaking character on the screen, poster, or in their books. Here, the children will do a lot of listening, both receptive and productive, when they **listen, point, and repeat.**
- Asking and answering questions about the theme. The "what" and "who" questions are tools to help children develop comprehension skills. Start with yes-or-no questions backed by head gestures of either nodding or shaking.

Lesson 4

Pupil's Book Session

Practising the new vocabulary and grammar

PB/pp. 6 & 7

Listen, point and repeat.

- Play the two pages of the theme on the interactive board, or use a poster and flashcards with the audio.
- Remind the students of the characters' names. Say, "**This is Sarah, Noor, Omar, or Karam.**"
- **Sight-reading:** Show the name flashcards and read "**Sarah**", "**Noor**", "**Omar**" and "**Karam.**"
- Ask them to repeat each name after you until they memorise it.
- Stress the new form "**I'm (name)**" by repeating it many times orally and inviting children out to say the same (*using their names*).
- Do the same with other forms, such as "**Hello**" and "**Good bye.**" They know "**Hello**" from the introductory lessons but teach "**Goodbye**" now. Say "**goodbye**" as you walk out of the class, waving to the class. Then, stress the word every day by saying **goodbye** every time you leave the class.
- Make sure that every child repeats the structure correctly.
- Play the audio and train the children to listen carefully. Make it comprehensible to your students by pointing to the speaking characters on the screen every time.

- Repeat the audio many times until the children learn how to produce the lines in the same way.
- Follow this repetition pattern to help the students master the target language.

Lesson 5

Pupil's Book Session

Reading the new vocabulary and grammar

PB/pp. 6 & 7

This lesson is for the students to take their time in reading from their books and begin to follow the audio and the teacher in their books.

- Show the name flashcards and read "**Sarah**", "**Noor**", "**Omar**" and "Karam." Teach the class to sight-read *the names*.
- Play the two pages of the theme on the interactive board again, or use a poster and the flashcards.
- Remind the students of the characters' names again. Say, "***This is Sarah, Noor, Omar, or Karam.***"
- Read with them from the screen and ask them to repeat after you. Invite the students one by one to come out and read with you on the screen.
- **Sight-reading:** Let the students open their pupil's books on pages 6 and 7. You will need to teach them how to open their English books left-to-right and open on the target page. Say, "***Open your books on pages 6 and 7.***" Walk around to help them open their books.
- **Listen to the audio:** Ask them to listen to the audio again while they point to the speaking character; you need to do the same yourself on the screen or poster to show them how to do it correctly. Walk around to see that they are all pointing to the same character.
- Let them read in their books "***Hello! I am Sara***", "***Hello! I am Noor***", "***Good bye, Omar***," and "***Good bye, Karam.***"
- Read each sentence and ask students to repeat it after you while they are pointing to their books.
- Repeat the reading step as many times as you feel it is needed until they can read on their own.
- Now let the students read one by one as you walk around and help.

Lesson 6

Activity Book Session

AB/p. 3

Trace.

- Draw the dotted lines on page 3 in the activity book on the whiteboard and show the children how to move on the line from left to right.
- This is the first time the kids will write, so they need to learn the left-right orientation. Help them open their activity books from left to right. Open their books on page 3 and say, "**Open your activity book on page 3.**"
- Draw a straight line with a dotted line on the board. Then the curved lines, and lastly the horizontal wavy lines.
- Tell the kids you will now trace from left to right.
- You need to demonstrate it on the board. Invite the children to do the same on the board.
- Do the same with the curved lines and the horizontal wavy lines.
- Walk around to help and direct the children towards tracing the lines correctly.
- Keep reminding them to start at the beginning and to follow the dots.
- You can do the activities in the activity book in a separate session, or you can merge them with the pupil's book session if you find the time. This extended work will help students practise and master tracing from left to right.
- To assess children's work, walk around to help and guide.

Lesson 7

Activity Book Session

AB/p. 4

Match.

- **Sight-reading:** Use the flashcards of the names of the characters word by word and sight-read them again with the class one by one (you have already done sight-reading when you introduced the characters in the pupil's book). Remember that the children need to read the word as a whole, left to right, and never try to break the word into sounds (see teaching sight-reading in the introduction).
- Hold the flashcard up to the class to read or point to the words on the interactive board. Ask, "**Who can read this word (Omar)**". Let them raise their hands to answer.
- Pick individuals and see who can or cannot read at this point. You might need to do this often until you see that most children are able to read. Some children take more time to figure out this relationship between letters and sounds, and some struggle through it, but they still have time to figure it out.

- Do the same with the rest of the cards of names (**Noor, Karam, and Sara**). Use the cards, picture side down, and ask, "**Who is this?**" to see if they recognise the characters. Practise reading the names again if they still cannot.
- Explain the task to the children and tell them what they need to do.
- Now invite the children to match the names with the right characters on the board one by one. Stress understanding the meaning of the word "**match**." Next, tell them to match in their activity books. Walk around to help and guide.

Lesson 8

Video Session

- To start with, you need to read the **video strategy** in the introduction. In this very first video session, the teacher needs to spend some time explaining the task to the children. **Listening** and **speaking** are the skills that you need to focus on and activate in this session.

Before doing this activity with your students, make sure you have watched the video yourself and planned the questions you are going to ask.

Instructions:

- Start the activity by asking them questions that are relevant to the topic of the video. Here it is about **greeting and introducing oneself**.
- Play the video and pause to ask about what they see and what they think the characters are thinking or feeling.
- At specific moments, pause the video and have students repeat lines or guess what will happen next.
- Play the video again and invite students to come up with lines for the characters.
- Play the video this time to allow some volunteer kids to say the lines aloud.
- Finally, you could watch the video again with the sound up to enjoy it.

A suggested video: <https://www.youtube.com/watch?v=Fw0rdSHzWFY>

Lesson 9

Pupil's Book Session

Introducing and practising the alphabet song

PB/pp. 8 & 9

Listen and sing along.

- In the starter unit, Bright Kids 1 **PB/pp. 8 and 9**, you will find the alphabet song. This lesson is for teaching the alphabet song. It is very important because it will be the basis for teaching all letter sounds. The point here is not to master the entire letter sounds; it

is there only as a preliminary step towards reading and understanding the idea that language is letters, sounds, and words that have meanings and that to start reading, you need to connect sounds with print. It is a very important step in teaching letter-sound connection through something that little ones enjoy doing: a song. You do not need to worry about mastering all letters at this point because students will learn each letter sound separately later in the units.

How to teach the alphabet song:

Before you play the audio for the kids to listen and sing along, there are essential procedures to go through to help the children absorb and comprehend what they are learning (*comprehensible input*, Krashen 1977):

1. Prepare an alphabet poster(s) to keep as a constant aid in the class.
2. Start with the letter **Aa** on the poster and teach the meaning of apple by pointing to the picture on the poster and saying **apple, apple**. Let the children repeat the word while you are nibbling at an apple. You can use a real apple for this purpose. Now say /a/, /a/ **apple**, pointing to the beginning letter sound, /a/, in the word **apple**. Then teach the name of the letter, saying "**Aa** (name), /a/ (sound), **apple** (word example)." Remember that we are working orally here, and fast. No writing is attempted, nor is accurate reading of words (*sight-reading only*).
3. Follow the same procedure explained above (*for the letter sound Aa*) with the letter sound **Bb** and the letter sound **Cc**. Go through the previous steps to make sure your students understand what you are trying to teach them. Say the letter's name, **Cc**, the letter's sound, /c/, and the word that begins with the sound **corn**.
4. Now go through the poster faster, saying the letters' names, the sounds, and the words. We need to go faster because the point at this stage is to learn the alphabet all together and sing the song along with the audio. It should go something like this:
Aa is for **apple**, /a/ /a/ **apple**
Bb is for **bee**, /b/ /b/ **bee**
Cc is for **corn**, /c/ /c/ **corn**...
5. Go through all the letters on the poster or screen in the same way. Remember that you are not teaching the letters here; you are only teaching a song. Sing the alphabet song every day, using the alphabet poster and pointing to letters as you sing. Sing it in the morning circle and sing it at the beginning of each letter sound lesson.
6. In no time, your students will get the idea and start memorising the letter sounds and making this correspondence between letter shapes and sounds. The first steps are always the most important, most difficult, and slower, but once the children get the idea, your letter sound lessons will go spontaneously and easily.

7. Now it is time to learn how to sing the song using the same poster or on screen. Play the audio twice or more while you sing along. Next, play the song again for your kids to sing along.
8. Repeat the previous step until some of them are able to sing the song with the audio.

Lesson 10

Activity Session

Teaching children to write their names:

- Now it is time to help a child write the letters of his or her name.
- Prepare a separate session with some name art crafts that would allow the children to enjoy an activity while learning to write their names. Tell them that their names start with big letters.
- Write your name on the board with your first letter capitalized. Tell them they will now learn how to write their names.
- Sit with each child in the class and show him or her how to write his or her name.

Lesson 11

Pupil's Book Session

Introducing and practising the numbers song

PB/pp. 10 & 11

Listen and sing along.

- In the Starter unit, Bright Kids 1 **PB/pp. 10 & 11**, you will find the Numbers Song. This lesson for teaching the Numbers Song is very important because it will be the base of teaching all numbers. The point here is not to master all the numbers; it is there only as a preliminary step towards understanding the idea that learning numbers helps children develop basic numeracy skills, which are essential for everyday life. They will be able to count, recognize, and understand quantities, which are essential for activities like counting objects, understanding time, and handling money. It is a very important step into teaching numbers through something that little ones enjoy doing, a song. You do not need to worry about mastering all numbers at this point because students will learn each number separately later in the units.

How to teach the Numbers Song:

Before you play the audio for the kids to listen and sing along, There are essential procedures to go through to help the children absorb and comprehend what they are learning (*comprehensible input*, Krashen 1977):

1. Prepare a numbers poster(s) to keep as a constant aid in the class.

2. Before introducing the song, do some simple counting exercises with the children. Count fingers, toes, classroom objects, or toys together to familiarize them with the concept of counting.
3. Start with number **1 one** on the poster and teach the meaning of one by pointing to the picture on the poster and say **one, one**. Let the children repeat the word while you are acting nibbling at the picture of the gift. You can use a real gift for the purpose. Now say **1 one**. Then say "**one** (name), **1** (number), **gift** (word example)."
4. Incorporate simple actions or hand movements that match each number. For example, raise one finger when saying "**one**," two fingers for "**two**," and so on. This kinesthetic approach helps reinforce their understanding. Remember that we are working orally here and fast. No writing is attempted nor accurate reading of words (*sight-reading only*).
5. Follow the same procedure explained above (*of number one*) with other numbers. Go through the previous steps to make sure your students understand what you are trying to teach them.
6. Now go through the poster faster saying the number, the picture name and the suitable hand movement. We need to go faster here because the point at this stage is to learn the numbers all together and sing the song along with the audio. It should go something like this:
1 is for **one**, (*raise one finger*)
2 is for **two**, (*raise two fingers*)
3 is for **three**, (*raise three fingers*)
7. Go through all the numbers on the poster/ screen in the same way. Remember that you are not teaching the numbers here, you are only teaching a song. Sing the Numbers Song every day using the numbers poster and pointing to numbers as you sing. Sing it in the morning circle and sing it at the beginning of each numbers lesson.
8. In no time, your students will get the idea and start memorizing the letter sounds and making this correspondence between letter shapes and sounds. The first steps are always the most important and most difficult and slower, but once the children get the idea, your letter sounds lessons will go spontaneously and easily.
9. Now it is time to learn how to sing the song using the same poster/on screen. Play the audio twice or more with you singing along. Next, play the song again for your kids to sing along.
10. Repeat the previous step until some of them are able to sing the song with the audio.

Lesson 12

Activity Session

Art Work

Make sticks puppets



Steps:

1. Cover Popsicle stick with paint. Dry for 1–2 hours. Add second coat.
2. Sketch the characters **Sara**, **Noor**, **Omar** and **Karam** or photocopy their pictures from the book. Ask the children to colour them and cut out
3. Stick the character cut outs on the Popsicle sticks.
4. Show the kids how to use them in acting out the theme they learned.
5. Hold the stick and say, "**Hello, I'm Omar.**" The children can use the characters' puppets in future lessons.

Unit 1

Colours

Pupil's Book Session pages 12 – 19

Activity Book Session pages 5 - 11

New Words	Colour words: red, blue, yellow, green and orange Song words: <i>bed, book, eyes, dress, bag, hat, shoe, heart, pink, purple, black and white</i>
Grammar	"What colour is this?" "(Colour word)."
Letter Sounds & Words	(Aa : apple, alligator, arm), (Bb : bee, bed, ball), (Cc : corn, cake, cow)
Language Functions	Asking and answering about the colour of things

Outcomes

By the end of this unit, students should be able to:

- Identify and name colours' names.
- Respond to Yes/No question, "**Is this red?**" "**Yes**" or "**No**"
- Sing all letters' names and sounds song (Aa-Zz).
- Identify, sound out and write the letters **Aa, Bb, Cc**, capital and small. Say 3-word-examples that begin with the sounds /**a**/, /**b**/ and /**c**/.
- Sing along the "Colours Song".
- Learn and understand the meaning of the new words in the unit and repeat them in answers and in the song.
- Sight-read the keywords in the unit.
- Trace and write letters **Aa, Bb** and **Cc** with their correct formation on the 4-line-grid.

Unit 1	Sessions	Content Colours	Pages
Lesson			
Lesson 1	Pupil's Book Session	Introducing colours	12
Lesson 2	Pupil's Book Session	Introducing and practising the colours song	13
Lesson 3	Activity Book Session	Colour.	5
Lesson 4	Pupil's Book Session	Introducing letter Aa sound / a /	14
Lesson 5	Pupil's Book Session	Practising letter Aa sound / a /	15
Lesson 6	Activity Book Session	Practise writing letter Aa	6 - 7
Lesson 7	Pupil's Book Session	Introducing letter Bb sound / b /	16
Lesson 8	Pupil's Book Session	Practising letter Bb sound / b /	17
Lesson 9	Pupil's Book Session	Practise writing letter Bb	8 - 9
Lesson 10	Pupil's Book Session	Introducing letter Cc sound / c /	18
Lesson 11	Pupil's Book Session	Practising letter Cc sound / c /	19

Lesson 12	Pupil's Book Session	Practise writing letter Cc	10 - 11
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Lesson 1

Pupil's Book Session

PB/p. 12

Introducing colours

A warm up:

You can start this unit by saying "**(red)**" to your class, "**Look! This pen is (red).**" Invite kids to point to different items around them that have the same colour.

- Play the page of the theme on the interactive board or use a poster and flashcards (*ordered with the books*) for the purpose.

Communicative practise:

Listen, point, and repeat.

This includes:

- Talk about the topic. Ask the children what this colour is while the audio is playing.
- Point and let the children point to the figure on the screen, poster, or in their books. Here, the children will do a lot of listening, both receptive and productive, when they **listen, point, and repeat.**
- Asking and answering questions about the theme. The "what" and "who" questions are tools to help children develop comprehension skills. Start with yes-or-no questions backed by head gestures of either nodding or shaking. We do not want to teach the questions to the students. The questions are only tools for the teacher to ask and make sure that the students are using the target language.
- Talk with the class about the scene. Tell them that the figures are stars with different colours.
- Introduce the colours in the book to the class. Say, "**This is red, blue, yellow, green, or orange.**" Repeat those several times, pointing to the colour on the screen or poster, and urge the children to repeat after you. It is important to point to the figure when saying its word.
- Ask simple yes/no questions. You might need to provide the model answer yourself at this stage and encourage the kids to repeat it many times until they get the idea. For example, "**Are they happy?**" "**Yes.**" "**Is this star (red)?**" "" or "**Yes.**"
- Ask what-questions: "**What's this?**" "**It is a star.**" "**What colour is this?**" "" Keep pointing to the figure on the screen or poster while saying the name.
- Stress the new form "**This is (red)**" by repeating it many times orally and inviting children out to say the same (*talking about their clothes' colours*).

- Train children to listen carefully to the audio and make it comprehensible to them by pointing to the figures on the screen every time. Repeat the audio many times until the children learn how to produce the lines in the same way.
- Show the colour flashcards and say "**red**", "**blue**", "**yellow**", "**green**" and "**orange**." Teach the class to sight-read new words (*the colours' words*).
- Now give out the pupils books to the children. You will need to teach them how to open their English books left-to-right and open on the target page. Say, "**Open your books on page 12.**" Walk around to help them open their books on the pages.
- Ask them to listen carefully to the audio again while they point to the figures; you need to do the same yourself on the screen or poster to show them how to do it correctly.
- **Repetition in meaningful context:** Repetition of the new words, phrases, and sentences using the audio and the scene prompts (pictures in their books, flashcards, and the poster) will reinforce learning. Have the students master the words with your creative ideas in repetition drills.
- Play the audio many times, especially in the beginning lessons; the teacher will sometimes need to say the lines herself in a slower mode to eliminate children's fears of not understanding and to give their ears time to get familiar with the new language. This aids their learning by heart, and the students can easily take part when acting out the scene at a later point.
- **Variation:** vary your techniques in drilling new language to make it more fun, like dividing the class into competing groups. The winning group is the one that best reflects accuracy and fluency in repetition. Be patient and accept whatever they produce.
- Use the techniques suggested in the introduction for teaching vocabulary using the picture-word flashcards.

Lesson 2

Pupil's Book Session

PB/p. 13

Introducing and practising the Colours Song

Listen and sing along.

Before you play the audio to sing a song, teach them the words of the song or practise them if they have already learned them in the main theme because they probably learned them as key words in the unit.

- Point to the prompts of the song on the screen, and use the pictures shown on the screen as you say the words of the song and point to the pictures.
- Use gestures and moves to teach the song.

- **Read the lyrics** of the song with the class many times as you point to the words this time.
- **Play the audio.** Let the children open their books on page 13. Let them listen, point in their books to the pictures, and follow in the book with the song.
- Now play the audio again and let them sing along to the first colour (red).
- Lastly, the children sing along many times until they memorise the song.

Lesson 3

Activity Book Session

AB/p. 5

Colour.

This is a good activity for young kids to learn the colours. Revise the colours you taught in the pupil's book session. Raise different coloured items and ask, "**What colour is this?**" Practise asking and answering until you feel they are ready to colour the activity in the activity book.

- Get some A3 paper and draw a large star on each one. Pin the star on different walls in the classroom. Model the activity: Say **blue**," take a blue crayon, walk over to one star, and colour a small part of the star. Do this for each colour you plan to teach. Then, say "**blue**" to a student, and she or he should pick up the blue crayon and go over to the star you coloured in blue. Let him or her colour it a little, and then call him or her back. Continue with other students until you get them to colour all the stars.
- **Sight-read** the colour words many times and ask the children to read them randomly. Use the flashcards word side.
- Help the children open their activity books on page 5.
- Read each colour on each star as you point to it on the page on the screen, and ask the class to do the same and repeat. Then hold the colour blue and colour the first star. Wait for them to colour it. Do the same with the rest of the stars. This will take some time, but do not worry because they are still beginners and differ in how much time they need. Walk around to help and guide.

Lesson 4

Pupil's Book Session

PB/p. 14

Introducing letter **Aa** sound /**a**/

Warm up: (The Alphabet Song)

- Use the alphabet poster.
- Play the alphabet song.
- Point to the letters as the song is playing.

- Let the students listen three times as you point to the letters and sing the song.
- Let the students listen and sing the letters along.
- Then play it again and let the students listen and repeat.
- Point to the letters on the poster and let the students say the letters' names, sounds and word examples.

Detailed instruction:

Listen, point and repeat.

Introducing Letter *Aa* (*apple*, *alligator* and *arm*):

- Play the letter *Aa* song on YouTube several times; encourage the children to repeat and sing along.
- Use a puppet if available or a stick picture with the alphabet flashcards to introduce letter *Aa* and the example words *apple*, *alligator*, and *arm*.
- Tell the students that the puppet will teach them a new sound today. Try to make a sound of a puppet.
- Let the puppet say, "*Hello, my friends! Today, I'm going to teach you a new letter sound.*"
- Show the flashcard for letter *Aa*. Show the three objects or pictures that start with the letter sound /*a*/.
- First, show the letter to the children. Point out that the letter sound is /*a*/ (say the sound of the letter only). Then, show them the objects that start with letter "*Aa*." Teach the words by showing them the real objects, if available, or the pictures of an "*apple*", "*arm*," and "*alligator*."
- Let the puppet say the letter's name, *Aa*, the letter's sound, /*a*/ and say a word example *apple*.
- Repeat the name of the letter, the sound, and the word apple several times.
- Let the children repeat (*Aa*, /*a*/, *apple*) as you raise the flashcard of letter *Aa* and the picture of an apple.
- Repeat the same procedure with other word examples; *alligator* and *arm*.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound /*a*/; it should be in a different colour.
- Draw students' attention to the /*a*/ sound at the beginning of each word.
- Read the word, repeating the /*a*/ sound several times, and then the full word: *a a a apple*.
- Do the same with *arm* and *alligator*. While you are reading, point to the "*Aa*" and ask the students what sound *Aa* makes.
- **Read:** Let the children read the words *apple*, *alligator*, and *arm* after you.
- Invite students to come out and point to the pictures. Say, "Point to *apple*, *arm*, and *alligator*". Ask them what sound *Aa* makes.
- **Play a game:** Spread the flashcards on the ground and say the word. Invite a child to pick the correct card.

- Call individuals out to point to the letter, sound it out, and name the pictures. Students open their books on page 14.
- **Listen to the audio:** Students listen and point to the letters and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups, and individuals several times.

Lesson 5

Pupil's Book Session

PB/p. 14

Practise letter **Aa** sound /a/

Circle the letter **Aa**.

- Give the flashcards of the alphabet to the students and ask them to find the flashcards of letter **Aa**.
- Make sure that all students can recognise letter **Aa**.
- Write three capital and small letters on the board, including letter **Aa**.
- Tell students that you will only circle letter **Aa**.
- Ask students to open the pupil's book on page 14 and circle letter **Aa**.
- Walk around to help and direct the children.

Listen and learn the words.

- Play the audio and point to the related word while listening.
- Repeat it many times and ask students to repeat after the audio.
- Now ask students to open the pupil's book on page 14.
- Play the audio many times, and ask them to point to the related picture while listening.

PB/p. 15

Colour the picture of the **alligator**.

- Ask students to open the pupil's book on page 15.
- Use the flashcards and ask students to name the pictures of (**apple, arm, alligator**.)
- Make sure that all students can recognise each picture.
- Now tell them that they have to colour only the picture of the **alligator**.
- Stick the flashcard of the **alligator** on the board so children can keep following.
- Walk around to help and direct the children towards colouring only the picture of the **alligator**.

Trace and write.

- **Sense of touch:** Use the play-dough to form the letter, the sand tray to write the letter with their fingers, or use sand paper to feel the letter while blindfolded to guess what letter it is.
- Play the video of the letter **A** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps involved in forming the letter.
- Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase **A**, start at the top and draw a slanting line down to the left. Then, back on top, draw a slanting line down to the right. To finish, draw a straight line across the middle. To write the lowercase **a**, start at the middle and draw a curved line down to the left and all the way to the bottom. Second, draw a straight line down from the middle."*
- Draw letter Draw the **Aa** small and capital letters with a dotted outline.
- Ask students to open the pupil's book on page 15.
- Tell the kids you will trace it now.
- You need to demonstrate it on the board. Write the letter, capital and small, with dotted lines and trace it. Describe how you are writing the letter in words as you trace, the same way you did in the pupil's book. Invite the children to do the same on the board.
- Now show them how to trace and then write the letter on the 4-line grid in the same way they traced it. Describe how you are writing the letter in words as you write (they already did that in the pupil's book session).
- Walk around to help and direct the children towards forming the letter correctly. Keep reminding them to start at the dot and to follow the arrows.

Lesson 6

Activity Book Session

Practise writing letter **Aa**

AB/p. 6

Trace, write and colour.

- Ask students to open the activity book on page 6 and do the same tracing steps explained in the pupil's book session on page 15, then colour the picture.

AB/p. 7

Match.

- Ask students to open the activity book on page 7.
- Use the flashcards, word side, and sight-read them again with the class one by one (*you have done sight-reading when you introduced the words in the pupil's book*). Remember that the children need to read the word as a whole, left to right, and never try to break the words into sounds (see teaching sight-reading in the introduction).
- Hold the card up for the class to read. Ask who can read this word (**apple**). Let them raise their hands to answer.
- Pick individuals and see who can or cannot read at this point. You might need to do this often until you see that most children are able to read. Some children take more time to figure out this relationship between letters and sounds, and some struggle through it, but they still have time to figure it out.
- Do the same with the rest of the cards (**alligator** and **arm**). Use the cards, picture side down, and ask, "**What is this?**" to see if they recognise the characters. Practise reading the nouns again if they still cannot.
- Now invite the children to match the words with the right picture on the board one by one. Stress understanding the meaning of the word "**match**." Next, tell them to match in their activity books. Walk around to help and guide.

Look at the picture and write the first letter.

- Ask the students to open the activity book on page 7.
- Tell them that they have to look at the picture and write the first letter.
- Use the flashcards. Raise the flashcard with the picture of an **apple** and ask students to say the name of it and repeat it many times.
- Do the same with the other pictures (**arm** and **alligator**).
- Write the word on the board without writing the first letter.
- Now show the students that you are going to write the first letter (**a**) in the space.
- Ask them to do the same in their books.
- You can do the activities in the activity book in a separate session, or you can merge them with the pupil's book session if you find the time. This extended work will help students practise and master letters' names, sounds, and words.

Lesson 7

Pupil's Book Session

PB/p. 16

Introducing letter **Bb** sound /b/

Warm up: (The Alphabet Song)

- Use the alphabet poster.

- Play the alphabet song.
- Point to the letters as the song is playing.
- Let the students listen three times as you point to the letters and sing the song.
- Let the students listen and sing the letters along.
- Then play it again and let the students listen and repeat.
- Point to the letters on the poster and let the students say the letters' names, sounds and word examples.

Detailed instruction:

Listen, point and repeat.

Introducing Letter **Bb (*bee*, *bed* and *ball*):**

- Play the letter **Bb** song on YouTube several times; encourage children to repeat and sing along.
- Use a puppet if available or a stick figure with the alphabet flashcards to introduce letter **Bb** and the example words *bee*, *bed*, and *ball*.
- Tell the students that the puppet will teach them a new sound today. Try to make the sound of a puppet.
- Let the puppet say, *"Hello, my friends! Today, I'm going to teach you a new letter sound."*
- Show the flashcard for letter **Bb**. Show the three objects/pictures that start with the letter sound **/b/**.
- First, show the letter to the children. Point out that the letter sound is **/b/** (say the sound of the letter only). Then, show them the objects that start with letter **"b"**. Teach the words by showing them the real objects, if available, or the pictures of a *"bee,"* *"bed,"* and *"ball."*
- Let the puppet say the letter's name, **Bb**, the letter's sound, **/b/** and say a word, for example, *ee. b*
- Repeat the name of the letter, the sound, and the word *bee* several times.
- Let the children repeat (**Bb, /b/, bee**) as you raise the flashcard of letter **Bb** and the picture of a *bee*.
- Repeat the same procedure with other word examples; *bed* and *ball*.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound **/b/**; it should be in a different colour.
- Draw students' attention to the **/b/** sound at the beginning of each word.
- Read the word, repeating the **/b/** sound several times, and then the full word: *b b b bee*.
- Do the same with *bed* and *ball*. While you are reading, **Bb** point to "" and ask the students what sound **Bb** makes.

- **Read:** Let the children read the words apple, alligator, and arm after you.
- Invite students to come out and point to the pictures. Say, "Point to **bee**, **bed**, and **ball**". Ask them what sound **Bb** makes.
- **Play a game:** Spread the flashcards on the ground and say the word. Invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Students open their books on page 16.
- **Listen to the audio:** Students listen and point to the letters and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups, and individuals several times.

Lesson 8

Pupil's Book Session

PB/p. 16

Practise letter **Bb** sound /b/

Circle the letter **Bb**.

- Give the flashcards of the alphabet to the students and ask them to find the flashcards of letter **Bb**.
- Make sure that all students can recognise letter **Bb**.
- Write three capital and small letters on the board, including letter **Bb**.
- Tell students that you will only circle letter **Bb**.
- Ask students to open the pupil's book on page 16 and circle letter **Bb**.
- Walk around to help and direct the children.

Listen and learn the words.

- Play the audio and point to the related word while listening.
- Repeat it many times and ask students to repeat after the audio.
- Now ask students to open the pupil's book on page 16.
- Play the audio many times, and ask them to point to the related picture while listening.

PB/ p. 17

Colour the picture of the **ball**.

- Ask students to open the pupil's book on page 17.
- Use the flashcards and ask students to name the pictures of (**bee**, **bed**, **ball**).
- Make sure that all students can recognise each picture.
- Now tell them that they have to colour only the picture of the **ball**.

- Stick the flashcard of the **ball** on the board so children can keep following.
- Walk around to help and direct the children towards colouring only the picture of the **ball**.

Trace and write.

- **Sense of touch:** Use the play-dough to form the letter, the sand tray to write the letter with their fingers, or use sand paper to feel the letter while blindfolded to guess what letter it is.
- Play the video of writing letter **Bb** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps involved in forming the letter.
- Teach the children how to write the letter. You need to draw the four-line-grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase **B**, draw a straight line down. Back to the top, draw a backward curve down in the middle. From the middle, draw another curve to the bottom and close. To write the lowercase **b**, draw a straight line down from the top. From the middle, draw a backward curve down and close."*
- Draw letter **Bb** small and capital letters with a dotted outline.
- Ask students to open the pupil's book on page 17.
- Tell the kids you will trace it now.
- You need to demonstrate it on the board. Write the letter, capital and small, with dotted lines and trace it. Describe how you are writing the letter in words as you trace, the same way you did in the pupil's book. Invite the children to do the same on the board.
- Now show them how to trace and then write the letter on the 4-line grid in the same way they traced it. Describe how you are writing the letter in words as you write (they already did that in the pupil's book session).
- Walk around to help and direct the children towards forming the letter correctly. Keep reminding them to start at the dot and to follow the arrows.
- Ask students to open the activity book on page 8 and do the same tracing steps.

Lesson 9

Activity Book Session

Practise writing letter **Bb**

AB/p. 8

Trace, write and colour.

- Ask students to open the activity book on page 8 and do the same tracing steps explained in the previous lesson, then colour the picture.

AB/ p. 9

Match.

- Ask students to open the activity book on page 9.
- Use the flashcards, word side, and sight-read them again with the class one by one (you have done sight-reading when you introduced the words in the pupil's book). Remember that the children need to read the word as a whole, left to right, and never try to break the words into sounds (see teaching sight-reading in the introduction).
- Hold the card up for the class to read. Ask who can read this word (**ball**). Let them raise their hands to answer.
- Pick individuals and see who can or cannot read at this point. You might need to do this often until you see that most children are able to read. Some children take more time to figure out this relationship between letters and sounds, and some struggle through it, but they still have time to figure it.
- Do the same with the rest of the cards (**bee** and **bed**). Use the cards, picture side, and ask, "**What is this?**" to see if they recognise the characters. Practise reading the nouns again if they still cannot.
- Now invite the children to match the word with the right figure on the board one by one. Stress understanding the meaning of the word "**match**." Next, tell them to match in their activity books. Walk around to help and guide.

Look at the picture and write the first letter.

- Ask students to open the activity book on page 9.
- Tell them that they have to look at the picture and write the first letter.
- Use the flashcards. Raise the flashcard with the picture of a (**bee**) and ask students to say the name of it and repeat it many times.
- Do the same with the other pictures (**ball** and **bed**).
- Write the word on the board without writing the first letter.
- Now show the students that you are going to write the first letter (**b**) in the space.
- Ask them to do the same in their books.
- You can do the activities in the activity book in a separate session, or you can merge them with the pupil's book session if you find the time. This extended work will help students practise and master letters' names, sounds, and words.

Lesson 10

Pupil's Book Session

PB/p. 18

Introducing letter **Cc** sound /c/

Warm up: (The Alphabet Song)

- Use the alphabet poster.
- Play the alphabet song.
- Point to the letters as the song is playing.
- Let the students listen three times as you point to the letters and sing the song.
- Let the students listen and sing the letters along.
- Then play it again and let the students listen and repeat.
- Point to the letters on the poster and let the students say the letters' names, sounds and word examples.

Detailed instruction:

Listen, point and repeat.

Introducing Letter **Cc** (**corn**, **cake** and **cow**):

- Play the letter **Cc** song on YouTube several times; encourage children to repeat and sing along.
- Use a puppet if available or a stick figure with the alphabet flashcards to introduce letter **Cc** and the example words **corn**, **cake**, and **cow**.
- Tell the students that the puppet will teach them a new sound today. Try to make the sound of a puppet.
- Let the puppet say, "**Hello, my friends! Today, I'm going to teach you a new letter sound.**"
- Show the flashcard for letter **Cc**. Show the three objects/pictures that start with the letter sound /k/.
- First, show the letter to the children. Point out that the letter sound is /k/ (say the sound of the letter only). Then, show them the objects that start with letter "**c**". Teach the words by showing them the real objects if available or the pictures of "**corn**", "**cake**," and "**cow**."
- Let the puppet say the letter's name, **Cc**, the letter's sound, /k/ and say a word example, **corn**.
- Repeat the name of the letter, the sound, and the word **corn** several times.
- Let the children repeat (**Cc**, /k/, **corn**) as you raise the flashcard of letter **Cc** and the picture of a **corn**.
- Repeat the same procedure with other word examples: **cake** and **cow**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound /c/; it should be in a different colour.

- Draw students' attention to the /k/ sound at the beginning of each word.
- **Read** the word, repeating the /k/ sound several times, and then the full word: **c c c corn**.
- Do the same with **cake and cow**. While you are reading, point to the "Cc" and ask the students what sound Cc makes.
- Let the children read the words **corn, cake, and cow** after you.
- Invite students to come out and point to the pictures. Say, "Point to **corn, cake, and cow**." Ask them what sound Cc makes.
- **Play a game:** Spread the flashcards on the ground and say the word. Invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Students open their books on page 18.
- **Listen to the audio:** Students listen and point to the letters and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups and individuals several times.

Lesson 11

Pupil's Book Session

PB/p. 18

Practise letter Cc sound /c/

Circle the letter Cc.

- Give the flashcards of the alphabet to the students and ask them to find the flashcards of letter **Cc**.
- Make sure that all students can recognise letter **Cc**.
- Write three capital and small letters on the board, including letter **Cc**.
- Tell students that you will only circle letter **Cc**.
- Ask students to open the pupil's book on page 18 and circle letter **Cc**.
- Walk around to help and direct the children.

Listen and learn the words.

- Play the audio and point to the related word while listening.
- Repeat it many times, and ask students to repeat after the audio.
- Now ask students to open the pupil's book on page 18.
- Play the audio many times and ask them to point to the related picture while listening.

PB/p. 19

Colour the picture of the cake.

- Ask students to open the pupil's book on page 19.
- Use the flashcards and ask students to name the pictures of **corn**, **cake**, and **cow**.
- Make sure that all students can recognise each picture.
- Now tell them that they have to colour only the picture of the **cake**.
- Stick the flashcard of the **cake** on the board so children can keep following.
- Walk around to help and direct the children towards colouring only the picture of the **cake**.

Trace and write.

- **Sense of touch:** Use the play-dough to form the letter, the sand tray to write the letter with their fingers, or use sand paper to feel the letter while blindfolded to guess what letter it is.
- Play the video of writing letter **Cc** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps involved in forming the letter.
- Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase **C**, draw a curved line coming from the top down in the middle and curving up again. To write the lowercase **c**, start in the middle and draw a curve down to the left all the way down and up to the left."*
- Draw letter **Cc** small and capital letters with a dotted outline.
- Ask students to open the pupil's book on page 19.
- Tell the kids you will trace it now.
- You need to demonstrate it on the board. Write the letter, capital and small, with dotted lines and trace it. Describe how you are writing the letter in words as you trace, the same way you did in the pupil's book. Invite the children to do the same on the board.
- Now show them how to trace and then write the letter on the 4-line-grid in the same way they traced it. Describe how you are writing the letter in words as you write (they already did that in the pupil's book session).
- Walk around to help and direct the children towards forming the letter correctly. Keep reminding them to start at the dot and to follow the arrows.
- Ask students to open the activity book on page 10 and do the same tracing steps.

Lesson 12

Activity Book Session

Practise writing letter **Cc**

AB/ p. 10

Trace, write and colour.

- Ask students to open the activity book on page 10 and do the same tracing steps explained in the previous lesson, then colour the picture.

AB/ p. 11

Match.

- Ask students to open the activity book on page 11.
- Use the flashcards, word side and sight-read them again with the class one by one (you have done sight-reading when you introduced the words in the pupil's book). Remember that the children need to read the word as a whole, left to right, and never try to break the words into sounds (see teaching sight-reading in the introduction).
- Hold the card up for the class to read. Ask, "**Who can read this word (corn)?**" Let them raise their hands to answer.
- Pick individuals and see who can or cannot read at this point. You might need to do this often until you see that most children are able to read. Some children take more time to figure out this relationship between letters and sounds, and some struggle through it, but they still have time to figure it out.
- Do the same with the rest of the cards (**cake** and **cow**). Use the cards, picture side, and ask, "**What is this?**" to see if they recognise the characters. Practise reading the nouns again if they still cannot.
- Now invite the children to match the word with the right figure on the board one by one. Stress understanding the meaning of the word "**match**." Next, tell them to match in their activity books. Walk around to help and guide.

Look at the picture and write the first letter.

- Ask students to open the activity book on page 11.
- Tell them that they have to look at the picture and write the first letter.
- Use the picture flashcards, raise the flashcard of (**cow**) and ask students to say the name of it and repeat it many times.
- Do the same with the other pictures (**cake** and **corn**).
- Write the word on the board without writing the first letter.
- Now show the students that you are going to write the first letter (**c**) in the space.
- Ask them to do the same in their books.

- You can do the activities in the activity book in a separate session, or you can merge them with the pupil's book session if you find the time. This extended work will help students practise and master letters' names, sounds, and words.

Unit 2

Shapes

Pupil's Book pages 20-29

Activity Book pages 12 - 19

New Words	Shape words: <i>square, circle, triangle, rectangle, star, and heart</i> Song words: <i>home, school, street and pool</i> Story words: <i>friends, house, toys, and clothes, The characters in the book</i> Numbers: 1-10 in sequence (<i>Just saying them in sequence</i>) Song: The Shapes Song Story: Tinkle's New House Story
Grammar	"What shape is this?" "It is a (circle)."
Letter Sounds & Words	(Dd: <i>drum, duck, dinosaur</i>), (Ee: <i>elephant, egg, elbow</i>) and (Ff: <i>fox, farm, flower</i>) (<i>The upper case is for recognition only</i>)
Language Functions	Asking & Answering about shapes

Outcomes

By the end of this unit, students should be able to:

- Identify shapes and distinguish between them.
- Respond to yes/no questions: "**Is it a square?**"
- Respond to Wh-question with: "**What shape is this?**" "**A square.**"
- Sing all letters' names and sounds in song (A-Z).
- Identify, sound out, and write the letter sounds **Dd**, **Ee** and **Ff**, capital and small, and say three words example that begin with the sounds /d/, /e/, and /f/.
- Sing along with the Shapes Song.
- Learn and understand the meaning of the new words in the main theme and the story.
- Listen to and follow a story with prompts.
- Sight-read the shape words.
- Trace and write letters **Dd**, **Ee** and **Ff** with the correct formation.

Unit 2	Sessions	Content Shapes	Pages
Lessons			
Lesson 1	Pupil's Book Session	Introducing shapes: Vocabulary & Grammar	20
Lesson 2	Pupil's Book Session	Introducing and practising Shapes, Shapes Song	21
Lesson 3	Activity Book Session	Colour.	12
Lesson 4	Activity Book Session	Project Work	13
Lesson 5	Pupil's Book Session	Introducing the story	22 - 23
Lesson 6	Pupil's Book Session	Practise telling the story	22- 23
Lesson 7	Pupil's Book Session	Introducing and practising letter Dd sound /d/	24 - 25
Lesson 8	Activity Book Session	Writing letter Dd	14 - 15
Lesson 9	Pupil's Book Session	Introducing and practising letter Ee sound /e/	26 - 27
Lesson 10	Activity Book Session	Writing letter Ee	16 - 17
Lesson 11	Pupil's Book Session	Introducing and practising letter Ff sound /f/	28 - 29
Lesson 12	Pupil's Book Session	Writing letter Ff	18 - 19

Lesson 1

Pupil's Book Session

Introducing shapes

PB/ p. 20

A warm up:

You can start this unit by saying "**a rectangle**." "**Look! The whiteboard is (rectangle)**".

Invite kids to point to different items around them that have the same shape.

Listen, point and repeat.

- Play the page of the theme on the interactive board or use a poster and flashcards (*ordered with the books*) for the purpose.
- Talk with the class about the scene. Tell them that there are different kinds of shapes around us in life.
- Introduce the shapes in the book to the class. Say, "**This is a square, circle, triangle, rectangle, star, or heart.**" Repeat them several times, pointing to the shapes on the screen or poster, and urge the children to repeat them after you. It is important to point to the shape when saying its word.
- Ask simple yes/no questions. You might need to provide the model answer yourself at this stage and encourage the kids to repeat it many times until they get the idea. For example, "**Is this a circle?**" "**Yes**".
- Ask what-question questions: "**What is this?**" "**It is a (square)**". "**What is this?**" "" Keep pointing to the shapes on the screen or poster while saying the name.
- Stress the new form, "**This is a (square),**" by repeating it many times orally and inviting children out to say the same (*talking about different shapes around them*).
- Train the kids to listen carefully to the audio and make it comprehensible to your students by pointing to the shapes on the screen every time. Repeat the audio many times until the children learn how to produce the lines in the same way.
- **Sight-reading:** Show the shapes flashcards and say picture side first to identify the shapes "**square**", "**circle**", "**triangle**", "**rectangle**", "**star**" and "**heart**". Teach the class to sight-read new word flashcards word side.
- Now give out the pupils' books to the children. You still need to teach them how to open their English books left-to-right and open on the target page. Say, "**Open your books on page 20**". Walk around to help them open their books on the pages.
- Ask them to listen carefully to the audio again while they point to the shapes; you need to do the same yourself on the screen or poster to show them how to do it correctly.
- **Repetition in meaningful context:** Repetition of the new words, phrases, and sentences using the audio and the scene prompts (pictures in their books, flashcards, and the

poster) will reinforce learning. Have the students master the words with your creative ideas in repetition drills.

- **Play the audio** many times, especially in the beginning lessons; the teacher will sometimes need to say the lines herself in a slower mode to eliminate children's fears of not understanding and to give their ears time to get familiar with the new language. This aids their learning by heart, and the students can easily take part when acting out the scene at a later point.
- **Variation:** vary your techniques in drilling new language to make it more fun, like dividing the class into competing groups. The winning group is the one that best reflects accuracy and fluency in repetition. Be patient and accept whatever they produce.
- Use the techniques suggested in the introduction for teaching vocabulary using the picture-word flashcards.

Communicative practice:

This includes:

- Talk about the topic. Ask the children what the shape is while the audio is playing.
- Point and let the children point to the figure on the screen, poster, or in their books. Here, the children will do a lot of listening, both receptive and productive, when they ***listen, point, and repeat.***
- Asking and answering questions about the theme. The "what" and "who" questions are tools to help children develop comprehension skills. Start with yes/no questions backed by head gestures of either nodding or shaking.

Lesson 2

Pupil's Book Session

PB/ p. 21

Introducing and practising the Shapes Song

Listen and sing along.

Before you play the audio to sing a song, teach them the words of the song or practise them if they have already learned them in the main theme because they probably learned them as key words in the unit.

- Point to the prompts of the song on the screen, and use the pictures shown on the screen as you say the words of the song and point to the pictures.
- Use gestures and moves to teach the song.
- Read the lyrics of the song with the class many times as you point to the words this time.
- Let the children open their books on page 21. Play the audio. Let them listen, point in their books to the pictures, and follow in the book with the song.

- Lastly, the children sing along many times until they memorise the song.

Lesson 3

Activity Book Session

AB/ p. 12

Colour.

Raise different coloured items and ask, "**What is this?**" Practise asking and answering until you feel they are ready to colour the activity in the activity book.

- Sight-read the shape words many times and ask the children to read them randomly. Use the flashcards word side.
- Help the children open their activity books on page 12.
- Read each shape word as you point to it on the page on the screen, and ask the class to do the same and repeat. Then hold the colour (yellow) and colour the sun. Wait for them to colour it. Do the same with the rest of the shapes. This will take some time, but do not worry because they are still beginners and differ in how much time they need. Walk around to help and guide.
- It is easier if you do a colouring key for the picture: squares are green, circles are yellow, rectangles are black and triangles are blue. Teach the kids how to use the key and help them do so.

Lesson 4

Activity Book Session

AB/p. 13

Project: The Shapes House

Objective:

Introduce kindergarten students to basic shapes while engaging them in a hands-on project of creating a shape house inspired by the characters of the shape story in the book. The aim is to enhance their understanding of shapes and the places where we can see them in life.

Warm up

Gather the students in a circle and revise the shape words with them. Start by saying, ***"You learnt about the shapes; now you will create a shape house based on the house's picture on page 12 that you coloured."***

Preparation:

- Gather the students around the table you are working on. Bring the material and start showing them every step at a time while explaining every step in English.

- Draw many different shapes on paper using the ruler while the students are watching. Cut them out with scissors, and ask the children to colour them with their crayons. Show the children how to glue the cutout shapes on a piece of cardboard that has the same shape as the house (a template). Tell them that they need to fit the shapes in the right place on the picture of the house. Once you are done, tell them that now they need to do the same.
- Use pre-made shape cutouts to make it easy and safe for the kids to use.
- You can prepare the template before the class with the cutout shapes for every child in the class. You can put the cutouts needed for every individual in a small nylon bag.
- Give the students the house template, the cutout shapes, and the glue and let them try on their own, but help them when you feel they are stuck.
- Use markers, crayons, or coloured pencils to colour the windows, doors, and other details on the walls. Add additional decorations such as flowers, trees, or a chimney using coloured paper or drawing materials.
- When they finish, tell them to colour their houses, decorate them using the coloured paper, and write their names on them.
- They can be creative in how they want to decorate their houses.
- Walk around to help and guide, especially weaker students. You might need to do it with them yourself. Write their names on their projects and decorate the room by sticking them on the wall.

Lesson 5

Pupil's Book Session

PB/pp. 22 & 23

Introducing the story

Listen to the story.

- Make the kids feel familiar with the theme of the story, "***Friends help each other.***"
- Before you start the story, revise the shapes with the pupils. Check their mastery of the shapes' names.
- Point to the poster or the screen of the interactive board and discuss the title. Say: The title of the story is "***Tinkle's New House.***" Explain that Tinkle is a triangle.
- **Play the scene:** Show the scene of the story on the interactive board; tell the pupils that this story is about Tinkle's new house and that Tinkle is a triangle. Tinkle's friends (the other shapes), ***Roundy, Boxy, Ricky, Maia, and Whitey,*** are the ones who will help him take his things to the new house.
- Play the story and point to the speaking characters. Repeat it many times until the students recognise who is saying what.

- Point to the first picture and name the shapes one by one. Let the children repeat and name them several times until you feel they are familiar with them.
- Check their background knowledge of the theme of the story. For example, ask the children if they would help their friends do something. Try to get yes-or-no answers only now.
- Ask them **yes-or-no questions** about the pictures. For example, "**Are the shapes happy?**" pointing to the second picture. Get the kids to say "**yes.**"
- Now, ask simple questions about the rest of the pictures. Pre-teach all the new words by pointing to the pictures on the screen. Explain that Tinkle is moving to a new house. Point to *Ricky*, the rectangle in the third picture, and say, "**Ricky will take the toys to the new house.**" Then, point to *Boxy*, the square, and say, "**Boxy will take the toys to the new house.**" Now go on the same way with the rest of the pictures: "**Whitey the heart will take them all in his heart to the new house.**" "**Roundy, the circle, will roll them all to Tinkle's new house.**" "**Maia, the star, will twinkle, twinkle all the way.**"
- In the last picture, point to *Tinkle* and ask, "**Is Tinkle happy?**" Get answers from the kids. In addition, ask, "**Why is Tinkle happy?**" Give a model answer: "**Because he has good friends and they help him.**"

Lesson 6

Pupil's Book Session

Practise telling the story

PB/ pp. 22 & 23

Listen, point and repeat.

- **Listen to the audio:** Prepare the kids to listen carefully to the story several times again while the teacher points to the pictures or the character who is talking.
- Ask the children **who is saying what** while the story is playing.
- Let the children point to the speaking characters on the screen or poster first by inviting individuals one by one to come out and point to the speaking character. Ask, "**Who is speaking?**"
- Now help the children open their books on pages 22 and 23; play the story again and let them point in their books and repeat the lines after the character.
- Repeat the previous step as many times as needed until they master the lines of the story. Try sometimes to let them guess what the character will say.
- Now, ask more questions about the story. You need to make your questions clear and meaningful for the kids to understand, always give a model answer, and let them repeat it many times. It might be difficult at the beginning, but with practice, they will start to repeat and learn faster.

- Ask more questions, and always provide simple answers. Let them repeat the answers you gave:

"What did Tinkle ask her friends to do?" "Take her things to her new house."

"Do Tinkle's friends help her?" "Yes."

"Who will take the toys?" "Ricky."

"Who will take the clothes?" "Boxy."

"Who will put all the friends inside her heart?" "Whitey."

"Who will roll them to Tinkle's house?" "Roundy."

"Who will twinkle all the way?" "Maia."

- Talk about the moral of the story: ***"Good friends help each other."***
- **Acting out the story:** In such activities, ask the students to look at the prompts of the story and try to say and pretend to be the characters. The purpose of this is to develop fluency in speaking and uncover the students' talents in drama. Teach them how to change their voices to imitate the sounds of the characters. Do it yourself first, and they will imitate you.

Lesson 7

Pupil's Book Session

PB/pp. 24 & 25

Introducing and practising letter **Dd** sound /d/

Warm up: (The Alphabet Song)

- Use the alphabet poster.
- Play the alphabet song.
- Point to the letters as the song is playing.
- Let the students listen three times as you point to the letters and sing the song.
- Let the students listen and sing the letters along.
- Then play it again and let the students listen and repeat.
- Point to the letters on the poster and let the students say the letters' names, sounds and word examples.

AB/p. 24

Detailed instruction:

Listen, point and repeat.

Introducing Letter sound **Dd** /d/ (**d**rum, **d**uck and **d**inosaur):

- Play the letter **Dd** song (from YouTube) several times; encourage the children to repeat and sing along.

- Use a puppet if available or a stick figure with the alphabet flashcards to introduce letter **Dd** and the example words **drum**, **duck**, and **dinosaur**.
- Tell the students that the puppet (give it a name) will teach them a new sound today. Try to make the sound of a puppet if you can.
- Let the puppet say, "**Hello, my friends! Today, I'm going to teach you a new letter sound.**"
- Show the flashcard of letter **Dd**. Show the three objects/pictures that start with the sound /d/.
- First, show the letter to the children. Point out that the letter sound is /d/ (say the sound of the letter only). Then, show them the objects that start with letter "**d**". Teach the words by showing them the real objects if available or the pictures of "**drum**", "**duck**", and "**dinosaur**."
- Let the puppet say the letter's name, **Dd**, the letter's sound, /d/ and say a word example, **drum**.
- Repeat the name of the letter, the sound, and the word **drum** several times.
- Let the children repeat (**Dd**, /d/, **drum**) as you raise the flashcard of letter **Dd** and the picture of a **drum**.
- Repeat the same procedure with other word examples: **duck** and **dinosaur**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound /d/; it should be in a different colour.
- Draw students' attention to the /d/ sound at the beginning of each word.
- Read the word, repeating the /d/ sound several times, and then the full word: **d d d drum**.
- Do the same with **duck** and **dinosaur**. While you are reading, point to the "**Dd**" and ask the students what sound **Dd** makes.
- Let the children read the words **drum**, **duck**, and **dinosaur** after you.
- Invite students to come out and point to the pictures. Say, "Point to **drum**, **duck**, and **dinosaur**."
- **Play a game:** Put the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out and name the pictures.
- Students open their books on page 24.
- **Listen to the audio:** Students listen and point to the letters and words in their books.
- Let them say the sound of the letter and read the word examples in chorus, groups, and individuals several times.

Circle the letter **Dd**.

- Give the flashcards of the alphabet to the students and ask them to find the flashcards of letter **Dd**.
- Make sure that all students can recognise letter **Dd**.
- Write three capital and small letters on the board, including letter **Dd**.
- Tell students that you will only circle letter **Dd**.
- Ask students to open the pupil's book on page 24 and circle letter **Dd**.
- Walk around to help and direct the children.

Listen and learn the words.

- Play the audio and point to the related word while listening.
- Repeat it many times, and ask students to repeat after the audio.
- Now ask students to open the pupil's book on page 24.
- Play the audio many times and ask them to point to the related picture while listening.

PB/p. 25

Colour the picture of the **dinosaur**.

- Ask students to open the pupil's book on page 25.
- Use the flashcards and ask students to name the pictures of **drum**, **duck**, and **dinosaur**.
- Make sure that all students can recognise each picture.
- Now tell them that they have to colour only the picture of the **dinosaur**.
- Stick the flashcard of the **dinosaur** on the board so children can keep following.
- Walk around to help and direct the children towards colouring only the picture of the **dinosaur**.

Trace and write.

- **Sense of touch:** Use the play-dough to form the letter, the sand tray to write the letter with their fingers, or use sand paper to feel the letter while blindfolded to guess what letter it is.
- Play the video of writing letter **Dd** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps involved in forming the letter.

Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase **D**, draw a straight line down. Second, draw a curved line coming from the top down in the middle*

*and close to the left. To write the lowercase **d**, draw a straight line down from the top. From the middle, draw a curve down to the left and close."*

- Draw letter **Dd** small and capital with a dotted outline.
- Ask the students to open their pupil's books on page 25.
- Tell the kids you will trace it now.
- You need to demonstrate it on the board. Write the letter, capital and small, with dotted lines and trace it. Describe how you are writing the letter in words as you trace, the same way you did in the pupil's book. Invite the children to do the same on the board.
- Now show them how to trace and then write the letter on the 4-line-grid in the same way they traced it. Describe how you are writing the letter in words as you write (they already did that in the pupil's book session).
- Walk around to help and direct the children towards forming the letter correctly. Keep reminding them to start at the dot and to follow the arrows.

Lesson 8

Activity Book Session

Practise writing letter **Dd**

AB/p. 14

Trace, write and colour.

- Ask students to open the activity book on page 14 and do the same tracing steps explained in the previous lesson, then colour the picture.

AB/p. 15

Match.

- Ask students to open the activity book on page 15.
- Use the flashcards, word side, and sight-read them again with the class one by one (you have done sight-reading when you introduced them in the pupil's book). Remember that the children need to read the word as a whole, from left to right, and never try to break the words into sounds (see teaching sight-reading in the introduction).
- Hold the card up for the class to read. Ask who can read this word (**drum**). Let them raise their hands to answer.
- Pick individuals and see who can or cannot read at this point. You might need to do this often until you see that most children are able to read. Some children take more time to figure out this relationship between letters and sounds, and some struggle through it, but they still have time to figure it out.

- Do the same with the rest of the cards (**duck** and **dinosaur**). Use the cards, picture side, and ask, "**What is this?**" to see if they recognise the figures. Practise reading the nouns again if they still cannot.
- Now invite the children to match the word with the right figure on the board one by one. Stress understanding the meaning of the word "**match**." Next, tell them to match in their activity books. Walk around to help and guide.

Look at the picture and write the first letter.

- Ask students to open the activity book on page 15.
- Tell them: "**You have to look at the picture and write the first letter.**"
- Use the flashcards with the pictures. Raise the flashcard with the picture of a **dinosaur** and ask the students to say the name and repeat it many times.
- Do the same with the other pictures (**duck** and **drum**).
- Write the word on the board without writing the first letter.
- Now show the students that you are going to write the first letter (**d**) in the space.
- Ask them to do the same in their books.
- You can do the activities in the activity book in a separate session, or you can merge them with the pupil's book session if you find the time. This extended work will help students practise and master letters' names, sounds, and words.

Lesson 9

Pupil's Book Session

PB/p. 26

Introducing and practising letter **Ee** sound /e/

Warm up: (The Alphabet Song)

- Use the alphabet poster.
- Play the alphabet song.
- Point to the letters as the song is playing.
- Let the students listen three times as you point to the letters and sing the song.
- Let the students listen and sing the letters along.
- Then play it again and let the students listen and repeat.
- Point to the letters on the poster and let the students say the letters' names, sounds and word examples.

Listen, point and repeat.

Detailed instruction:

Introducing Letter **Ee** (**elephant**, **egg** and **elbow**):

- Play the letter **Ee** song on YouTube several times; encourage children to repeat and sing along.
- Use the puppet or the stick picture with the alphabet flashcards to introduce letter **Ee** and the example words **elephant**, **egg**, and **elbow**.
- Tell the students that the puppet (name it) will teach them a new sound today. Make the sound of the puppet (you used it in the previous letter lessons).
- Let the puppet say, "**Hello, my friends! Today, I'm going to teach you a new letter sound.**"
- Show the flashcard of letter **Ee**. Show the three objects/pictures that start with the letter sound /e/.
- First, show the letter to the children. Point out that the letter sound is /e/ (say the sound of the letter only). Then, show them the objects that start with letter "**Ee**". Teach the words by showing them the real objects if available or the pictures of "**elephant**", "**egg**", and "**elbow**."
- Let the puppet say the letter's name **Ee**, the letter's sound /e/ and say a word example, **elephant**.
- Repeat the name of the letter, the sound and the word **elephant** several times.
- Let the children repeat (**Ee, /e/, elephant**) as you raise the flashcard of letter **Ee** and the picture of an **elephant**.
- Repeat the same procedure with other word examples: **egg** and **elbow**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound /e/; it should be in a different colour.
- Draw students' attention to the /e/ sound at the beginning of each word.
- Read the word, repeating the /e/ sound several times, and then the full word: **e e e elephant**.
- Do the same with **egg** and **elbow**. While you are reading, point to the "**Ee**" and ask the students what sound **Ee** makes.
- Let the children read the words **elephant**, **egg**, and **elbow** after you.
- Invite students to come out and point to the pictures. Say, "Point to **elephant**, **egg** and **elbow**." Ask them what sound **Ee** makes.
- **Play a game:** Put the flashcards on the ground and say the word. Invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Students open their books on page 26.
- Students listen and point to the letters and words in their books.

- They say the sound of the letter and read the word examples in chorus, groups, and individuals several times.

Circle the letter *Ee*.

- Give the flashcards of the alphabet to the students and ask them to find the flashcards of letter *Ee*.
- Make sure that all students can recognise letter *Ee*.
- Write three capital and small letters on the board, including letter *Ee*.
- Tell students that you will only circle letter *Ee*.
- Ask students to open the pupil's book on page 26 and circle letter *Ee*.
- Walk around to help and direct the children.

Listen and learn the words.

- Play the audio and point to the related word while listening.
- Repeat it many times, and ask students to repeat after the audio.
- Now ask students to open the pupil's book on page 26.
- Play the audio many times and ask them to point to the related picture while listening.

PB/p. 27

Colour the picture of the *elephant*.

- Ask students to open the pupil's book on page 27.
- Use the flashcards and ask students to name the pictures of *elephant*, *egg*, and *elbow*.
- Make sure that all students can recognise each picture.
- Now tell them that they have to colour only the picture of the *elephant*.
- Stick the flashcard of the *elephant* on the board so children can keep following.
- Walk around to help and direct the children towards colouring only the picture of the *elephant*.

Trace and write.

- **Sense of touch:** Use the play-dough to form the letter, the sand tray to write the letter with their fingers, or use sand paper to feel the letter while blindfolded to guess what letter it is.
- Play the video of writing letter *Ee* on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps involved in forming the letter.

Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the

movements you make while writing; for example, *"to write the uppercase **E**, draw a straight line down. The second step is to draw a line across the top; the third step is to draw a line across in the middle; and the fourth and last step is to draw a line across at the bottom. To write the lowercase **e**, start to draw a line between the middle line and the bottom line. Next, from the tip of the line, draw a line curving up to the left, down to the bottom, and curving up again."*

- Draw letter **Ee** small and capital letters with a dotted outline.
- Ask students to open the pupil's book on page 27.
- Tell the kids you will trace it now.
- You need to demonstrate it on the board. Write the letter, capital and small, with dotted lines and trace it. Describe how you are writing the letter in words as you trace, the same way you did in the pupil's book. Invite the children to do the same on the board.
- Now show them how to trace and then write the letter on the 4-line grid in the same way they traced it. Describe how you are writing the letter in words as you write (they already did that in the pupil's book session).
- Walk around to help and direct the children towards forming the letter correctly. Keep reminding them to start at the dot and to follow the arrows.

Lesson 10

Activity Book Session

Practise writing letter **Ee**

AB/p. 16

Trace, write and colour.

- Ask students to open the activity book on page 16 and do the same tracing steps that are explained in the previous lesson, then colour the picture.

AB/ p. 17

Match.

- Ask students to open the activity book on page 17.
- Use the flashcards, word side, and sight-read them again with the class one by one (you have done sight-reading when you introduced the figures in the pupil's book). Remember that the children need to read the word as a whole, from left to right, and never try to break the words into sounds (see teaching sight-reading in the introduction).

- Hold the card up for the class to read. Ask who can read this word (**elephant**). Let them raise their hands to answer.
- Pick individuals and see who can or cannot read at this point. You might need to do this often until you see that most children are able to read. Some children take more time to figure out this relationship between letters and sounds, and some struggle through it, but they still have time to figure it out.
- Do the same with the rest of the cards (**egg** and **elbow**). Use the cards, picture side, and ask, "**What is this?**" to see if they recognise the figures. Practise reading the nouns again if they still cannot.
- Now invite the children to match the word with the right figure on the board one by one. Stress understanding the meaning of the word "**match.**" Next, tell them to match in their activity books. Walk around to help and guide.

Look at the picture and write the first letter.

- Ask students to open the activity book on page 17.
- Tell them, "You have to look at the picture and write the first letter."
- Use the flashcards with the pictures. Raise the flashcard with the picture of an **elbow** and ask students to say the name of it and repeat it many times.
- Do the same with the other pictures (**egg** and **elephant**).
- Write the word on the board without writing the first letter.
- Now show the students that you are going to write the first letter (**e**) in the space.
- Ask them to do the same in their books.
- You can do the activities in the activity book in a separate session, or you can merge them with the pupil's book session if you find the time. This extended work will help students practise and master letters' names, sounds, and words.

Lesson 11

Pupil's Book Session

PB/pp. 28 & 29

Introducing and practising letter **Ff sound /f/**

Warm up: (The Alphabet Song)

- Use the alphabet poster.
- Play the alphabet song.
- Point to the letters as the song is playing.
- Let the students listen three times as you point to the letters and sing the song.
- Let the students listen and sing the letters along.

- Then play it again and let the students listen and repeat.
- Point to the letters on the poster and let the students say the letters' names, sounds and word examples.

PB/ p. 28

Detailed instruction:

Listen, point and repeat.

Introducing Letter *Ff* (*fox*, *farm* and *flower*):

- Play the letter **F** song on YouTube several times; encourage children to repeat and sing along.
- Use a puppet if available or a stick picture with the alphabet flashcards to introduce letter **Fe** and the example words **fox**, **farm** and **flower**.
- Tell the students that the puppet will teach them the new sound today. Try to make a sound of a puppet.
- Let the puppet say, "**Hello, my friends! Today, I'm going to teach you a new letter sound.**"
- Show the flashcard of letter **Ff**. Show the three objects/pictures that start with the letter sound /f/.
- First, show the letter to the children. Point out that the letter sound is /f/ (say the sound of the letter only). Then, show them the objects that start with letter "**f**". Teach the words by showing them the real objects if available or the pictures of "**fox**", "**farm**" and "**flower**".
- Let the puppet say the letter's name, **Fe**, the letter's sound, /f/ and say a word example, **fox**.
- Repeat the name of the letter, the sound, and the word **fox** several times.
- Let the children repeat (**Ff**, /f/, **fox**) as you raise the flashcard of letter **Ff** and the picture of a **fox**.
- Repeat the same procedure with other word examples: **farm** and **flower**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound /f/; it should be in a different colour.
- Draw students' attention to the /f/ sound at the beginning of each word.
- Read the word, repeating the /f/ sound several times, and then the full word: **fff fox**.
- Do the same with **farm** and **flower**. While you are reading, point to the "**Ff**" and ask the students what sound **Ff** makes.
- Let the children read the words **fox**, **farm**, and **flower** after you.

- Invite students to come out and point to the pictures. Say, "Point to **fox**, **farm**, and **flower**." Ask them what sound **Ff** makes.
- **Play a game:** spread the flashcards on the ground, say the word, and invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out and name the pictures.
- Students open their books on page 28.
- Students listen and point to the letters and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups, and individuals several times.

Circle the letter **Ff**.

- Give the flashcards of the alphabet to the students and ask them to find the flashcards of letter **Ff**.
- Make sure that all students can recognise letter **Ff**.
- Write three capital and small letters on the board, including letter **Ff**.
- Tell students that you will only circle letter **Ff**.
- Ask students to open the pupil's book on page 28 and circle letter **Ff**.
- Walk around to help and direct the children.

Listen and learn the words.

- Play the audio and point to the related word while listening.
- Repeat it many times, and ask students to repeat after the audio.
- Now ask students to open the pupil's book on page 28.
- Play the audio many times and ask them to point to the related picture while listening.

PB/p.29

Colour the picture of the **flower**.

- Ask students to open the pupil's book on page 29.
- Use the flashcards and ask students to name the pictures of **fox**, **farm**, and **flower**.
- Make sure that all students can recognise each picture.
- Now tell them that they have to colour only the picture of the **flower**.
- Stick the flashcard of the **flower** on the board so children can keep following.
- Walk around to help and direct the children towards colouring only the picture of the **flower**.

Trace and write.

- **Sense of touch:** Use the play-dough to form the letter, the sand tray to write the letter with their fingers, or use sand paper to feel the letter while blindfolded to guess what letter it is.
- Play the video of writing letter **Ff** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps involved in forming the letter.

Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase **F**, draw a straight line down; draw a line across at the top; then draw a line across in the middle. To write the lowercase **f**, draw a curve line up to the left and down. Then draw a line across from the middle."*

- Draw letter **Ff** small and capital letters with a dotted outline.
- Ask students to open the pupil's book on page 29.
- Tell the kids you will trace it now.
- You need to demonstrate it on the board. Write the letter, capital and small, with dotted lines and trace it. Describe how you are writing the letter in words as you trace, the same way you did in the pupil's book. Invite the children to do the same on the board.
- Now show them how to trace and then write the letter on the 4-line-grid in the same way they traced it. Describe how you are writing the letter in words as you write (they already did that in the pupil's book session).
- Walk around to help and direct the children towards forming the letter correctly. Keep reminding them to start at the dot and to follow the arrows.

Lesson 12

Activity Book Session

Practise writing letter **Ff**

AB/p. 18

Trace, write and colour.

- Ask students to open the activity book on page 18 and do the same tracing steps that are explained in the previous lesson, then colour the picture.

AB/p. 19

Match.

- Ask the students to open the activity book on page 19.
- Use the flashcards, word side, and sight-read them again with the class one by one (you have done sight-reading when you introduced the figures in the pupil's book). Remember that the children need to read the word as a whole, from left to right, and never try to break the words into sounds (see teaching sight-reading in the introduction).
- Hold the card up for the class to read. Ask who can read this word (**f**lower). Let them raise their hands to answer.
- Pick individuals and see who can or cannot read at this point. You might need to do this often until you see that most children are able to read. Some children take more time to figure out this relationship between letters and sounds, and some struggle through it, but they still have time to figure it out.
- Do the same with the rest of the cards (**f**arm and **f**ox). Use the cards, picture side, and ask, "**What is this?**" to see if they recognise the figures. Practise reading the nouns again if they still cannot.
- Now invite the children to match the word with the right figure on the board one by one. Stress understanding the meaning of the word "**match**." Next, tell them to match in their activity books. Walk around to help and guide.

Look at the picture and write the first letter.

- Ask students to open the activity book on page 19.
- Tell them, "You have to look at the picture and write the first letter."
- Use the flashcards with the pictures. Raise the flashcard with the picture of a **f**arm and ask students to say the name of it and repeat it many times.
- Do the same with the other pictures (**f**lower and **f**ox).
- Write the word on the board without writing the first letter.
- Now show the students that you are going to write the first letter (**f**) in the space.
- Ask them to do the same in their books.
- You can do the activities in the activity book in a separate session, or you can merge them with the pupil's book session if you find the time. This extended work will help students practise and master letters' names, sounds, and words.

Unit 3

My Family

Pupil's Book Session pages 30 – 39

Activity Book Session pages 20 - 27

New Words	Family words: <i>father, mother, grandmother, grandfather, sister, brother, me</i> Story words: <i>Geese, good morning, little, goslings, market, chocolate, candy, cookies, stop shouting, stop fighting and sorry</i> Story: The Geese Family
Grammar	"Who is this?" "This is my (Father)."
Letter Sounds & Words	(Gg : gift, girl, grapes), (Hh : hat, hand, hen), (li : ink, igloo, insect) (The upper case is for recognition only.)
Language Functions	Talking about family

Outcomes

By the end of this unit, students should be able to:

- Identify different family members.
- Respond to "Who's this?"
- Sing all letters' names and sounds in song (A-Z).
- Identify, sound out, and write the letters **Gg**, **Hh**, and **li**, capital and small. Say three word examples that begin with the sounds /g/, /h/ and /i/.
- Sight-read the keywords in the unit and story.
- Learn and understand the new words in the main theme and the story.
- Listen to and follow a story prompted by pictures.
- Trace and write the new letters **Gg**, **Hh**, and **li**.

Unit 3	Sessions	Content My Family	Pages
Lesson			
Lesson 1	Pupil's Book Session	Introducing vocabulary & grammar	30
Lesson 2	Pupil's Book Session	Practising new vocabulary & grammar	31
Lesson 3	Activity Book Session	Game	20
Lesson 4	Activity Book Session	Project	21
Lesson 5	Pupil's Book Session	Introducing the story	32 - 33
Lesson 6	Pupil's Book Session	Practising telling the story	32- 33
Lesson 7	Pupil's Book Session	Introducing and practising letter Gg sound /g/	34 - 35
Lesson 8	Activity Book Session	Writing letter Gg	22 - 23
Lesson 9	Pupil's Book Session	Introducing and practising letter Hh sound /h/	36 - 37
Lesson 10	Activity Book Session	Writing letter Hh	24 - 25
Lesson 11	Pupil's Book Session	Introducing and practising letter li sound /i/	38 - 39
Lesson 12	Activity Book Session	Writing letter li	26 - 27

Lesson 1

Pupil's Book Session

PB/p. 30

Introducing vocabulary & grammar

Listen, point and repeat.

You can start this unit by pointing to your own picture and saying, "**Look! This is (me),**" pointing to you in the picture. Invite kids to point to themselves in their photos (*tell them to bring their photos the day before the class*) and say the same.

- Play the page of the theme on the interactive board or use a poster and flashcards (*ordered with the books*) for the purpose.
- Talk with the class about the scene. Tell them that the characters are family members who are sitting on the couch in the living room.

Communicative practice:

This includes:

- Talk about the topic. Ask the children who this family member is while the audio is playing.
- Point and let the children point to the character on the screen, poster, or in their books. Here, the children will do a lot of listening, both receptive and productive, when they **listen, point, and repeat.**
- Asking and answering questions about the theme. The "what" and "who" questions are tools to help children develop comprehension skills. Start with yes-or-no questions backed by head gestures of either nodding or shaking.
- Introduce the family members to the class. Say, "**This is my father, mother, grandfather, grandmother, brother, sister, or me.**" Repeat them several times, pointing to pictures on the screen or poster, and urge the children to repeat them after you. It is important to point to the family member when saying the word.
- Ask simple yes/no questions. You might need to provide the model answer yourself at this stage and encourage the kids to repeat it many times until they get the idea. For example, "**Is this family happy?**" "**Yes**". "**Is this mother?**" "**No**." or "**Yes**."
- Ask what-questions: "**Who is this?**" pointing to the brother. "" Keep pointing to the brother on the screen or poster while saying the word.
- Train the children to listen carefully to the audio and make it comprehensible to them by pointing to the speaking character on the screen every time. Repeat the audio many times until the children learn how to produce the lines in the same way.

Lesson 2

Pupil's Book Session

PB/p. 30

Practising new vocabulary & grammar

- Show the family members' flashcards and say "***father***", "***mother***", "***grandfather***", "***grandmother***", "***sister***", "***brother***" and "***me***." Let the students sight-read the family words again.
- Let the students open their pupils' books. You will need to help them open their English books left-to-right and on the target page. Say, "***Open your books on page 30.***" Walk around to help.
- **Listen to the audio:** Ask them to listen carefully to the audio again as they point to the pictures; you need to do the same yourself on the screen or poster to show them how to do it correctly.
- **Repetition in meaningful context:** Repetition of the new words, phrases, and sentences using the audio and the scene prompts (pictures in their books, flashcards, and the poster) will reinforce learning. Have the students master the words with your creative ideas in repetition drills.
- Play the audio many times, especially in the beginning lessons; the teacher will sometimes need to say the lines herself in a slower mode to eliminate children's fears of not understanding and to give their ears time to get familiar with the new language. This aids their learning by heart, and the students can easily take part when acting out the scene at a later point.
- **Variation:** vary your techniques in drilling new language to make it more fun, like dividing the class into competing groups. The winning group is the one that best reflects accuracy and fluency in repetition. Be patient and accept whatever they produce.
- Use the techniques suggested in the introduction for teaching vocabulary using the picture-word flashcards.

PB/p. 31

Match.

Sight-reading: Use the flashcards of the family words, word side, and sight-read them again with the students one by one (*you have already done sight-reading when you introduced the family words in the pupil's book*). Remember that the children need to read the word as a whole, left to right, and never try to break the words into sounds

(see teaching sight-reading in the introduction). Hold the card up for the class to read. Ask who can read this word (the **father**). Let them raise their hands to answer.

- Pick individuals and see who can or cannot read at this point. You might need to do this often until you see that most children are able to read. Some children take more time to figure out this relationship between letters and sounds, and some struggle through it, but they still have time to figure it out.
- Do the same with the rest of the family names (**brother, mother, and sister**). Use the cards, picture side, and ask, "**Who is this?**" to see if they recognise the family members. Practise reading the names again if they still cannot.
- Now invite the children to match the names with the right characters on the board screen one by one. Stress the understanding of the meaning of the word "**match.**" Next, tell them to match in their activity books. Walk around to help and guide.

Lesson 3

Activity Book Session

AB/p. 20

Play the game.

Finger Puppet Family

Use the family finger puppets you prepared before the class and play the game with the class. Raise one puppet and ask, "**Who is this?**" Pick a student to answer "**Father.**" Invite children to come out one by one, and each time the student wears the puppets, ask other students the same question, and they have to answer. Another game is to teach the finger family song, and they spread out the right finger puppet when the song names the finger puppet.



Lesson 4

Activity Book Session

AB/p. 21

Project: Finger Family

Objective: To engage children in a creative and interactive activity while promoting finger dexterity and social interaction. The aim is to enhance their understanding of the family member's vocabulary.

Warm up

Gather the students in a circle and revise the topic of family members with them. Start by saying, ***"You learned about the family members; now you will create a finger family shape based on the finger family's picture on page 20."***

Preparation:

- Prepare the puppet templates for the students on the **white cardboard** and
- Prepare father, mother, brother, and sister templates. You can use the same family members on page 20 to be the puppets.
- Give the students their safe **scissors** to cut out the puppets.
- Other templates should be blank cardboard to make the back of the puppet.
- Use the **glue** to stick the inner sides of the front of the puppet with the blank backs of the puppet, making a hollow shape to allow the fingers to go in.
- Ask the children to sit in pairs and wear their puppets on their fingers. Tell them to curl their fingers, clenching the tips into their palms. Now, they raise one finger puppet and ask, ***"Who is this?"*** If the answer is correct, then s/he can raise another finger to ask in the same way. If the one who is asking finishes all five fingers and all the answers are correct, s/he spreads the five fingers up. If some answers are not correct, s/he keeps the incorrect fingers curled. The winner is the one who has five fingers spread out.

Lesson 5

Pupil's Book Session

PB/ p. 32 & 33

Introducing the story

Listen, point and repeat.

- Make the kids feel familiar with the theme of the story: ***"The story is about the geese family."***
- Before you start the story, revise the family words with the pupils. Check their mastery of the family members.

- Pre-teach the new words as you are pointing to the geese on the screen or poster: *geese, good morning, little goslings, market, chocolate, candy, cookies, stop shouting, stop fighting, and sorry*. You can explain the words as you are going over the pictures on the screen, telling parts of the story.
- Point to the poster or the screen of the interactive board and discuss the title. Say: The title of the story is "***The Geese Family***." Point to the geese; say, *father, mother, and sister*.
- Play the scene of the story on the interactive board or poster; tell the pupils that this story is about the geese family at the market. The father goose, the mother goose, and the little goslings will go to the market.
- Point to "mother goose" and to the goslings on the screen. Point to Mother Goose and read her lines; make it sound like it is the goose talking. Let the children repeat it after you several times until you feel they are familiar with it.
- Do the same with the market scene. Read the lines of each goose imitating their voices. Let the children repeat the lines after you. You explain the story as you read it with the students, pointing to the speaking character.
- Check their background knowledge of the theme of the story. For example, ask the children if they fight with their siblings or if they are nice to each other. Try to get yes-or-no answers only now.
- Ask them ***yes-or-no questions*** about the pictures. For example, "***Are the goslings fighting?***" pointing to the second picture. Get the kids to say "***yes***."
- Now, ask simple questions about the rest of the pictures. Explain that the parent geese are taking their children to the market. Point to the first gosling in the second picture and say, "***This little gosling wants chocolate***." Then, point to the second gosling and say, "***This little gosling wants cookies***." Then, point to the third gosling and say, "***This little gosling wants candy***." Point to the father and say, "***Stop shouting***." Point to the mother and say, "***Stop fighting***."
- Now go on in the same way, explaining the rest of the pictures. Father: "***Let's go back home, bad goslings***." Mother: "***Ok now! Be good and nice to each other***." The goslings: "***Sorry, Dad!***"
- In the last picture, point to the goslings and ask, "***Are the goslings happy?***" Get answers from the kids. Ask, "***Why are they happy?***" Give a model answer: "***Because they have chocolate***."

Lesson 6

Pupil's Book Session

PB/ pp. 32 & 33

Practise telling the story.

- **Play the audio:** Play the story and point to the speaking characters. Repeat it many times until the students recognise who is saying what.
- Prepare the kids to listen carefully to the story several times while the teacher points to the pictures or the character that is talking.
- Ask the children ***who is saying what*** while the story is playing.
- Let the children point to the speaking characters on the screen or poster first by inviting individuals one by one to come out and point to the speaking character. Ask, "***Who is speaking?***"
- Now help the children open their books on pages 32 and 33; play the story again and let them point in their books and repeat the lines after the character.
- Repeat the previous step as many times as needed until they master the lines of the story. Try sometimes to let them guess what the character will say.
- Now, ask more questions about the story. You need to make your questions clear and meaningful for the kids to understand, and always give a model answer and let them repeat it. It might be difficult at the beginning, but with practise, they will start to repeat and learn faster.
- Ask more questions, and always provide simple answers. Let them repeat the answers you gave. Feed them the answer first and let them repeat:
"Where does the family want to go?" "To the market."
"What are the goslings doing?" "Shouting and fighting."
"What does the first gosling want?" "Chocolate."
"What does the second gosling want?" "Cookies."
"What does the third gosling want?" "Candy."
"Is it polite to shout and fight?" "No."
- Talk about the moral of the story: "***Be good and nice to your sisters and brothers.***"
- **Acting out the story:** Ask the students to look at the prompts of the story and try to pretend to be the characters. The purpose of this is to develop fluency in speaking and uncover the students' talents in drama. Teach them how to change their voices to imitate the sounds of the characters. Do it yourself first, and they will imitate you.

Lesson 7

Pupil's Book Session

PB/p. 34

Introducing and practising letter **Gg sound /g/**

Warm up: (The Alphabet Song)

- Use the alphabet poster.

- Play the alphabet song.
- Point to the letters as the song is playing.
- Let the students listen three times as you point to the letters and sing the song.
- Let the students listen and sing the letters along.
- Then play it again and let the students listen and repeat.
- Point to the letters on the poster and let the students say the letters' names, sounds and word examples.

Detailed instruction:

Listen, point and repeat.

Introducing Letter *Gg* (*gift*, *girl* and *grapes*):

- Play the letter *Gg* song on YouTube several times; encourage children to repeat and sing along.
- Use a puppet or a stick picture with the alphabet flashcards to introduce letter *Gg* and the example words *gift*, *girl*, and *grapes*.
- Tell the students that (the puppet) will teach them a new sound today. Try to make a sound of a puppet.
- Let the puppet say, "*Hello, my friends! Today, I'm going to teach you a new letter sound.*"
- Show the flashcard of letter *Gg*. Show the three objects/pictures that start with the letter sound */g/*.
- First, show the letter to the children. Point out that the letter sound is */g/* (say the sound of the letter only). Then, show them the objects that start with letter "*g*". Teach the words by showing them the real objects if available or the pictures of "*gift*" "*girl*", and "*grapes*."
- Let the puppet say the letter's name, *Gg*, the letter's sound */g/* and say a word example *gift*.
- Repeat the name of the letter, the sound, and the word *gift* several times.
- Let the children repeat (*Gg*, */g/*, *gift*) as you raise the flashcard of letter *Gg* and the picture of a *gift*.
- Repeat the same procedure with other word examples: *girl* and *grapes*.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound */g/*; it should be in a different colour.
- Draw students' attention to the */g/* sound at the beginning of the each word.
- Read the word, repeating the */g/* sound several times, and then the full word: *g g g gift*.

- Do the same with **girl** and **grapes**. While you are reading, point to the "**Gg**" and ask the students what sound **Gg** makes.
- Let the children read the words **gift**, **girl** and, **grapes** after you.
- Invite students to come out and point to the pictures. Say, "Point to **gift**, **girl** and, **grapes**." Ask them what sound **Gg** makes.
- **Play a game:** Spread the flashcards on the ground, say the word, and invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out and name the pictures.
- Students open their books on page 34.
- **Listen to the audio:** Students listen and point to the letters and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups, and individuals several times.

Circle the letter **Gg**.

- Give the flashcards of the alphabet to the students and ask them to find the flashcards of letter **Gg**.
- Make sure that all students can recognize letter **Gg**.
- Write three capital and small letters on the board, including letter **Gg**.
- Tell students that you will only circle letter **Gg**.
- Ask students to open the pupil's book on page 34 and circle letter **Gg**.
- Walk around to help and direct the children.

Listen and learn the words.

- Play the audio and point to the related word while listening.
- Repeat it many times and ask students to repeat after the audio.
- Now ask students to open the pupil's book on page 34.
- Play the audio many times and ask them to point to the related picture while listening.

PB/p. 35

Colour the picture of the **grapes**.

- Ask students to open the pupil's book on page 35.
- Use the flashcards and ask students to name the pictures of **gift**, **girl**, and **grapes**.
- Make sure that all students can recognize each picture.
- Now tell them that they have to colour only the picture of the **grapes**.
- Stick the flashcard of the **grapes** on the board so children can keep following.
- Walk around to help and direct the children towards colouring only the picture of the **grapes**.

Trace and write.

- **Sense of touch:** Use the play-dough to form the letter, the sand tray to write the letter with their fingers, or use sand paper to feel the letter while blindfolded to guess what letter it is.
- Play the video of writing letter **Gg** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps involved in forming the letter.

Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase **G**, draw a curved line from the top, down in the middle, and curving up again. Draw a straight line across the middle. To write the lowercase **g**, start in the middle, draw a curve down to the left and all the way to the bottom, and up again. Then back to the middle, draw a line down all the way outside the bottom line and curve it up."*

- Draw letter **Gg**, small and capital, with a dotted outline.
- Ask students to open the pupil's book on page 35.
- Tell the kids you will trace it now.
- You need to demonstrate it on the board. Write the letter, capital and small, with dotted lines and trace it. Describe how you are writing the letter in words as you trace, the same way you did in the pupil's book. Invite the children to do the same on the board.
- Now show them how to trace and then write the letter on the 4-line grid in the same way they traced it. Describe how you are writing the letter in words as you write (they already did that in the pupil's book session).
- Walk around to help and direct the children towards forming the letter correctly. Keep reminding them to start at the dot and to follow the arrows.

Lesson 8

Activity Book Session

Practise writing letter **Gg**

AB/p. 22

Trace, write and colour.

- Ask students to open the activity book on page 22 and do the same tracing steps that were explained in the previous lesson, then colour the picture.

AB/p. 23

Match.

- Ask students to open the activity book on page 23.
- Use the flashcards, word side, and sight-read them again with the class one by one (*you have done sight-reading when you introduced the words in the pupil's book*). Remember that the children need to read the word as a whole, from left to right, and never try to break the words into sounds (*see teaching sight-reading in the introduction*).
- Hold the card up for the class to read. Ask who can read this word (**grapes**). Let them raise their hands to answer.
- Pick individuals and see who can or cannot read at this point. You might need to do this often until you see that most children are able to read. Some children take more time to figure out this relationship between letters and sounds, and some struggle through it, but they still have time to figure it out.
- Do the same with the rest of the cards (**girl** and **gift**). Use the cards, picture side, and ask, "**What is this?**" to see if they recognise the figures. Practise reading the nouns again if they still cannot.
- Now invite the children to match the word with the right figure on the board one by one. Stress understanding the meaning of the word "**match**." Next, tell them to match in their activity books. Walk around to help and guide.

Look at the picture and write the first letter.

- Ask students to open the activity book on page 23.
- Tell them that you have to look at the picture and write the first letter.
- Use the flashcards with the pictures. Raise the flashcard with the picture of a grape and ask students to say the name of it and repeat it many times.
- Do the same with the other pictures (**girl** and **gift**).
- Write the word on the board without writing the first letter.
- Now show the students that you are going to write the first letter (**g**) in the space.
- Ask them to do the same in their books.
- You can do the activities in the activity book in a separate session, or you can merge them with the pupil's book session if you find the time. This extended work will help students practise and master letters' names, sounds, and words.

Lesson 9

Pupil's Book Session

PB/p. 36

Introducing and practising letter **Hh** sound /h/

Warm up: (The Alphabet Song)

- Use the alphabet poster.
 - Play the alphabet song.
 - Point to the letters as the song is playing.
 - Let the students listen three times as you point to the letters and sing the song.
 - Let the students listen and sing the letters along.
 - Then play it again and let the students listen and repeat.
- Point to the letters on the poster and let the students say the letters' names, sounds and word examples.

Detailed instruction:

Listen, point and repeat.

Introducing Letter **Hh** (**hat**, **hand** and **hen**):

- Play the letter **Hh** song on YouTube several times; encourage the children to repeat and sing along.
- Use a puppet if available or a stick figure with the alphabet flashcards to introduce letter **Hh** and the example words **hat**, **hand**, and **hen**.
- Tell the students that the puppet will teach them a new sound today. Try to make the sound of a puppet.
- Let the puppet say, "**Hello, my friends! Today, I'm going to teach you a new letter sound.**"
- Show the flashcard of letter **Hh**. Show the three objects/pictures that start with the letter sound /h/.
- First, show the letter to the children. Point out that the letter sound is /h/ (say the sound of the letter only). Then, show them the objects that start with letter "**h**". Teach the words by showing them the real objects if available or the pictures of "**hat**", "**hand**", and "**hen**."
- Let the puppet say the letter's name, **Hh**, the letter's sound, /h/ and say a word example, **hat**.
- Repeat the name of the letter, the sound, and the word "**hat**" several times.
- Let the children repeat (**Hh**, /h/, **hat**) as you raise the flashcard of letter **Hh** and the picture of a **hat**.
- Repeat the same procedure with other word examples: **hand** and **hen**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound /h/; it should be in a different colour.

- Draw students' attention to the /h/ sound at the beginning of the each word.
- Read the word repeating the /h/ sound several times and then the full word: **h h h hat**.
- Do the same with **hand** and **hen**. While you are reading, point to the "**Hh**" and ask the students what sound **Hh** makes.
- Let the children read the words **hat**, **hand**, and **hen** after you.
- Invite students to come out and point to the pictures. Say, "Point to **hat**, **hand**, and **hen**." Ask them what sound **Hh** makes.
- **Play a game:** Put the flashcards on the ground and say the word. Invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out and name the pictures.
- Students open their books on page 36.
- **Listen to the audio:** Students listen and point to the letters and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups, and individuals several times.

Circle the letter **Hh**.

- Give the flashcards of the alphabet to the students and ask them to find the flashcards of letter **Hh**.
- Make sure that all students can recognize letter **Hh**.
- Write three capital and small letters on the board, including letter **Hh**.
- Tell students that you will only circle letter **Hh**.
- Ask students to open the pupil's book on page 36 and circle letter **Hh**.
- Walk around to help and direct the children.

Listen and learn the words.

- Play the audio and point to the related word while listening.
- Repeat it many times and ask students to repeat after the audio.
- Now ask students to open the pupil's book on page 36.
- Play the audio many times, and ask them to point to the related picture while listening.

PB/p. 37

Colour the picture of the **hen**.

- Ask students to open the pupil's book on page 37.
- Use the flashcards and ask students to name the pictures of (**hat**, **hand**, **hen**).
- Make sure that all students can recognise each picture.
- Now tell them that they have to colour only the picture of the **hen**.

- Stick the flashcard of the **hen** on the board so children can keep following.
- Walk around to help and direct the children towards colouring only the picture of the **hen**.

Trace and write.

- **Sense of touch:** Use the play-dough to form the letter, the sand tray to write the letter with their fingers, or use sand paper to feel the letter while blindfolded to guess what letter it is.
- Play the video of writing letter **Hh** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps involved in forming the letter.

Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase **H**, draw a straight line down. Next, do another straight line down the opposite side. Then, to finish, draw a line across the middle. To write the lowercase **h**, draw a straight line down. Next, draw a curve line to the right and all the way down to the bottom line."*

- Draw letter **Hh**, small and capital, with a dotted outline.
- Ask students to open the pupil's book on page 37.
- Tell the kids you will trace it now.
- You need to demonstrate it on the board. Write the letter, capital and small, with dotted lines and trace it. Describe how you are writing the letter in words as you trace, the same way you did in the pupil's book. Invite the children to do the same on the board.
- Now show them how to trace and then write the letter on the 4-line grid in the same way they traced it. Describe how you are writing the letter in words as you write (they already did that in the pupil's book session).
- Walk around to help and direct the children towards forming the letter correctly. Keep reminding them to start at the dot and to follow the arrows.

Lesson 10

Activity Book Session

Practise writing letter **Hh**

AB/p. 24

Trace, write and colour.

- Ask students to open the activity book on page 24 and do the same tracing steps explained in the previous lesson then colour the picture.

AB/p. 25

Match.

- Ask students to open the activity book on page 25.
- Use the flashcards, word side, and sight-read them again with the class one by one (you have done sight-reading when you introduced the figures in the pupil's book).
Remember that the children need to read the word as a whole, from left to right, and never try to break the words into sounds (see teaching sight-reading in the introduction).
- Hold the card up for the class to read. Ask who can read this word (**hat**). Let them raise their hands to answer.
- Pick individuals and see who can or cannot read at this point. You might need to do this often until you see that most children are able to read. Some children take more time to figure out this relationship between letters and sounds, and some struggle through it, but they still have time to figure it out.
- Do the same with the rest of the cards (**hand** and **hen**). Use the cards, picture side, and ask, "**What is this?**" to see if they recognise the figures. Practise reading the nouns again if they still cannot.
- Now invite the children to match the word with the right figure on the board one by one. Stress understanding the meaning of the word "**match.**" Next, tell them to match in their activity books. Walk around to help and guide.

Look at the picture and write the first letter.

- Ask students to open the activity book on page 25.
- Tell them that they have to look at the picture and write the first letter.
- Use the flashcards with the pictures. Raise the flashcard with the picture of a (**hand**) and ask students to say the name of it and repeat it many times.
- Do the same with the other pictures (**hen** and **hat**).
- Write the word on the board without writing the first letter.
- Now show the students that you are going to write the first letter (**h**) in the space.
- Ask them to do the same in their books.
- You can do the activities in the activity book in a separate session, or you can merge them with the pupil's book session if you find the time. This extended work will help students practise and master letters' names, sounds, and words.

Lesson 11

PB/p. 38

Pupil's Book Session

Introducing and practising letter **i** sound /i/

Warm up: (The Alphabet Song)

- Use the alphabet poster.
- Play the alphabet song.
- Point to the letters as the song is playing.
- Let the students listen three times as you point to the letters and sing the song.
- Let the students listen and sing the letters along.
- Then play it again and let the students listen and repeat.

Point to the letters on the poster and let the students say the letters' names, sounds and word examples.

Detailed instruction:

Listen, point and repeat.

Introducing Letter **i** (**ink**, **igloo** and **insect**):

- Play the letter **i** song on YouTube several times; encourage children to repeat and sing along.
- Use a puppet if available or a stick picture with the alphabet flashcards to introduce letter **i** and the example words **ink**, **igloo**, and **insect**.
- Tell the students that (the puppet) will teach them a new sound today. Try to make the sound of a puppet.
- Let the puppet say, "**Hello, my friends! Today, I'm going to teach you a new letter sound.**"
- Show the flashcard of letter **i**. Show the three objects/pictures that start with the letter sound /i/.
- First, show the letter to the children. Point out that the letter sound is /i/ (say the sound of the letter only). Then, show them the objects that start with the "**i**". Teach the words by showing them the real objects if available or the pictures of "**ink**", "**igloo**" and "**insect**."
- Let the puppet say the letter's name, **i**, the letter's sound, /i/ and say a word example, **ink**.
- Repeat the name of the letter, the sound, and the word **ink** several times.
- Let the children repeat (**i**, /i/, **ink**) as you raise the flashcard of letter **i** and the picture of an **ink**.
- Repeat the same procedure with other word examples: **igloo** and **insect**.
- Now let the children repeat again and quiz them with the three word examples.

- Show the word flashcards of each picture and stress the initial sound /i/; it should be in a different colour.
- Draw students' attention to the /i/ sound at the beginning of the each word.
- Read the word repeating the /i/ sound several times and then the full word: *iii ink*.
- Do the same with *igloo* and *insect*. While you are reading, point to the "i" and ask the students what sound *ii* makes.
- **Read:** Let the children read the words *ink*, *igloo*, and *insect* after you.
- Invite students to come out and point to the pictures. Say, "Point to *ink*, *igloo*, and *insect*." Ask them what sound *ii* makes.
- **Play a game:** Spread the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Students open their books on page 38.
- **Listen to the audio:** Students listen and point to the letters and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups, and individuals several times.

Circle the letter *ii*.

- Give the flashcards of the alphabet to the students and ask them to find the flashcards of letter *ii*.
- Make sure that all students can recognize letter *ii*.
- Write three capital and small letters on the board, including letter *ii*.
- Tell students that you will only circle letter *ii*.
- Ask students to open the pupil's book on page 38 and circle letter *ii*.
- Walk around to help and direct the children.

Listen and learn the words.

- Play the audio and point to the related word while listening.
- Repeat it many times and ask students to repeat after the audio.
- Now ask students to open the pupil's book on page 38.
- Play the audio many times, and ask them to point to the related picture while listening.

PB/p. 39

Colour the picture of the *ink*.

- Ask students to open the pupil's book on page 39.
- Use the flashcards and ask students to name the pictures of *ink*, *igloo*, and *insect*.

- Make sure that all students can recognise each picture.
- Now tell them that they have to colour only the picture of the **ink**.
- Stick the flashcard of the **ink** on the board so children can keep following.
- Walk around to help and direct the children towards colouring only the picture of the **ink**.

Trace and write.

- **Sense of touch:** Use the play-dough to form the letter, the sand tray to write the letter with their fingers, or use sand paper to feel the letter while blindfolded to guess what letter it is.
- Play the video of writing letter **ii** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps involved in forming the letter.
Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase **I**, draw a straight line down. After that, draw a line across the top. Finally, draw a line across the bottom. To write the lowercase **i**, from the middle, draw a straight line down. Make a dot between the top line and the middle line."*
- Draw letter **ii** small and capital with a dotted outline.
- Ask students to open the pupil's book on page 39.
- Tell the kids you will trace it now.
- You need to demonstrate it on the board. Write the letter, capital and small, with dotted lines and trace it. Describe how you are writing the letter in words as you trace, the same way you did in the pupil's book. Invite the children to do the same on the board.
- Now show them how to trace and then write the letter on the 4-line grid in the same way they traced it. Describe how you are writing the letter in words as you write (they already did that in the pupil's book session).
- Walk around to help and direct the children towards forming the letter correctly. Keep reminding them to start at the dot and to follow the arrows.

Lesson 12

Activity Book Session

Practise writing letter **ii**

Trace, write and colour.

- Ask students to open the activity book on page 26 and do the same tracing steps explained in the previous lesson, then colour the picture.

AB/p. 27

Match.

- Ask students to open the activity book on page 27.
- Use the flashcards, word side, and sight-read them again with the class one by one (you have done sight-reading when you introduced the figures in the pupil's book). Remember that the children need to read the word as a whole, left to right, and never try to break the words into sounds (see teaching sight-reading in the introduction).
- Hold the card up for the class to read. Ask who can read this word (***insect***). Let them raise their hands to answer.
- Pick individuals and see who can or cannot read at this point. You might need to do this often until you see that most children are able to read. Some children take more time to figure out this relationship between letters and sounds, and some struggle through it, but they still have time to figure it out.
- Do the same with the rest of the cards (***igloo*** and ***ink***). Use the cards, picture side, and ask, "***What is this?***" to see if they recognise the figures. Practise reading the nouns again if they still cannot.
- Now invite the children to match the word with the right figure on the board one by one. Stress understanding the meaning of the word "***match***." Next, tell them to match in their activity books. Walk around to help and guide.

Look at the picture and write the first letter.

- Ask students to open the activity book on page 27.
- Tell them that you have to look at the picture and write the first letter.
- Use the flashcards with the pictures. Raise the flashcard with the picture of an (***igloo***) and ask students to say the name of it and repeat it many times.
- Do the same with other pictures (***ink*** and ***insect***).
- Write the word on the board without writing the first letter.
- Now show the students that you are going to write the first letter ***i*** in the space.
- Ask them to do the same in their books.
- You can do the activities in the activity book in a separate session, or you can merge them with the pupil's book session if you find the time. This extended work will help students practise and master letters' names, sounds, and words.

Unit 4

Numbers 1-5

Pupil's Book Session pages 40 – 47

Activity Book Session pages 28 - 35

New Words	Numbers and Number words: 1 one, 2 two, 3 three, 4 four, 5 five Songs: Numbers 1- 5 Song words: birds, tree, milk, chocolate, chicks
Grammar	Counting: Count from 1 - 5 "How many (birds) in the tree?" "Three." "How many (chicks)?"
Letter Sounds & Words	(Jj: juice, jar, jacket), (Kk: kite, kettle, koala), (Ll: lollipop, lemon, lamb) (The upper case is for recognition only.)
Language Functions	Counting items 1 - 5

Outcomes

By the end of this unit, students should be able to:

- Respond to "How many... are there?" "There is one." "How many... are there?" "There are (two)."
- Sing all letters' names and sounds in song (A-Z).
- Identify, sound out, and write the letters **Jj**, **Kk**, and **Ll**, capital and small, and say three word examples that begin with the sounds /j/, /k/, and /l/.
- Sight-read the keywords in the unit.
- Sing along with the "Numbers Song".
- Identify, say, read, trace and write numbers 1-2-3-4-5 and count items that represent the number.
- Learn and understand the new words.
- Trace and write the letters **Jj**, **Kk**, and **Ll** in the correct formation.

Unit 4	Sessions	Content Numbers 1 - 5	Pages
Lesson			
Lesson 1	Pupil's Book Session	Introducing numbers 1-5	40
Lesson 2	Pupil's Book Session	Practising numbers 1-5 & the numbers song	40
Lesson 3	Pupil's Book Session	Trace and write.	41
Lesson 4	Activity Book Session	Trace and write.	28
Lesson 5	Activity Book Session	Count and circle.	29
Lesson 6	Activity Session	Number Hunt	
Lesson 7	Pupil's Book Session	Introducing and practising letter Jj sound /j/	42 - 43
Lesson 8	Activity Book Session	Writing letter Jj	30 - 31
Lesson 9	Pupil's Book Session	Introducing and practising letter Kk sound /k/	44 - 45
Lesson 10	Activity Book Session	Writing letter Kk	32 - 33
Lesson 11	Pupil's Book Session	Introducing and practising letter Ll sound /l/	46 - 47
Lesson 12	Activity Book Session	Writing letter Ll	34 - 35

Lesson 1

Pupil's Book Session

PB/ p. 40

Introducing numbers 1-5

Warm-up: A song

- Play the numbers song in the starter unit in every number lesson and let the children sing along as you point to the numbers poster or cards of numbers **1–10**. Review the numbers on the numbers poster every day in the circle; this will help build a good concept of counting in sequence.

Teaching numbers one, two, three, four, five,

- Count any five items available in the class and let the children count with you.
- Use any video on YouTube you like to count five things.
- **Show flashcards or visuals:** Use the flashcard of the target number (digit side) or just write it on the board and draw an item or items to let them visualise the number concept that the new number represents.
- **Sounding out the number:** Say the number aloud several times, pointing to it and to the visuals that represent it. Count the items that represent the number.
- Let the children say the number and repeat it several times.
- **Use counters:** count the item(s) that represent the target numbers (**1–5**).
- Pupils listen to the audio while the teacher points to the screen, flashcards, or poster.
- **Students' number cards** (*prepared before class*): Let the children find the numbers you say among other numbers on their number cards, and ask them to hold them up for you to see.
- Play the audio on the interactive board and point to the number; repeat several times and tell the children to listen carefully. Let them count items that represent the number aloud.
- **Reading the number words:** Use the flashcards, word side, or write the number words on the board for the children to sight-read; practise reading the words **one**, **two**, **three**, **four**, and **five**. Make sure that each child gets the chance to read.

Listen, point and repeat.

- Ask the students to open their pupil's books on page 40.
- **Listen to the audio:** Tell them to listen to the audio and to point to the related picture in the book.
- You can do this step first on the screen and point to the picture while the students are listening.
- **Play the audio** again and ask the students to repeat it several times until they master the numbers.
- Tell the children to point to their books as they are repeating. Let them count the item(s) that represent the number every time.

- Pupils listen to the audio, point in their books and repeat. Then they say the numbers (**1–5**) as they point to their books.
- Say each number from **1 to 5** aloud and point as you count in order. This practice connects the counting skill with the visual image of each number.
- Start counting the items in each picture in their books. Say, "**Look at picture number 1! How many alligators?**" Let the children count and say how many. Apply this to all pictures (**balls, corncobs, cakes, and bees**).
- **Sight-read the number words:** The teacher reads from the flashcard the word one, "pointing to the digit and the representing item, so the pupils can relate the three parts: the word, the digit, and how many items the number represents. Students repeat several times.
- Follow the same procedure with the numbers **two, three, four, and five**.
- **Use a number card.** Choose a number, say its name aloud, and ask each child to find the same number among the cards that they already have. Have each child practise saying the number.
- **Play the audio:** Play the lesson on the interactive board, point to the number, and ask students to sound out the number.
- Ask the students to repeat with the audio as you are pointing to the number on the interactive board and the pupils are pointing in their books. Read the words from the book with the children pointing to their books and you on the screen.
- Walk around to help, guide, and check that they are pointing to the correct number.
- Use numbers in everyday activities like telling the time or asking for an age.

Lesson 2

Pupil's Book Session

PB/ p. 40

Practising the Numbers Song

Listen and sing along.

Before you play the audio to sing a song, teach the words of the song and practise them: **birds, tree, milk, chocolate, and chicks**. Point to the prompts of the song on the screen, and use the pictures shown on the screen as you say the words of the song and point to the pictures. Say the words and let the children repeat them as you point to the pictures on the screen. Repeat until they learn the words and can produce them.

- Use gestures and moves to teach the song, especially the fingers to show the numbers in the song. When the song says **1, 2, 3**, raise three fingers one after the other.
- Read the lyrics of the song with the class many times as you point to the words this time.
- Let the children open their books on page 40. Play the audio. Let them listen, point in their books to the pictures, and follow in the book with the song.
- Lastly, the children sing along many times until they memorise the song.

Lesson 3

Pupil's Book Session

PB/ p. 41

Trace and write.

- **Sense of touch:** Use the play-dough to form the letter, the sand tray to write the letter with their fingers, or use sand paper to feel the letter while blindfolded to guess what letter it is.
- Play the numbers on audio for them to listen to, and say them in sequence from **1** to **10** while you are pointing to the numbers on a poster or on the screen.
- Play any number of songs (from YouTube or the ones the kids know already).
- Before the kids start tracing the numbers on page **41**, revise the concept with the students. Bring items to count from **1** to **5**. Any counter will do. Put the items on the children's desks. Each group has a different number of items, from **1** to **5**. Tell each group to count the items in front of them. Now let each group count the items aloud and say how many items they have, or ask them to pick and count five items from a larger group of the same items.
- Draw number **1** with a dotted outline. Tell the kids you will trace it now.
- You need to demonstrate it on the board. Write each number from **1** to **5** with dotted lines and trace them. Describe how you are writing the number in words as you trace, the same way you did with the letters. Invite the children to do the same on the board.
- Now show them how to trace, and then write the number on the 4-line grid in the same way they traced it. Describe how you are writing the number in words as you write it. For example, *"to write number **1**: From the top of the middle line, draw a slant line up. From the top, draw a straight line down until the bottom."*
- Do the same with the other numbers: **2**, **3**, **4**, and **5**. *"To write number **2**, on top of the middle line, draw a curved line to the right. Then, draw a slant line down to the left bottom. From the bottom, draw a straight line to the right."* *"To write number **3**, starting at the top of the middle line, draw a curved line around to the left middle. From the middle, draw another curved line around to the bottom and up."* *"To write number **4**, starting from the top, draw a line down to the left below the middle line. Then, from the same spot, draw a straight line to the right. Then back to the top, draw a straight line to the bottom."* *"To write number **5**, from the top, draw a straight line down to the middle line. From the middle, draw a curved line around the bottom and up. Then from the top, draw a line across."*
- Walk around to help and direct the children towards forming the number correctly. Keep reminding them to start at the dot and to follow the numbered arrows.

- You can do the activities in the activity book in a separate session, or you can merge them with the pupil's book session if you find the time. This extended work will help students practise and master the numbers.

Lesson 4

Activity Book Session

AB/ p. 28

Trace and write.

- Follow the same tracing steps applied in the previous lesson in PB/p. 41.

Lesson 5

Activity Book Session

AB/ p. 29

Count and circle.

Explain the task: Explain to the class that in this activity they need to count the pictures and circle the correct number under each picture. Read the instruction line with the class "**Count and circle**". Draw the first one (*the four footballs*) on the board and do it as an example.

Do the rest of the exercise orally and elicit answers from the kids.

Then, tell the children to count the chickens. Ask, "**How many chickens?**" Let them count and circle individually this time. Walk around to help and guide. Then ask, "**How many presents?**" and elicit the answer. Let them repeat the correct answer several times. Do the same with the "**ink**" and the "**butterfly**."

Lesson 6

Activity Session

In the activity sessions, the teacher will find a suggested activity or two. She can either implement it or go online looking for another activity, taking into consideration that the activity is **relevant, easy to implement, informative, and fun**.

A number hunt is similar to a treasure hunt, except it involves small slips with numbers written on them. This is one of those innovative counting activities that can be a fun group game for kindergarteners.

You will need slips of paper or post-its and a pen.

What to do:

1. Prepare for the hunt beforehand. Cut a sheet of paper into small pieces that you can hang with a thread. You could also use post-its instead.
2. Write a number, from one to ten, on each piece of paper. Do not repeat a number.

3. Stick the papers in different places randomly around the class (or the school to make it more challenging) on a gift that you bought for the winners. Stick them in places where the child is likely to find them.
4. Set a timer for ten minutes and ask the kid to search for all 10 slips of paper.
5. Each time he finds one, he reads the number on it aloud. If he reads it correctly, he wins and takes the gift.

Lesson 7

Pupil's Book Session

PB/p. 42

Introducing & practising letter *Jj* sound /j/

Warm up: (The Alphabet Song)

- Use the alphabet poster.
- Play the alphabet song.
- Point to the letters as the song is playing.
- Let the students listen three times as you point to the letters and sing the song.
- Let the students listen and sing the letters along.
- Then play it again and let the students listen and repeat.
- Point to the letters on the poster and let the students say the letters' name, sounds and the word.

Detailed instruction:

Listen, point and repeat.

Introducing the Letter *Jj* (*juice*, *jar* and *jacket*):

- Play the letter *J* song on YouTube several times; encourage children to repeat and sing along.
- Use the puppet or the stick picture with the alphabet flashcards to introduce letter *Jj* and the example words *juice*, *jar*, and *jacket*.
- Tell the students that the puppet (*say its name*) will teach them a new sound today. Try to make the sound of the puppet.
- Let the puppet say, "***Hello, my friends! Today, I'm going to teach you a new letter sound.***"
- Show the flashcard of letter *Jj*. Show the three objects/pictures that start with the letter sound /j/.
- First, show the letter to the children. Point out that the letter sound is /j/ (say the sound of the letter only). Then, show them the objects that start with letter "*j*". Teach the

words by showing them the real objects, if available, or the pictures of "**juice**", "**jar**" and "**jacket**."

- Let the puppet say the letter's name, **Jj**, the letter's sound, **/j/** and say a word example, **juice**.
- Repeat the name of the letter, the sound and the word **juice** several times.
- Let the children repeat (**Jj**, **/j/**, **juice**) as you raise the flashcard of the letter **Jj** and the picture of a **juice**.
- Repeat the same procedure with other word examples: **jar** and **jacket**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the **word flashcard** for each picture and stress the initial sound **/j/**; it should be in a different colour.
- Draw students' attention to the **/j/** sound at the beginning of each word.
- Read the word, repeating the **/j/** sound several times, and then the full word: **j j j juice**.
- Do the same with **jar** and **jacket**. While you are reading, point to the "**Jj**" and ask the students what sound **Jj** makes.
- Let the children read the words **juice**, **jar**, and **jacket** after you.
- Invite students to come out and point to the pictures. Say "Point to **juice**, **jar**, and **jacket**." Ask them what sound **Jj** makes.
- **Play a game:** Spread the flashcards on the ground and say a word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Let the students open their books on page 42.
- Students listen and point to the letters and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups, and individuals several times.
-

Circle the letter **Jj**.

- Give the flashcards of the alphabet to the students and ask them to find the flashcards of letter **Jj**.
- Make sure that all students can recognize letter **Jj**.
- Write three capital and small letters on the board, including letter **Jj**.
- Tell students that you will only circle letter **Jj**.
- Ask students to open the pupil's book on page 42 and circle letter **Jj**.
- Walk around to help and direct the children.

Listen and learn the words.

- Play the audio and point to the related word while listening.

- Repeat it many times and ask students to repeat after the audio.
- Now ask students to open the pupil's book on page 42.
- Play the audio many times, and ask them to point to the related picture while listening.

PB/p. 43

Colour the picture of the *jacket*.

- Ask students to open the pupil's book on page 43.
- Use the flashcards and ask students to name each picture there (*juice, jar, jacket*).
- Make sure that all students can recognise each picture.
- Now tell them that they have to colour only the picture of the *jacket*.
- Stick the flashcard of the *jacket* on the board so children can keep following.
- Walk around to help and direct the children towards colouring only the picture of the *jacket*.

Trace and write.

- **Sense of touch:** Use the play-dough to form the letter, the sand tray to write the letter with their fingers, or use sand paper to feel the letter while blindfolded to guess what letter it is.
- Play the video of writing letter *Jj* on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps involved in forming the letter.

Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase J, draw a straight line down and curve back to the left and up. After that, draw a line across the top. To write the lowercase j, from the middle, draw a straight line down and curve back to the left and up. Make a dot between the top line and the middle line."*

- Draw letter *Jj*, small and capital, with a dotted outline.
- Ask students to open the pupil's book on page 43.
- Tell the kids you will trace it now.
- You need to demonstrate it on the board. Write the letter, capital and small, with dotted lines and trace it. Describe how you are writing the letter in words as you trace, the same way you did in the pupil's book. Invite the children to do the same on the board.
- Now show them how to trace, and then write the letter on the 4-line grid in the same way you traced it. Walk around to help and direct the children towards forming the

letter correctly. Keep reminding them to start at the dot and to follow the arrows and the numbers.

Lesson 8

Activity Book Session

Practise writing letter **Jj**

AB/p. 30

Trace, write and colour.

- Ask students to open their activity books on page 30 and do the same tracing steps explained in the previous lesson, then colour the picture.

AB/p. 31

Match.

- Ask students to open their activity books on page 31.
- Use the flashcards, word side, and sight-read them again with the class one by one (*you have done sight-reading when you introduced the words in the pupil's book*). Remember that the children need to read the word as a whole, from left to right, and never try to break the words into sounds (see teaching sight-reading in the introduction).
- Hold the card up for the class to read. Ask who can read this word, **jacket**. Let them raise their hands to answer.
- Pick individuals and see who can or cannot read at this point. You might need to do this often until you see that most children are able to read. Some children take more time to figure out this relationship between letters and sounds, and some struggle through it, but they still have time to figure it out.
- Do the same with the rest of the cards (**jar** and **juice**). Use the cards, picture side, and ask, "**What is this?**" to see if they recognise the figures. Practise reading the nouns again if they still cannot.
- Now invite the children to match the word with the right figure on the board one by one. Stress understanding the meaning of the word "**match**." Next, tell them to match in their activity books. Walk around to help and guide.

Look at the picture and write the first letter.

- Ask students to open their activity books on page 31.
- Tell the students to look at the picture and write the first letter.
- Raise the flashcard with the picture of a **jacket** and ask students to name it and repeat it many times.
- Do the same with the other pictures (**jar** and **juice**).
- Write the words on the board without writing the first letter.

- Now show the students that you are going to write the first letter (**i**) in the spaces.
- Ask them to do the same in their books.
- You can do the activities in the activity book in a separate session, or you can merge them with the pupil's book session if you find the time. This extended work will help students practise and master letters' names, sounds, and words.

Lesson 9

Pupil's Book Session

PB/p. 44

Introducing & practising letter **Kk** sound /k/

Warm up: (The Alphabet Song)

- Use the alphabet poster.
- Play the alphabet song.
- Point to the letters as the song is playing.
- Let the students listen three times as you point to the letters and sing the song.
- Let the students listen and sing the letters along.
- Then play it again and let the students listen and repeat.
- Point to the letters on the poster and let the students say the letters' names, sounds and word examples.

Detailed instruction:

Listen, point and repeat.

Introducing the Letter **Kk** (*kite*, *kettle* and *koala*):

- Play letter **Kk** song on YouTube several times; encourage children to repeat and sing along.
- Use the puppet or a stick figure with the alphabet flashcards to introduce letter **Kk** and the example words **kite**, **kettle**, and **koala**.
- Tell the students that the puppet will teach them a new sound today. Try to make a sound of a puppet.
- Let the puppet say, "**Hello, my friends! Today, I'm going to teach you a new letter sound.**"
- Show the flashcard of letter **Kk**. Show 3 objects/pictures that start with the letter sound /k/.
- First, show the letter to the children. Point out that the letter sound is /k/, say the sound of the letter only. Then, show them the objects that start with letter "**k**". Teach the words by showing them the real objects if available or the pictures of "**kite**", "**kettle**", and "**koala**."

- Let the puppet say the letter's name, **Kk**, the letter's sound, **/k/** and say a word example, **kite**.
- Repeat the name of the letter, the sound and the word **kite** several times.
- Let the children repeat (**Kk**, **/k/**, **kite**) as you raise the flashcard of letter **Kk** and the picture of a **kite**.
- Repeat the same procedure with other word examples: **kettle** and **koala**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the words flashcards of each picture and stress the initial sound **/k/**; it should be in a different color.
- Draw students' attention to the **/k/** sound at the beginning of the each word.
- Read the word repeating the **/k/** sound several times and then the full word: **k k k kite**.
- Do the same with **kettle** and **koala**. While you are reading, point to the "**Kk**" and ask the students what sound **K** makes.
- Let the children read the words **kite**, **kettle**, and **koala** after you.
- Invite students to come out and point to the pictures. Say, "Point to **kite**, **kettle**, and **koala**." Ask them what sound **Kk** makes.
- **Play a game:** Spread the flashcards on the ground, and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Students open their books on page 44.
- **Listen to the audio:** Students listen and point to the letter and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups and individuals several times.

Circle the letter **Kk**.

- Give the flashcards of the alphabet to the students and ask them to find the flashcards of letter **Kk**.
- Make sure that all students can recognize letter **Kk**.
- Write three capital and small letters on the board, including letter **Kk**.
- Tell students that you will only circle letter **Kk**.
- Ask students to open the pupil's book on page 44 and circle letter **Kk**.
- Walk around to help and direct the children.

Listen and learn the words.

- Play the audio and point to the related word while listening.
- Repeat it many times and ask students to repeat after the audio.
- Now ask students to open the pupil's book on page 44.

- Play the audio many times, and ask them to point to the related picture while listening.

PB/p. 45

Colour the picture of the *kettle*.

- Ask students to open the pupil's book on page 45.
- Use the flashcards and ask students to name each picture there, *kite*, *kettle*, and *koala*.
- Make sure that all students can recognise each picture.
- Now tell them that they have to colour only the picture of the *kettle*.
- Stick the flashcard of the *kettle* on the board so children can keep following.
- Walk around to help and direct the children towards colouring only the picture of the *kettle*.

Trace and write.

- **Sense of touch:** Use the play-dough to form the letter, the sand tray to write the letter with their fingers, or use sand paper to feel the letter while blindfolded to guess what letter it is.
- Play the video of writing letter *Kk* on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps involved in forming the letter.

Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase **K**, draw a straight line down, then go back on top. Draw a slanting line down to the left middle. To write the lowercase **k**, draw a straight line down, and from the middle, draw a slanting line to the left between the middle line and the bottom line. And from the same spot, draw a slanting line to the right."*

- Draw letter *Kk* small and capital with a dotted outline.
- Ask the students to open their pupil's books on page 45.
- Tell the kids you will trace it now.
- You need to demonstrate it on the board. Write the letter, capital and small, with dotted lines and trace it. Describe how you are writing the letter in words as you trace, the same way you did in the pupil's book. Invite the children to do the same on the board.
- Now show them how to trace and then write the letter on the 4-line grid in the same way they traced it. Describe how you are writing the letter in words as you write (they already did that in the pupil's book session).

- Walk around to help and direct the children towards forming the letter correctly. Keep reminding them to start at the dot and to follow the arrows.

Lesson 10

Activity Book Session

Practise writing letter **Kk**

AB/p. 32

Trace, write and colour.

- Ask students to open the activity book on page 32 and do the same tracing steps explained in the previous lesson, then colour the picture.

AB/p. 33

Match.

- Ask students to open the activity book on page 33.
- Use the flashcards, word side, and sight-read them again with the class one by one (you have done sight-reading when you introduced the figures in the pupil's book). Remember that the children need to read the word as a whole, from left to right, and never try to break the words into sounds (see teaching sight-reading in the introduction).
- Hold the cards up and ask who can read this word (**kite**). Let them raise their hands to answer.
- Pick individuals and see who can or cannot read at this point. You might need to do this often until you see that most children are able to read. Some children take more time to figure out this relationship between letters and sounds, and some struggle through it, but they still have time to figure it out.
- Do the same with the rest of the cards (**kettle** and **koala**). Use the cards, picture side, and ask, "**What is this?**" to see if they recognise the figures. Practise reading the words again if they still cannot.
- Now invite the children to match the word with the right picture on the screen, one by one. Stress understanding the meaning of the word "**match**." Next, tell them to match in their activity books. Walk around to help and guide.

Look at the picture and write the first letter.

- Ask students to open the activity book on page 33.
- Tell the students that they have to look at the picture and write the first letter.

- **Use the flashcards:** Raise the picture flashcard of **kettle** and ask students to name it and repeat it many times.
- Do the same with the other pictures (**kite** and **koala**).
- Write the word on the board without writing the first letter.
- Now show the students that you are going to write the first letter (**k**) in the space.
- Ask them to do the same in their books.
- You can do the activities in the activity book in a separate session, or you can merge them with the pupil's book session if you find the time. This extended work will help students practise and master letters' names, sounds, and words.

Lesson 11

Pupil's Book Session

PB/pp. 46

Introducing & practising letter **Ll** sound **/l/**

Warm up: (The Alphabet Song)

- Use the alphabet poster.
- Play the alphabet song.
- Point to the letters as the song is playing.
- Let the students listen three times as you point to the letters and sing the song.
- Let the students listen and sing the letters along.
- Then play it again and let the students listen and repeat.
- Point to the letters on the poster and let the students say the letters' names, sounds and word examples.

Detailed instruction:

Listen, point and repeat.

Introducing the Letter **Ll** (**lollipop**, **lemon**, and **lamb**):

- Play the letter **Ll** song on YouTube several times; encourage children to repeat and sing along.
- Use a puppet if available or a stick picture with the alphabet flashcards to introduce letter **Ll** and the example words **lollipop**, **lemon**, and **lamb**.
- Tell the students that (the puppet) will teach them a new sound today. Try to make a sound of a puppet.
- Let the puppet say, "**Hello, my friends! Today, I'm going to teach you a new letter sound.**"
- Show the flashcard of letter **Ll**. Show the three objects/pictures that start with the letter sound **/l/**.

- First, show the letter to the children. Point out that the letter sound is /l/ (say the sound of the letter only). Then, show them the objects that start with letter "l". Teach the words by showing them the real objects if available or the pictures of "**lollipop**", "**lemon**", and "**lamb**".
- Let the puppet say the letter's name, **ll**, the letter's sound, /l/ and say a word example, **lollipop**.
- Repeat the name of the letter, the sound and the word **lollipop** several times.
- Let the children repeat (**ll**, /l/, **lollipop**) as you raise the flashcard of letter **ll** and the picture of a **lollipop**.
- Repeat the same procedure with other word examples **lemon** and **lamb**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound /l/; it should be in a different color.
- Draw students' attention to the /l/ sound at the beginning of the each word.
- Read the word repeating the /l/ sound several times and then the full word: **lllllollipop**.
- Do the same with **lemon** and **lamb**. While you are reading, point to the "**ll**" and ask the students what sound **ll** makes.
- Let the children read the words **lollipop**, **lemon**, and **lamb** after you.
- Invite students to come out and point to the pictures. Say, "Point to **lollipop**, **lemon**, and **lamb**." Ask them what sound **ll** makes.
- Play a game: spread the flashcards on the ground, say the word, and invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Students open their books on page 46.
- Students listen and point to the letters and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups, and individuals several times.

Circle the letter **ll**.

- Give the flashcards of the alphabet to the students and ask them to find the flashcards of letter **ll**.
- Make sure that all students can recognise letter **ll**.
- Write three capital and small letters on the board, including letter **ll**.
- Tell students that you will only circle letter **ll**.
- Ask students to open the pupil's book on page 46 and circle letter **ll**.
- Walk around to help and direct the children.

Listen and learn the words.

- Play the audio and point to the related word while listening.
- Repeat it many times, and ask students to repeat after the audio.
- Now ask students to open the pupil's book on page 46.
- Play the audio many times, and ask them to point to the related picture while listening.

PB/pp. 47

Colour the picture of the *lemon*.

- Ask students to open the pupil's book on page 47.
- Use the flashcards and ask students to name the pictures of *lollipop*, *lemon*, and *lamb*.
- Make sure that all students can recognise each picture.
- Now tell them that they have to colour only the picture of the *lemon*.
- Stick the flashcard of the *lemon* on the board so children can keep following.
- Walk around to help and direct the children towards colouring only the picture of the *lemon*.

Trace and write.

- **Sense of touch:** Use the play-dough to form the letter, the sand tray to write the letter with their fingers or use sand paper to feel the letter while blindfolded to guess what letter it is.
- Play the video of writing letter *L* on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps of forming the letter.

Teach the children how to write the letter: You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase L, draw a straight line down, and at the bottom, draw a line from left to right. To write the lowercase l, from the top, draw a straight line down."*

- Draw letter *L*, small and capital, with a dotted outline.
- Ask students to open the pupil's book on page 47.
- Tell the kids you will trace it now.
- You need to demonstrate it on the board. Write the letter, capital and small, with dotted lines and trace it. Describe how you are writing the letter in words as you trace, the same way you did in the pupil's book. Invite the children to do the same on the board.

- Now show them how to trace and then write the letter on the 4-line grid in the same way they traced it. Describe how you are writing the letter in words as you write (they already did that in the pupil's book session).
- Walk around to help and direct the children towards forming the letter correctly. Keep reminding them to start at the dot and to follow the arrows.

Lesson 12

Activity Book Session

Practise writing letter **L**

AB/p. 34

Trace, write and colour.

- Ask students to open the activity book on page 34 and do the same tracing steps explained in the previous lesson, then colour the picture.

AB/p. 35

Match.

- Ask students to open the activity book on page 35.
- Use the flashcards, word side, and sight-read them again with the class one by one (you have done sight-reading when you introduced the figures in the pupil's book). Remember that the children need to read the word as a whole, from left to right, and never try to break the words into sounds (see teaching sight-reading in the introduction).
- Hold the card up for the class to read. Ask who can read this word (**l**emon). Let them raise their hands to answer.
- Pick individuals and see who can or cannot read at this point. You might need to do this often until you see that most children are able to read. Some children take more time to figure out this relationship between letters and sounds, and some struggle through it, but they still have time to figure it out.
- Do the same with the rest of the cards (**l**ollipop and **l**amb). Use the cards, picture side, and ask, "**What is this?**" to see if they recognise the figures. Practise reading the nouns again if they still cannot.
- Now invite the children to match the word with the right figure on the board one by one. Stress understanding the meaning of the word "**match**." Next, tell them to match in their activity books. Walk around to help and guide.

Look at the picture and write the first letter.

- Ask students to open the activity book on page 35.
- Tell them, "You have to look at the picture and write the first letter."
- Use the flashcards with the pictures. Raise the flashcard with the picture of a ***lollipop*** and ask students to say the name of it and repeat it many times.
- Do the same with the other pictures (***lamb*** and ***lemon***).
- Write the word on the board without writing the first letter.
- Now show the students that you are going to write the first letter (***l***) in the space.
- Ask them to do the same in their books.
- You can do the activities in the activity book in a separate session, or you can merge them with the pupil's book session if you find the time. This extended work will help students practise and master letters' names, sounds, and words.

Unit 5

My Body

Pupil's Book Session pages 48 – 55

Activity Book Session pages 36 - 43

New Words	Body words: <i>head, ear, eye, nose, shoulder, mouth, arm, knee, hand, toes</i> Song: My Body Song
Grammar	"What is this?" "(Arm)."
Letter Sounds & Words	(Mm: <i>moon, mango, mask</i>), (Nn: <i>nut, neck, net</i>), (Oo: <i>ox, oil, oval</i>) (<i>The upper case is for recognition only.</i>)
Language Functions	Talking about the body parts

Outcomes

By the end of this unit, students should be able to:

- Identify the different body parts.
- Respond to Wh-questions "What is this?" "Arm."
- Sing all letters' names and sounds in song (A-Z).
- Identify, sound out, and write the letters **Mm**, **Nn**, and **Oo**, capital and small. Say three word examples that begin with the sounds /m/, /n/, and /o/.
- Learn and understand the body parts' words.
- Sight-read the keywords in the unit.
- Sing along with "My Body Song."
- Trace and write the letters **Mm**, **Nn**, and **Oo** in the correct formation.

Unit 5	Sessions	Content My Body	Pages
Lesson			
Lesson 1	Pupil's Book Session	Introducing vocabulary & grammar	48
Lesson 2	Pupil's Book Session	Practise new vocabulary and grammar	48
Lesson 3	Pupil's Book Session	Introducing and practising the My Body Song	49
Lesson 4	Activity Book Session	Find the words.	36
Lesson 5	Activity Book Session	Project	37
Lesson 6	Activity Session	Game	
Lesson 7	Pupil's Book Session	Introducing and practising letter Mm sound /m/	50 - 51
Lesson 8	Activity Book Session	Writing letter Mm	38 - 39
Lesson 9	Pupil's Book Session	Introducing and practising letter Nn sound /n/	52 - 53
Lesson 10	Activity Book Session	Writing letter Nn	40 - 41
Lesson 11	Pupil's Book Session	Introducing and practising letter Oo sound /o/	54 - 55
Lesson 12	Activity Book Session	Writing letter Oo	42 - 43

Lesson 1

Pupil's Book Session

PB/ p. 48

Introducing vocabulary & grammar

A warm up:

You can start this unit by saying "(hand)" to your class, "**Look! This is my (hand),**" pointing to your hand. Invite kids to point to their hands and say, "This is my hand." Use the same techniques with the other body parts.

- Play the audio on page 48 on the interactive board or use a poster and flashcards (*ordered with the books*) for the purpose.
- Talk about the scene. Tell them that the character is Omar, and ask them to look at the different body parts shown.
- Introduce the body parts in the book to the class. Say, "**This is a head, nose, shoulder, hand, mouth, knee, an ear, eye, or arm.**" Repeat them several times, pointing to figures on the screen or poster, and urge the children to repeat them after you. It is important to point to the body part when saying its word.
- Ask simple yes/no questions. You might need to provide the model answer yourself at this stage and encourage the kids to repeat it many times until they get the idea. For example, "**Is Omar happy?**" "**Yes.**" "**Is this a head?**" "**Yes.**"
- Ask what-questions: "**What's this?**" "**It is a head.**" Keep pointing to the figure on the screen or poster while saying the name.
- You need to ask the question, "**What's this?**" "**Is this a _____?**" Do not teach the forms. Use them only to ask in a natural way.
- Train the children to listen carefully to the audio and make it comprehensible to them by pointing to the figures on the screen every time. Repeat the audio many times until the children learn how to produce the words in the same way.

Lesson 2

Pupil's Book Session

Practise new vocabulary and grammar

PB/ p. 48

Listen, point and repeat.

- Show the body parts flashcards and say "**head**", "**ear**", "**eye**", "**nose**", "**shoulder**", "**mouth**", "**arm**", "**hand**" and "**knee**." Teach the class to sight-read new words (*the body parts' words*).

- Now let the pupils open their books on page 48. Say, "***Open your books on page 48.***" Walk around to help them open their books faster.
- **Play the audio:** Ask the students to listen carefully to the audio again as they point to the body parts in their books; you need to do the same yourself on the screen or poster to show them how to do it correctly.
- **Repetition in meaningful context:** Repetition of the new words, phrases, and sentences using the audio and the scene prompts (pictures in their books, flashcards, and the poster) will reinforce learning. Have the students master the words with your creative ideas in repetition drills.
- Play the audio many times, especially in the beginning lessons; the teacher will sometimes need to say the words or lines herself in a slower mode to eliminate children's fears of not understanding and to give their ears time to get familiar with the new language. This aids their learning by heart, and the students can easily take part when acting out the scene at a later point.
- **Variation:** vary your techniques in drilling new language to make it more fun, like dividing the class into competing groups. The winning group is the one that best reflects accuracy and fluency in repetition. Be patient and accept whatever they produce.
- Use the techniques suggested in the introduction for teaching vocabulary using the picture-word flashcards.

Communicative practice:

This includes:

- Talk about the topic. Ask the children what this body part is while the audio is playing.
- Point and let the children point to the pictures on the screen, poster, and in their books. Here, the children will do a lot of receptive listening when they ***listen, point, and repeat.***
- Asking and answering questions about the theme. The "what" and "who" questions are tools to help children develop comprehension skills. Start with yes-or-no questions backed by head gestures of either nodding or shaking.

Lesson 3

Pupil's Book Session

PB/ p. 49

Introducing and practising the My Body Song

Listen and sing along.

- Before you play the audio to sing the song on page 49, teach them the words of the song and practise them if they have already learned them in the main theme because they probably learned them as key words in the unit.

You will also need to explain the theme of the song. Tell them that there are a boy and a monster and that they are talking about their body parts. Explain that they have different body parts. Discuss the number of body parts for each of them on the screen. Say, "**Look at the boy! How many eyes does he have?**" Count the eyes of the boy with the children and let them give you an answer. Now say, "**Look at the monster! How many eyes does the monster have?**" Count the monster's eyes with the class and let the children answer.

- Point to the prompts of the song on the screen, and use the pictures shown on the screen as you read the words of the song and point to the pictures.
- Use gestures and moves to teach the song.
- Read the lyrics of the song with the class many times as you point to the words.
- Let the children open their books on page 49.
- **Play the audio:** Let them listen, point in their books to the pictures, and follow in the book with the song.
- Lastly, let the children sing along many times until they memorise the song.

Lesson 4

Activity Book Session

AB/ p. 36

Find the words.

- In this activity, the teacher needs to explain the task clearly, even in their mother tongue if they have to.
- Show the square word on the screen or draw it on the board.
- Read the words they need to find and read them with the students. Define the word eye as it is in the book.
- Tell the students to do the same with the other words and show them how to draw the circle. They might need help drawing the circle. So, walk around to help.

Lesson 5

Activity Book Session

AB/ p. 37

Project

Stick the picture of the body parts.

Objective:

- To enhance fine motor skills, body awareness, and vocabulary by sticking pictures of each body part onto the squares.

- Explain the task clearly before you start any activity with them. Tell them, "***We have a new project to do today!***"

Warm up

- Gather the students in a circle and revise the topic of body parts with them. Start by saying, "***You learnt about the body; now you will stick the different pictures of body parts with the suitable square that has the body part's name.***"
- To do this activity, you can prepare the body parts for your students before the class and give them to them, or you can use stickers of the body parts you want to make the pictures easier to stick without having to use a glue stick.
- Make sure they can all now identify the body parts.
- Call the name of each body part and ask the students to point to their own body parts when they hear each name.
- **Sight-read the words:** Again, sight-read the words on the squares where they need to stick the pictures.

Model the Body Parts Project

- Gather the students around the table you are working on. Bring the material and start showing them every step you do in your book while explaining it in English. Stick the body parts' cutouts or stickers in a suitable place before the class. Use a glue stick if you will use cutouts.
- Now ask each child to sit at his table and do the same. Distribute the glue sticks and walk around to help and guide.
- Let them read the body parts in each square one by one.
- Tell them to choose the right body part that fits the word in the square.
- When they finish, tell them to colour the body parts' cutouts; if they used stickers, they will not need to do any colouring.
- Walk around to help and guide especially weaker students. You might need to do it with them yourself.

Lesson 6

Activity Session

A Game/ Video

- In this session, the teacher is encouraged to find good informational games to reinforce students' learning of body parts. Find any game or video for the purpose. However, be aware of the following:
- The game has to be easy and informative.
- The game has to be fun and short.
- The video has to be comprehensible and entertaining.

- Ask the children some communicative questions about what they see to keep them engaged.

Lesson 7

Pupil's Book Session

Introducing and practising letter **Mm** sound /**m**/

Warm up: (The Alphabet Song)

- Use the alphabet poster.
- Play the alphabet song.
- Point to the letters as the song is playing.
- Let the students listen three times as you point to the letters and sing the song.
- Let the students listen and sing the letters.
- Then play it again and let the students listen and repeat.
- Point to the letters on the poster and let the students say the letters' names, sounds and word examples.

Detailed instruction:

PB/ p. 50

Listen, point and repeat.

Introducing the Letter **Mm** (**moon**, **mango**, and **mask**)

- Play the letter **Mm** song on YouTube several times; encourage children to repeat and sing along.
- Use a puppet if available or a stick figure with the alphabet flashcards to introduce letter **Mm** and the example words **moon**, **mango**, and **mask**.
- Tell the students that the puppet will teach them a new letter sound today. Try to make a sound of a puppet.
- Let the puppet say, "**Hello, my friends! Today, I'm going to teach you a new letter sound.**"
- Show the flashcard of letter **Mm**. Show the three objects/pictures that start with the letter sound /**m**/.
- First, show the letter to the children. Point out that the letter sound is /**m**/ (say the sound of the letter only). Then, show them the objects that start with letter "**m**". Teach the words by showing them the real objects if available or the pictures of "**moon**", "**mango**", and "**mask**."
- Let the puppet say that the letter's name is, **Mm**; the letter's sound is, /**m**/ and say a word example, **moon**.

- Repeat the name of the letter, the sound and the word **moon** several times.
- Let the children repeat (**Mm**, /**m**/, **moon**) as you raise the flashcard of letter **Mm** and the picture of a **moon**.
- Repeat the same procedure with other word examples **mango** and **mask**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcard of each picture and stress the initial sound /**m**/; it should be in a different colour.
- Draw students' attention to the /**m**/ sound at the beginning of the each word.
- Read the word repeating the /**m**/ sound several times and then the full word: **m m m moon**.
- Do the same with **mango** and **mask**. While you are reading, point to the "**Mm**" and ask the students what sound /**m**/ makes.
- Let the children read the words **moon**, **mango**, and **mask** after you.
- Invite students to come out and point to the pictures. Say, "Point to **moon**, **mango**, and **mask**." Ask them what sound /**m**/ makes.
- **Play a game:** Spread the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Students open their books on page 50.
- Students listen and point to the letter and words in their books.
- They say the sound of the letter, and read the word examples in chorus, groups, and individuals several times.

Circle the letter **Mm**.

- Give the flashcards of the alphabet to the students and ask them to find the flashcards of letter **Mm**.
- Make sure that all students can recognise letter **Mm**.
- Write three capital and small letters on the board, including letter **Mm**.
- Tell students that you will only circle letter **Mm**.
- Ask students to open the pupil's books on page 50 and circle letter **Mm**.
- Walk around to help and direct the children.

Listen and learn the words.

- Play the audio and point to the related word while listening.
- Repeat it many times and ask students to repeat after the audio.
- Now ask students to open the pupil's books on page 50.
- Play the audio many times, and ask them to point to the related picture while listening.

PB/ p. 51

Colour the picture of the *mask*.

- Ask students to open the pupil's books on page 51.
- Use the flashcards and ask students to name each picture, here are the pictures of *moon*, *mango*, and *mask*.
- Make sure that all students can recognise each picture.
- Now tell them that they have to colour only the picture of the *mask*.
- Stick the flashcard of the *mask* on the board so children can keep following.
- Walk around to help and direct the children towards colouring only the picture of the *mask*.

Trace and write.

- **Sense of touch:** Use the play-dough to form the letter, the sand tray to write the letter with their fingers, or use sand paper to feel the letter while blindfolded to guess what letter it is.
- Play the video of writing letter *Mm* on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps involved in forming the letter.

Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase M, draw a straight line down, then back on top, draw a slanting line down to the right. From the bottom, draw a slanting line up to the right. Lastly, make another straight line down. To write the lowercase m, from the middle, draw a straight line down. Then, below the middle line, make a curved line going to the right and down to the bottom. Again, from the middle line, make a curved line going to the right and down to the bottom."*

- Write letter *Mm*, small and capital, with a dotted outline.
- Ask students to open the pupil's books on page 51.
- Tell the kids you will trace it now.
- You need to demonstrate it on the board. Write the letter, capital and small, with dotted lines and trace it. Describe how you are writing the letter in words as you trace. Invite the children to do the same on the board.
- Now show them how to trace and then write the letter on the 4-line grid in the same way they traced it.
- Walk around to help and direct the children towards forming the letter correctly. Keep reminding them to start at the dot and to follow the arrows.

Lesson 8

Activity Book Session

Practise writing letter **Mm**

AB/ p. 38

Trace, write and colour.

- Ask students to open the activity book on page 38 and do the same tracing steps explained in the pupil's book session, then colour the picture.

AB/p. 39

Match.

- Ask students to open the activity book on page 39.
- Use the flashcards, word side, and sight-read them again with the class one by one (you have done sight-reading when you introduced the figures in the pupil's book). Remember that the children need to read the word as a whole, from left to right, and never try to break the words into sounds (see teaching sight-reading in the introduction).
- Hold the card up for the class to read. Ask someone who can read this word (**mango**). Let them raise their hands to answer.
- Pick individuals and see who can or cannot read at this point. You might need to do this often until you see that most children are able to read. Some children take more time to figure out this relationship between letters and sounds, and some struggle through it, but they still have time to figure it out.
- Do the same with the rest of the cards (**mask** and **moon**). Use the cards, picture side, and ask, "**What is this?**" to see if they recognise the pictures. Practise reading the nouns again if they still cannot.
- Now invite the children to match the word with the right picture on the board one by one. Stress understanding the meaning of the word "**match**." Next, tell them to match in their activity books. Walk around to help and guide.

Look at the picture and Write the first letter.

- Ask students to open the activity book on page 39.
- Tell them that you have to look at the picture and write the first letter.
- Use the flashcards, word side, and sight-read them again with the class one by one (*you have done sight-reading when you introduced the words in the pupil's book*). Raise the

flashcard with the picture of a **moon** and ask students to say the name of it and repeat it many times.

- Do the same with the other pictures (**mask** and **mango**).
- Write the word on the board without writing the first letter.
- Now show the students that you are going to write the first letter **M** in the space.
- Ask them to do the same in their books.
- You can do the activities in the activity book in a separate session, or you can merge them with the pupil's book session if you find the time. This extended work will help students practise and master letters' names, sounds, and words.

Lesson 9

Pupil's Book Session

Introducing and practising letter **Nn** sound /n/

Warm up: (The Alphabet Song)

- Use the alphabet poster.
- Play the alphabet song.
- Point to the letters as the song is playing.
- Let the students listen three times as you point to the letters and sing the song.
- Let the students listen and sing the letters.
- Then play it again and let the students listen and repeat.
- Point to the letters on the poster and let the students say the letters' names, sounds and word examples.

Detailed instruction:

PB/ p. 52

Listen, point and repeat.

Introducing the Letter **Nn** (**nut**, **neck**, and **net**)

- Play the letter **Nn** song on YouTube several times; encourage the children to repeat and sing along.
- Use a puppet if available or a stick picture with the alphabet flashcards to introduce letter **Nn** and the example words **nut**, **neck**, and **net**. Tell the students that the puppet will teach them a new letter sound today. Try to make the sound of a puppet.
- Let the puppet say, "**Hello, my friends! Today, I'm going to teach you a new letter sound.**"

- Show the flashcard of letter **Nn**. Show the three objects/pictures that start with the letter sound /n/.
- First, show the letter to the children. Point out that the letter sound is /n/ (say the sound of the letter only). Then, show them the objects that start with letter "n". Teach the words by showing them the real objects if they are available or the pictures of "**nut**", "**neck**", and "**net**."
- Let the puppet say that the letter's name is **Nn**; the letter's sound is /n/ and say a word example, **nut**.
- Repeat the name of the letter, the sound, and the word **moon** several times.
- Let the children repeat (**Nn/n/, nut**) as you raise the flashcard of letter **Nn** and the picture of a **nut**.
- Repeat the same procedure with other word examples, **neck** and **net**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcard of each picture and stress the initial sound /n/; it should be in a different colour.
- Draw students' attention to the /n/ sound at the beginning of the each word.
- Read the word repeating the /n/ sound several times and then the full word: **n n n nut**.
- Do the same with **neck** and **net**. While you are reading, point to the "**Nn**" and ask the students what sound /n/ makes.
- Let the children read the words **nut, neck, and net** after you.
- Invite students to come out and point to the pictures. Say, "Point to **nut, neck, and net**." Ask them what sound /n/ makes.
- **Play a game:** Spread the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out and name the pictures.
- Students open their books on page 52.
- Students listen and point to the letters and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups, and individuals several times.

Circle the letter **Nn**.

- Give the flashcards of the alphabet to the students and ask them to find the flashcards of letter **Nn**.
- Make sure that all students can recognise letter **Nn**.
- Write three capital and small letters on the board, including letter **Nn**.
- Tell students that you will only circle letter **Nn**.
- Ask students to open the pupil's books on page 52 and circle letter **Nn**.

- Walk around to help and direct the children.

Listen and learn the words.

- Play the audio and point to the related word while listening.
- Repeat it many times and ask students to repeat after the audio.
- Now ask students to open the pupil's books on page 52.
- Play the audio many times, and ask them to point to the related picture while listening.

PB/p. 53

Colour the picture of the **net**.

- Ask students to open the pupil's books on page 53.
- Use the flashcards and ask students to name the pictures of **nut**, **neck**, and **net**.
- Make sure that all students can recognise each picture.
- Now tell them that they have to colour only the picture of the **net**.
- Stick the flashcard of the **net** on the board so the children can keep following.
- Walk around to help and direct the children towards colouring only the picture of the **net**.

Trace and write.

- **Sense of touch:** Use the play-dough to form the letter, the sand tray to write the letter with their fingers, or use sand paper to feel the letter while blindfolded to guess what letter it is.
- Play the video of writing letter **Nn** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps involved in forming the letter.

Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase **N**, draw a straight line down, then back on top, draw a slanting line down to the right. From the bottom, draw a slanting line up to the right. Lastly, make another straight line down. To write the lowercase **n**, from the middle, draw a straight line down. Then, below the middle line, make a curved line going to the right and down to the bottom. Again, from the middle line, make a curved line going to the right and down to the bottom."*

- Write letter **Nn**, small and capital, with a dotted outline.
- Ask students to open the pupils' books on page 53.
- Tell the kids you will trace it now.

- You need to demonstrate it on the board. Write the letter, capital and small, with dotted lines and trace it. Describe how you are writing the letter in words as you trace. Invite the children to do the same on the board.
- Now show them how to trace and then write the letter on the 4-line grid in the same way they traced it.
- Walk around to help and direct the children towards forming the letter correctly. Keep reminding them to start at the dot and to follow the arrows.

Lesson 10

Activity Book Session

Practise writing letter **Nn**

AB/ p. 40

Trace, write and colour.

- Ask students to open the activity book on page 40 and do the same tracing steps that are explained in the previous lesson, then colour the picture.

AB/p. 41

Match.

- Ask students to open the activity book on page 41.
- Use the flashcards, word side, and sight-read them again with the class one by one (*you have done sight-reading when you introduced the words in the pupil's book*). Remember that the children need to read the word as a whole, from left to right, and never try to break the words into sounds (*see teaching sight-reading in the introduction*).
- Hold the card up for the class to read. Ask who can read this word (**nut**). Let them raise their hands to answer.
- Pick individuals and see who can or cannot read at this point. You might need to do this often until you see that most children are able to read. Some children take more time to figure out this relationship between letters and sounds, and some struggle through it, but they still have time to figure it out.
- Do the same with the rest of the cards (**neck** and **net**). Use the cards, picture side, and ask, "**What is this?**" to see if they recognise the figures. Practise reading the nouns again if they still cannot.
- Now invite the children to match the word with the right figure on the board one by one. Stress understanding the meaning of the word "**match**." Next, tell them to match in their activity books. Walk around to help and guide.

Look at the picture and write the first letter.

- Ask students to open the activity book on page 41.
- Tell them, "You have to look at the picture and write the first letter."
- Use the flashcards, word side, and sight-read them again with the class one by one (*you have done sight-reading when you introduced the words in the pupil's book*). Raise the flashcard with the picture of a **nut** and ask students to say the name of it and repeat it many times.
- Do the same with the other pictures (**neck** and **net**).
- Write the word on the board without writing the first letter.
- Now show the students that you are going to write the first letter **n** in the space.
- Ask them to do the same in their books.
- You can do the activities in the activity book in a separate session, or you can merge them with the pupil's book session if you find the time. This extended work will help students practise and master letters' names, sounds, and words.

Lesson 11

Pupil's Book Session

PB/ pp. 54

Introducing and practising letter **Oo sound /o/**

Warm up: (The Alphabet Song)

- Use the alphabet poster.
- Play the alphabet song.
- Point to the letters as the song is playing.
- Let the students listen three times as you point to the letters and sing the song.
- Let the students listen and sing the letters.
- Then play it again and let the students listen and repeat.
- Point to the letters on the poster and let the students say the letters' names, sounds and word examples.

Detailed instruction:

PB/p. 54

Listen, point and repeat.

Introducing the Letter **Oo (**ox**, **oil** and **oval**)**

- Play the letter **Oo** song on YouTube several times; encourage the children to repeat and sing along.
- Use a puppet if available or a stick picture with the alphabet flashcards to introduce letter **Oo** and the example words **ox**, **oil**, and **oval**. Tell the students that the puppet will teach them a new letter sound today. Try to make the sound of a puppet.
- Let the puppet say, "**Hello, my friends! Today, I'm going to teach you a new letter sound.**"
- Show the flashcard of letter **Oo**. Show the three objects/pictures that start with the letter sound **/o/**.
- First, show the letter to the children. Point out that the letter sound is **/o/** (say the sound of the letter only). Then, show them the objects that start with letter "**o**". Teach the words by showing them the real objects, if available, or the pictures of "**ox**, **oil** and **oval**."
- Let the puppet say that the letter's name is **Oo**; the letter's sound is **/o/** and say a word example, **ox**.
- Repeat the name of the letter, the sound, and the word **ox** several times.
- Let the children repeat (**Oo /o/, ox**) as you raise the flashcard of letter **Oo** and the picture of an **ox**.
- Repeat the same procedure with other word examples, **oil** and **oval**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcard for each picture and stress the initial sound **/o/**; it should be in a different colour.
- Draw students' attention to the **/o/** sound at the beginning of the each word.
- Read the word repeating the **/o/** sound several times and then the full word: **o o o ox**.
- Do the same with **oil** and **oval**. While you are reading, point to the **Oo** and ask the students what sound **/o/** makes.
- Let the children read the words **ox**, **oil**, and **oval** after you.
- Invite students to come out and point to the pictures. Say, "Point to **ox**, **oil** and **oval**." Ask them what sound **/o/** makes.
- **Play a game:** Spread the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Students open their books on page 54.
- Students listen and point to the letters and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups, and individuals several times.

Circle the letter **Oo**.

- Give the flashcards of the alphabet to the students and ask them to find the flashcards of letter **Oo**.
- Make sure that all students can recognise letter **Oo**.
- Write three capital and small letters on the board, including letter **Oo**.
- Tell students that you will only circle letter **Oo**.
- Ask students to open the pupil's books on page 54 and circle letter **Oo**.
- Walk around to help and direct the children.

Listen and learn the words.

- Play the audio and point to the related word while listening.
- Repeat it many times and ask students to repeat after the audio.
- Now ask students to open the pupil's books on page 54.
- Play the audio many times, and ask them to point to the related picture while listening.

PB/p. 55

Colour the picture of the **oil**.

- Ask students to open the pupil's books on page 55.
- Use the flashcards and ask students to name the pictures of **ox**, **oil** and **oval**.
- Make sure that all students can recognise each picture.
- Now tell them that they have to colour only the picture of the **oil**.
- Stick the flashcard of the **oil** on the board so the children can keep following.
- Walk around to help and direct the children towards colouring only the picture of the **oil**.

Trace and write.

- **Sense of touch:** Use the play-dough to form the letter, the sand tray to write the letter with their fingers, or use sand paper to feel the letter while blindfolded to guess what letter it is.
- Play the video of writing letter **Oo** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps involved in forming the letter.

Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase **O**, draw a straight line down, then back on top, draw a slanting line down to the right. From the*

*bottom, draw a slanting line up to the right. Lastly, make another straight line down. To write the lowercase **o** from the middle, draw a straight line down. Then, below the middle line, make a curved line going to the right and down to the bottom. Again, from the middle line, make a curved line going to the right and down to the bottom."*

- Write letter **Oo**, small and capital, with a dotted outline.
- Ask students to open the pupil's book on page 55.
- Tell the kids you will trace it now.
- You need to demonstrate it on the board. Write the letter, capital and small, with dotted lines and trace it. Describe how you are writing the letter in words as you trace. Invite the children to do the same on the board.
- Now show them how to trace and then write the letter on the 4-line grid in the same way they traced it.
- Walk around to help and direct the children towards forming the letter correctly. Keep reminding them to start at the dot and to follow the arrows.

Lesson 12

Activity Book Session

Practise writing letter **Oo**

AB/ p. 42

Trace, write and colour.

- Ask students to open the activity book on page 42 and do the same tracing steps that are explained in the pupil's book session, then colour the picture.

AB/p. 43

Match.

- Ask students to open the activity books on page 43.
- Use the flashcards, word side, and sight-read them again with the class one by one (*you have done sight-reading when you introduced the words in the pupil's book*). Use the flashcards, word side, and sight-read them again with the class one by one (*you have done sight-reading when you introduced the words in the pupil's book*). Remember that the children need to read the word as a whole, left to right, and never try to break the words into sounds (*see teaching sight-reading in the introduction*).
- Hold the card up for the class to read. Ask who can read this word (**ox**). Let them raise their hands to answer.

- Pick individuals and see who can or cannot read at this point. You might need to do this often until you see that most children are able to read. Some children take more time to figure out this relationship between letters and sounds, and some struggle through it, but they still have time to figure it out.
- Do the same with the rest of the cards (**oil** and **oval**). Use the cards, picture side, and ask, "**What is this?**" to see if they recognise the figures. Practise reading the nouns again if they still cannot.
- Now invite the children to match the word with the right figure on the board one by one. Stress understanding the meaning of the word "**Match.**" Next, tell them to match in their activity books. Walk around to help and guide.

Look at the picture and write the first letter.

- Ask students to open the activity book on page 43.
- Tell them that you have to look at the picture and write the first letter.
- Use the flashcards, word side, and sight-read them again with the class one by one (*you have done sight-reading when you introduced the words in the pupil's book*). Raise the flashcard with the picture of an **ox** and ask students to say the name of it and repeat it many times.
- Do the same with the other pictures (**oil** and **oval**).
- Write the word on the board without writing the first letter.
- Now show the students that you are going to write the first letter **O** in the space.
- Ask them to do the same in their books.
- You can do the activities in the activity book in a separate session, or you can merge them with the pupil's book session if you find the time. This extended work will help students practise and master letters' names, sounds, and words.

Unit 6

Numbers 6 - 10

Pupil's Book Session pages 56 – 63

Activity Book Session pages 44 - 51

New Words	Numbers and number words: 6 six, 7 seven, 8 eight, 9 nine, 10 ten Words: drums, eggs, dinosaurs, ducks, elephants Song: Numbers Song
Grammar	"How many (picture)?" "(6)." "Count items."
Letter Sounds & Words	(Pp: plum, parrot, pillow), (Qq: queen, question mark, quail), (Rr: robot, rooster, rain) (The upper case is for recognition only.)
Language Functions	Counting from 6 – 10

Outcomes

By the end of this unit, students should be able to:

- Identify numbers from (6-10).
- Respond to "How many (picture figure) are there? There are (number) (picture figure)."
- Sing all letters' names and sounds song (A-Z).
- Identify, sound out and write the letters **Pp**, **Qq** and **Rr**, capital and small, and say 3 word examples that begin or have the sounds /p/, /q/ and /r/.
- Sight-read the keywords in the unit
- Sing along the Numbers song.
- Identify, say, read, trace and write the numbers 6-7-8-9-10 and count items that represent the number.
- Trace and write the letters **Pp**, **Qq** and **Rr** with correct formation.

Unit 6	Sessions	Content Numbers 6 - 10	Pages
Lesson			
Lesson 1	Pupil's Book Session	Introducing numbers 6 - 10	56
Lesson 2	Pupil's Book Session	Practising numbers 6 - 10	56
Lesson 3	Pupil's Book Session	Trace and write.	57
Lesson 4	Activity Book Session	Trace and write.	44
Lesson 5	Activity Book Session	Count and write.	45
Lesson 6	Activity Session	Game	-
Lesson 7	Pupil's Book Session	Introducing and practising letter Pp sound /p/	58 - 59
Lesson 8	Activity Book Session	Writing letter PP	46 - 47
Lesson 9	Pupil's Book Session	Introducing and practising letter Qq sound /q/	60 - 61
Lesson 10	Activity Book Session	Writing letter Qq	48 - 49
Lesson 11	Pupil's Book Session	Introducing and practising letter Rr sound /r/	62 - 63
Lesson 12	Activity Book Session	Writing letter Rr	50 - 51

Lesson 1

Pupil's Book Session

PB/p. 56

Introducing numbers 6 -10

Warm-up: A song

- Play the numbers song in the starter unit in every number lesson and let the children sing along as you point to the numbers poster or cards of numbers 1–10. Review the numbers on the numbers poster every day in the circle; this will help build a good concept of counting in sequence.

Teaching numbers six, seven, eight, nine, and ten

- Count any six items available in the class and let the children count with you.
- Use any video on YouTube you like to count six things.
- **Show flashcards or visuals:** Use the flashcard of the target number (digit side) or just write it on the board and draw an item or items to let them visualise the number concept that the new number represents.
- **Sounding out the number:** Say the number aloud several times, pointing to it and to the visuals that represent it. Count the items that represent the number.
- Let the children say the number and repeat it several times.
- **Use counters:** count the item(s) that represent the target numbers (**6–10**).
- **Listening to the audio:** They listen while the teacher points to the screen, flashcards, or poster.
- **Students' number cards:** (*prepared before class*): Let the children find the numbers you say among other numbers on their number cards, and ask them to hold them up for you to see.
- Play the audio on the interactive board and point to the number; repeat several times and tell the children to listen carefully. Let them count items that represent the number aloud.
- **Reading the number words:** Use the flashcards, word side, or write the number words on the board for the children to sight-read; practise reading the words **six, seven, eight, nine, and ten**. Make sure that each child gets the chance to read.

Listen, point and repeat.

- Ask the students to open their pupil's books on page 56.
- Tell them to listen to the audio and to point to the related picture in the book.

- You can do this step first on the screen and point to the picture while the students are listening.
- Play the audio again and ask the students to repeat it several times until they master the numbers.
- Tell the children to point to their books as they are repeating. Let them count the item(s) that represent the number every time.
- Pupils listen to the audio, point to numbers in their books, and repeat. Then they say the numbers **6–10** as they point to their books.
- Say each number from **6 to 10** aloud and point as you count in order. This practise connects the counting skill with the visual image of each number.
- Start counting the items in each picture in their books. Say, "**Look at picture number 1! How many drums?**" Let the children count and say how many. Apply this to all pictures (*eggs, dinosaurs, ducks, and elephants*).
- **Sight-read the number words:** The teacher reads from a flashcard the word six," pointing to the digit and the representing item, so the pupils can relate the three parts: the word, the digit, and how many items there are. Students repeat several times.
- Follow the same procedure with the numbers *seven, eight, nine, and ten*.
- **Using a number card:** Choose a number, say its name aloud, and ask each child to find the same number among the cards that they already have. Have each child practise saying the number.
- **Play the audio:** Play the lesson on the interactive board, point to the number, and ask students to sound out the number.
- Ask the students to repeat with the audio as you are pointing to the number on the interactive board and the pupils are pointing in their books. Read the words from the book with the children pointing to their books and you on the screen.
- Walk around to help, guide, and check that they are pointing to the correct number.
- Use numbers in everyday activities like telling the time or asking for an age.

Lesson 2

Pupil's Book Session

PB/ p. 56

Practise the Numbers Song

Listen and sing along.

- Before you play the audio, sing the song yourself and repeat it many times.
- Point to the prompts of the song on the screen, and use the pictures of the ball shown on the screen as you say the words of the song and point to the pictures.

- Sing it again and let the children repeat it as you point to the pictures on the screen. Repeat until they learn the words and can produce them.
- Use gestures and moves to teach the song, especially the fingers to show the numbers in the song. When the song says **6, 7, or 8**, you raise three fingers one after the other as you say the numbers.
- Read the lyrics of the song with the class many times as you point to the words this time.
- Let the children open their books on page 56. Play the audio. Let them listen, point in their books to the pictures, and follow in the book with the song.
- Lastly, the children sing along many times until they memorise the song.

Lesson 3

Pupil's Book Session

PB/ p. 57

Trace and write.

- **Sense of touch:** Use the play-dough to form the letter, the sand tray to write the letter with their fingers, or use sand paper to feel the letter while blindfolded to guess what letter it is.
- Play the numbers on audio for them to listen to and tell them in sequence from **1 to 10** while you are pointing to the numbers on a poster or on the screen.
- Play any number song (from YouTube or the song the kids know already).
- Before the kids start tracing the numbers on page 57, revise the concept with the students. Bring items to count from **6 to 10**. Any counter will do. Put the items on the children's desks. Each group has a different number of items, from **6 to 10**. Tell each group to count the items in front of them. Now let each group count the items aloud and say how many items they have, or ask them to pick and count five items from a larger group of the same items.
- Draw number **6** with a dotted outline. Tell the kids you will trace it now.
- You need to demonstrate it on the board. Write each number from **6 to 10** with dotted lines and trace them. Describe how you are writing the number in words as you trace, the same way you did with the letters. Invite the children to do the same on the board.

Now show them how to trace and then write the number on the 4-line grid in the same way they traced it. Describe how you are writing the number in words as you write it. For example, *"to write number 6: Starting at the top, draw a curved line down and around to the bottom. From the bottom, draw another curved line up and close in the middle."*

Do the same with the other numbers: **7, 8, 9**, and **10**. *"To write number 7, from the top, draw a line across. Then draw a slanting line down to the left bottom."* *"To write number 8, from the top, draw a curved line down and around the middle. Then make another curve line down to the bottom and to the left. Draw another curved line around up and around close."* *"To write number 9, starting at the top, draw a curved line down and around to the middle. Back to the top, draw a straight line down to the bottom."* *"To write number 10, from the top of the middle line, draw a slant line up. From the top, draw a straight line down to the bottom. Next, draw a curved line around the bottom, and from the bottom, draw another curve line around up and close."*

- Walk around to help and direct the children towards forming the right number. Keep reminding them to start at the dot and to follow the numbered arrows.

Lesson 5

Activity Book Session

AB/p. 44

Trace and write.

Tell the students to trace the numbers the same way they did in the pupil's book page 57. Show them how to trace and write the numbers 6 – 10 if you feel they still need it.

AB/p. 45

Count and write.

- Explain to the class that in this activity they need to count the pictures and write the number under each picture.
- Read the instruction line with the class, "**Count and write.**"
- Draw the first one (*the six drums*) on the board and do it as an example.
- Write the number of the drums on the board while describing in words how you are writing it again.
- Then, tell the children to count the eggs.
- Ask "**How many eggs?**" Let them count and write individually this time.
- Tell students to write the answer.
- Walk around to help and guide. Then ask, "**How many dinosaurs?**" and elicit the answer.
- Let them repeat the correct answer several times.
- Do the same with the "**ducks**" and the "**elephants.**"

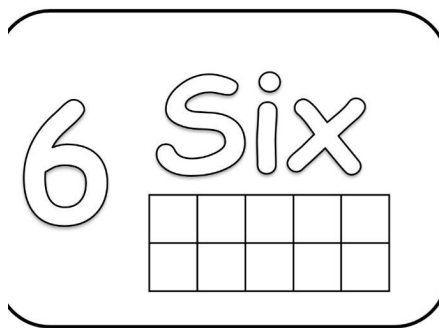
Lesson 6

Activity Session

Number Activity Mats

Go online and look for printable **1–10** number activity mats to help the kids learn counting, number recognition, one-to-one correspondence, and number sense. The mats are a fun multi-sensory numeracy tool that is engaging. There are so many ways to learn numbers on just one page. You can laminate the mats to reuse them.

The mats could look something like this, but you can always develop your own:



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The mats could look something like this, but you can always develop your own:

Now explain the task to your students and tell them what they need to do.

- Show them how to work on the mat (number six, for example).
- Point to the digit, say, and “six”. Point to the word six, and read them.
- Let the students repeat.
- Now hold a crayon of any colour and colour six squares.
- Ask a student to count the coloured squares.
- You can also ask the students to use counters and put them on the squares.
- Now give out the prepared mats with numbers 1–10 and let the children work alone.
- Walk around to help and guide.

Lesson 7

Pupil's Book Session

Introducing and practising letter **Pp** sound /p/

Warm up: (The Alphabet Song)

- Use the alphabet poster.
- Play the alphabet song.
- Point to the letters as the song is playing.
- Let the students listen three times as you point to the letters and sing the song.
- Let the students listen and sing the letters.
- Then play it again and let the students listen and repeat.
- Point to the letters on the poster and let the students say the letters' names, sounds and word examples.

Detailed instruction:

PB/p. 58

Listen, point and repeat.

Introducing Letter **Pp** (**plum**, **parrot**, and **pillow**):

- Play the letter **P** song on YouTube several times; encourage children to repeat and sing along.
- Use the puppet or the stick picture with the alphabet flashcards to introduce letter **Pp** and the example words **plum**, **parrot**, and **pillow**.
- Tell the students that the puppet will teach them a new letter sound today. Make the sound of the puppet every time you want it to say something.
- Let the puppet say, "***Hello, my friends! Today, I'm going to teach you a new letter sound.***"
- Show the flashcard of letter **Pp**. Show the three objects/pictures that start with letter sound **/p/**.
- First, show the letter to the children. Point out that the letter sound is **/p/** (*say the sound of the letter only*). Then, show them the objects that start with letter "**p**". Teach the words by showing them the real things if available or the pictures of "**plum**", "**parrot**", and "**pillow**."
- Let the puppet say the letter's name, **Pp**, the letter's sound, **/p/**, and say a word example, **plum**.
- Repeat the name of the letter, the sound and the word **plum** several times.
- Let the children repeat (**Pp**, **/p/**, **plum**) as you raise the flashcard of letter **Pp** and the picture of a **plum**.
- Repeat the same procedure with other word examples, **parrot** and **pillow**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcard of each picture and stress the initial sound **/p/**; it should be in a different colour.

- Draw the students' attention to the /p/ sound at the beginning of each word.
- Read the word repeating the /p/ sound several times and then the full word: **p p p plum**.
- Do the same with **parrot** and **pillow**. While you are reading, point to the "**Pp**" and ask the students what sound /p/ makes.
- Let the children read the words **plum**, **parrot**, and **pillow** after you.
- Invite students to come out and point to the pictures. Say, "Point to **plum**, **parrot**, and **pillow**." Ask them what sound **Pp** makes.
- **Play a game:** spread the flashcards on the ground, say the word, and invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Students open their books on page 58.
- **Listen to the audio:** Students listen and point to the letters and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups, and individuals several times.

Circle the letter **Pp**.

- Give the flashcards of the alphabet to the students and ask them to find the flashcards of letter **Pp**.
- Make sure that all students can recognise letter **Pp**.
- Write three capital and small letters on the board, including letter **Pp**.
- Tell students that you will only circle letter **Pp**.
- Ask students to open the pupil's books on page 58 and circle letter **Pp**.
- Walk around to help and direct the children.

Listen and learn the words.

- Play the audio and point to the related word while listening.
- Repeat it many times and ask students to repeat after the audio.
- Now ask students to open the pupil's books on page 58.
- Play the audio many times, and ask them to point to the related picture while listening.

PB/p. 59

Colour the picture of the **parrot**.

- Ask students to open the pupil's books on page 59.
- Use the flashcards and ask students to name the pictures of **plum**, **parrot** and **pillow**.
- Make sure that all students can recognise each picture.
- Now tell them that they have to colour only the picture of the **parrot**.

- Stick the flashcard of the **parrot** on the board so children can keep following.
- Walk around to help and direct the children towards colouring only the picture of the **parrot**.

Trace and write.

- **Sense of touch:** Use the play-dough to form the letter, the sand tray to write the letter with their fingers, or use sand paper to feel the letter while blindfolded to guess what letter it is.
- Play the video of writing letter **Pp** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps of forming the letter.

Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *“to write the uppercase **P**, draw a straight line down, then we will do a backwards curve up to the middle and close. To write the lowercase **p** from the middle line, draw a straight line down, then draw a curve from the middle up to the bottom, and close.”*

Draw letter **Pp**, small and capital, with a dotted outline.

- Ask students to open the pupil’s books on page 59.
- Tell the kids you will trace it now.
- You need to demonstrate it on the board. Write the letter, capital and small, with dotted lines and trace it. Describe how you are writing the letter in words as you trace, the same way you did in the pupil’s book. Invite the children to do the same on the board.
- Walk around to help and direct the children towards forming the letter correctly. Keep reminding them to start at the dot and to follow the arrows.

Lesson 8

Activity Book Session

Practise writing letter **Pp**

AB/p. 46

Trace, write and colour.

- Ask students to open the activity book on page 46, do the same tracing, and writing steps explained in the pupil’s book session, then colour the picture.

AB/p. 47

Match.

- Ask students to open the activity book on page 47.
- Use the flashcards, word side, and sight-read them again with the class one by one (you have done sight-reading when you introduced the words in the pupil's book). Remember that the children need to read the word as a whole, from left to right, and never try to break the words into sounds (see teaching sight-reading in the introduction).
- Hold the card up for the class to read. Ask who can read this word (**plum**). Let them raise their hands to answer.
- Pick individuals and see who can or cannot read at this point. You might need to do this often until you see that most children are able to read. Some children take more time to figure out this relationship between letters and sounds, and some struggle through it, but they still have time to figure it out.
- Do the same with the rest of the cards (**parrot** and **pillow**). Use the card, picture side, and ask, "**What is this?**" to see if they recognise the figures. Practise reading the words again if they still cannot.
- Now invite the children to match the word with the right picture on the board one by one. Stress understanding the meaning of the word "**match**." Next, tell them to match in their activity books. Walk around to help and guide.

Look at the picture and write the first letter.

- Ask students to open the activity book on page 47.
- Tell them that they have to look at the picture and write the first letter.
- Use the flashcards, word side, and sight-read them again with the class one by one (*you have done sight-reading when you introduced the words in the pupil's book*). Raise the flashcard with the picture of a **plum** and ask students to say the name of it and repeat it many times.
- Do the same with the other pictures (the **parrot** and the **pillow**).
- Write the word on the board without writing the first letter.
- Now show the students that you are going to write the first letter (**p**) in the space.
- Ask them to do the same in their books.
- You can do the activities in the activity book in a separate session, or you can merge them with the pupil's book session if you find the time. This extended work will help students practise and master letters' names, sounds, and words.

Lesson 9

Pupil's Book Session

Introducing and practising letter **Qq** sound /k/

Warm up: (The Alphabet Song)

- Use the alphabet poster.
- Play the alphabet song.
- Point to the letters, as the song is playing.
- Let the students listen three times as you point to the letters and sing the song.
- Let the students listen and sing the letters.
- Then play it again and let the students listen and repeat.
- Point to the letters on the poster and let the students say the letters' names, the sounds and word examples.

Detailed instruction:

PB/p. 60

Listen, point and repeat.

Introducing Letter **Qq** (*queen*, *question mark*, and *quail*)

Play the letter **Qq** song on YouTube several times; encourage children to repeat and sing along.

- Use the puppet or the stick figure with the alphabet flashcards to introduce letter **Qq** and the example words *queen*, *question mark*, and *quail*.
- Tell the students that the puppet will teach them a new sound today. Try to make a sound of a puppet.
- Let the puppet say, "*Hello, my friends! Today, I'm going to teach you a new letter sound.*"
- Show the flashcard of letter **Qq**. Show the *three objects/pictures* that start with the letter sound /k/.
- First, show the letter to the children. Point out that the letter sound is /k/, say the sound of the letter only. Then, show them the objects that start with letter "**q**". Teach the words by showing them the real objects, if available, or the pictures of "*queen*", "*question mark*", and "*quail*."
- Let the puppet say the letter's name, **Qq**, the letter's sound, /k/ and say a word example, *queen*.
- Repeat the name of the letter, the sound, and the word *queen* several times.
- Let the children repeat (**Qq**, /k/, *queen*) as you raise the flashcard of the letter **Qq** and the picture of a *queen*.
- Repeat the same procedure with other word examples *question mark* and *quail*.
- Now let the children repeat again and quiz them with the three word examples.

- Show the words flashcards of each picture and stress the initial sound /**k**/; it should be in a different colour.
- Draw students' attention to the /**k**/ sound at the beginning of the each word.
- Read the word repeating the /**k**/ sound several times and then the full word: **k k k queen**.
- Do the same with **question mark** and **quail**. While you are reading, point to the "**Qq**" and ask the students what sound **Q** makes.
- Let the children read the words **queen**, **question mark**, and **quail** after you.
- Invite students to come out and point to the pictures. Say, "Point to **queen**, **question mark**, and **quail**." Ask them what sound **Qq** makes.
- **Play a game:** Spread the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Students open their books on page 60.
- **Listen to the audio:** Students listen and point to the letterS and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups, and individuals several times.

Circle the letter **Qq**.

- Give the flashcards of the alphabet to the students and ask them to find the flashcards of letter **Qq**.
- Make sure that all students can recognise letter **Qq**.
- Write three capital and small letters on the board, including letter **Qq**.
- Tell students that you will only circle letter **Qq**.
- Ask students to open the pupil's books on page 60 and circle letter **Qq**.
- Walk around to help and direct the children.

Listen and learn the words.

- Play the audio and point to the related word while listening.
- Repeat it many times and ask students to repeat after the audio.
- Now ask students to open the pupil's books on page 60.
- Play the audio many times, and ask them to point to the related picture while listening.

PB/p. 61

Colour the picture of the **quail**.

- Ask students to open the pupil's books on page 61.

- Use the flashcards and ask students to name the pictures of **queen**, **question mark**, and **quail**.
- Make sure that all students can recognise each picture.
- Now tell them that they have to colour only the picture of **quail**.
- Stick the flashcard of **quail** on the board so children can keep following.
- Walk around to help and direct the children towards colouring only the picture of the **quail**.

Trace and write.

- **Sense of touch:** Use the play-dough to form the letter, the sand tray to write the letter with their fingers, or use sand paper to feel the letter while blindfolded to guess what letter it is.
- Play the video of writing letter **Qq** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps of forming the letter.
Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *“to write the uppercase **Q**, draw a curved line down from the top to the middle, then continue from the bottom to the top and close. Next, draw a small slanted line to the right. To write the lowercase **q**, from the middle line, draw a curve line to the left all the way at the bottom and curved it up. From the middle line, draw a straight line down.”*
- Draw letter **Qq**, small and capital, with a dotted outline.
- Ask students to open the pupil’s books on page 61.
- Tell the kids you will trace it now.
- You need to demonstrate it on the board. Write the letter, capital and small, with dotted lines and trace it. Describe how you are writing the letter in words as you trace, the same way you did in the pupil's book. Invite the children to do the same on the board.
- Now show them how to trace and then write the letter on the 4-line grid in the same way they traced it. Describe how you are writing the letter in words as you write.
- Walk around to help and direct the children towards forming the letter right. Keep reminding them to start at the dot and to follow the arrows.

Lesson 10

Activity Book Session

Practise writing letter **Qq**

AB/p. 48

Trace, write and colour.

- Ask students to open the activity books on page 48 and do the same tracing steps explained in the pupil's book session page 61, then colour the picture.

AB/p. 49

Match.

- Ask students to open the activity book on page 49.
- Use the flashcards of the pictures word-side and sight-read them again with the class one by one (*you have done sight-reading when you introduced the figures in the pupil's book*). Remember that the children need to read the word as a whole, from left to right, and never try to break the words into sounds (*see teaching sight-reading in the introduction*).
- Hold the card up for the class to read. Ask who can read this word (**quail**). Let them raise their hands to answer.
- Pick individuals and see who can or cannot read at this point. You might need to do this often until you see that most children are able to read. Some children take more time to figure out this relationship between letters and sounds, and some struggle through it, but they still have time to figure it out.
- Do the same with the rest of the cards (**question mark** and **queen**). Use the cards, picture side, and ask, "**What is this?**" to see if they recognise the words. Practise reading the nouns again if they still cannot.
- Now invite the children to match the word with the right picture on the board one by one. Stress understanding the meaning of the word "**Match.**" Next, tell them to match in their activity books. Walk around to help and guide.

Look at the picture and write the first letter.

- Ask students to open the activity books on page 49.
- Tell them that they have to look at the picture and write the first letter.
- Use the flashcards, word side, and sight-read them again with the class one by one (*you have done sight-reading when you introduced the words in the pupil's book*). Raise the flashcard with the picture of a **question mark** and ask students to say the name of it and repeat it many times.
- Do the same with the other pictures (**quail** and **queen**).

- Write the word on the board without writing the first letter.
- Now show the students that you are going to write the first letter **Q** in the space.
- Ask them to do the same in their books.
- You can do the activities in the activity book in a separate session, or you can merge them with the pupil's book session if you find the time. This extended work will help students practise and master letters' names, sounds, and words.

Lesson 11

Pupil's Book Session

Introducing and practising letter **Rr** sound /r/

Warm up: (The Alphabet Song)

- Use the alphabet poster.
- Play the alphabet song.
- Point to the letters as the song is playing.
- Let the students listen three times as you point to the letters and sing the song.
- Let the students listen and sing the letters.
- Then play it again and let the students listen and repeat.
- Point to the letters on the poster and let the students say the letters' names, sounds and word examples.

Detailed instruction:

PB/p. 62

Listen, point and repeat.

Introducing Letter **Rr** (*robot*, *rooster*, and *rain*):

- Play the letter **Rr** song on YouTube several times; encourage children to repeat and sing along.
- Use the puppet or the stick picture with the alphabet flashcards to introduce letter **Rr** and the example words *robot*, *rooster*, and *rain*.
- Tell the students that the puppet will teach them a new sound today. Make the sound of the puppet.
- Let the puppet say, "***Hello, my friends! Today, I'm going to teach you a new letter sound.***"
- Show the flashcard of letter **Rr**. Show the three objects/pictures that start with letter sound /r/.
- First, show the letter to the children. Point out that the letter sound is /r/; say the sound of the letter only. Then, show them the things that start with letter "**r**". Teach the words

by showing them the real objects, if available, or the pictures of "**robot**", "**rooster**", and "**rain**."

- Let the puppet say the letter's name, **Rr**, the letter's sound, /r/, and say a word example, **robot**.
- Repeat the name of the letter, the sound, and the word **robot** several times.
- Let the children repeat (**Rr**, /r/, **robot**) as you raise the flashcard of letter **Rr** and the picture of a **robot**.
- Repeat the same procedure with other word examples, **rooster** and **rain**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcard of each picture and stress the initial sound /r/; it should be in a different colour.
- Draw the students' attention to the /r/ sound at the beginning of each word.
- Read the word, repeating the /r/ sound several times, and then the full word: **r r r robot**.
- Do the same with **rooster** and **rain**. While you are reading, point to the "**Rr**", and ask the students what sound **Rr** makes.
- Let the children read the words **robot**, **rooster**, and **rain** after you.
- Invite students to come out and point to the pictures. Say, "Point to **robot**, **rooster**, and **rain**." Ask them what sound **Rr** makes.
- **Play a game:** Spread the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Tell the students to open their books on page 62.
- **Listen to the audio:** Students listen and point to the letters and words in their books.
- They say the name, the sound of the letter, and read the word examples in chorus, groups and individuals several times.

Circle the letter **Rr**.

- Give the flashcards of the alphabet to the students and ask them to find the flashcards of letter **Rr**.
- Make sure that all students can recognise letter **Rr**.
- Write three capital and small letters on the board, including letter **Rr**.
- Tell students that you will only circle letter **Rr**.
- Ask students to open the pupil's books on page 62 and circle letter **Rr**.
- Walk around to help and direct the children.

Listen and learn the words.

- **Play the audio** and point to the related word while listening.

- Repeat it many times and ask students to repeat after the audio.
- Now ask students to open the pupil's books on page 62.
- Play the audio many times, and ask them to point to the related picture while listening.

PB/p. 63

Colour the picture of the *rooster*.

- Ask students to open the pupil's book on page 63.
- Use the flashcards and ask students to name the pictures of *robot*, *rooster* and *rain*.
- Make sure that all students can recognise each picture.
- Now tell them that they have to colour only the picture of the *rooster*.
- Stick the flashcard of the *rooster* on the board so children can keep following.
- Walk around to help and direct the children towards colouring only the picture of the *rooster*.

Trace and write.

- **Sense of touch:** Use the play-dough to form the letter, the sand tray to write the letter with their fingers or use sand paper to feel the letter while blindfolded to guess what letter it is.
- Play the video of writing letter *Rr* on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps of forming the letter.

Teach the children how to write the letter: You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *“to write the uppercase **R**, draw a straight line down, then we will do a backwards curve up to the middle and close. From the middle, draw a slanting line down to the right. To write the lowercase **r**, from the middle line, draw a straight line down. Below the middle line, draw a curved line going to the right.”*

Draw letter *Rr*, small and capital, with a dotted outline.

- Ask students to open the pupil's books on page 63.
- Tell the kids you will trace it now.
- You need to demonstrate it on the board. Write the letter, capital and small, with dotted lines and trace it. Describe how you are writing the letter in words as you trace, the same way you did in the pupil's book. Invite the children to do the same on the board.
- Now show them how to trace and then write the letter on the 4-line grid in the same way they traced it. Describe how you are writing the letter in words as you write.

- Walk around to help and direct the children towards forming the letter right. Keep reminding them to start at the dot and to follow the arrows.

Lesson 12

Activity Book Session

Writing letter **Rr**

AB/p. 50

Trace, write and colour.

- Ask students to open the activity book on page 50 and do the same tracing steps explained in the pupil's book page 63, then colour the picture.

AB/p. 51

Match.

- Ask students to open their activity books on page 51.
- Use the flashcards, word side, and sight-read them again with the class one by one (*you have done sight-reading when you introduced the words in the pupil's book*). Remember that the children need to read the word as a whole, from left to right, and never try to break the words into sounds (*see teaching sight-reading in the introduction*).
- Hold the card up for the class to read. Ask who can read this word (a **robot**). Let them raise their hands to answer.
- Pick individuals and see who can or cannot read at this point. You might need to do this often until you see that most children are able to read. Some children take more time to figure out this relationship between letters and sounds, and some struggle through it, but they still have time to figure it out.
- Do the same with the rest of the cards (**rooster** and **rain**). Use the cards, picture side, and ask, "**What is this?**" to see if they recognise the pictures. Practise reading the words again if they still cannot.
- Now invite the children to match the word with the right figure on the screen or board one by one. Stress understanding the meaning of the word "**match**." Next, tell them to match in their activity books. Walk around to help and guide.

Look at the picture and write the first letter.

- Ask students to open the activity book on page 51.
- Tell them that they have to look at the picture and write the first letter.

- Use the flashcards, word side, and sight-read them again with the class one by one (*you have done sight-reading when you introduced the words in the pupil's book*). Raise the flashcard with the picture of a **robot** and ask students to say the name of it and repeat it many times.
- Do the same with the other pictures (**rain** and **rooster**).
- Write the word on the board without writing the first letter.
- Now show the students that you are going to write the first letter (**r**) in the space.
- Ask them to do the same in their books.
- You can do the activities in the activity book in a separate session, or you can merge them with the pupil's book session if you find the time. This extended work will help students practise and master letters' names, sounds, and words.

Unit 7

Our Favourite Animals

Pupil's Book Pages 64 - 73

Activity Book Pages 52 - 61

New Words	Animal words: <i>bird, elephant, monkey, sheep, horse, hen, frog, rooster, duck, giraffe</i> Song words: <i>cat, dog, cow</i> Song: Animals Song
Grammar	"What is this?" "A bird." "An elephant."
Letter Sounds & Words	(Ss: <i>scissors, sandwich, socks</i>), (Tt: <i>turtle, table, tent</i>), (Uu: <i>umbrella, under, umpire</i>), (Vv: <i>violin, vest, vacuum</i>) (The upper case is for recognition only.)
Language Functions	Talking about different animals

Outcomes

By the end of this unit, students should be able to:

- Identify different kinds of animals.
- Respond to yes/no, (Is this ...?) questions, and questions with (What is this?)
- Sing all letters' names and sounds in song (A-Z).
- Identify, sound out, write the letters **Ss**, **Tt**, **Uu**, and **Vv**, capital and small, and say three word examples that begin with the sounds /s/, /t/, /u/, and /v/.
- Sight-read the keywords in the unit.
- Sing along to the "Animals Song".
- Trace and write the letters **Ss**, **Tt**, **Uu**, and **Vv**, with correct formation.

Unit 7	Sessions	Content Our Favourite Animals	Pages
Lesson			
Lesson 1	Pupil's Book Session	Introducing and practising vocabulary & grammar	64
Lesson 2	Pupil's Book Session	Introducing and practising the Animals song	65
Lesson 3	Activity Book Session	Play the game	52
Lesson 4	Activity Book Session	Project	53
Lesson 5	Activity Book Session	Introducing and practising letter Ss sound /s/	66 - 67
Lesson 6	Activity Book Session	Writing letter Ss	54 - 55
Lesson 7	Pupil's Book Session	Introducing and practising letter Tt sound /t/	68 - 69
Lesson 8	Activity Book Session	Writing letter Tt	56 - 57
Lesson 9	Pupil's Book Session	Introducing and practising letter Uu sound /u/	70 - 71
Lesson 10	Activity Book Session	Writing letter Uu	58 - 59
Lesson 11	Pupil's Book Session	Introducing and practising letter Vv sound /v/	72 - 73
Lesson 12	Activity Book Session	Writing letter Vv	60 - 61

Lesson 1

Pupil's Book Session

Introducing and practising vocabulary & grammar

A warm up:

You can start this unit by saying "**(bird)**", "**Look! This is a (bird).**" Say this, pointing to any animals' poster in the class or to the screen. Invite kids to point to the picture of the (bird) and say "**bird.**"

- Alternatively, you can show a video that has animals. Play the video and point to the animals. Let the children try to point out and name the animals they know.
- Play page 64 on the interactive board or use a poster and flashcards (*ordered with the books*) for the purpose.
- Talk with the class about the scene. Tell the children to look at the different kinds of animals.

PB/p. 64

Listen, point and repeat.

- Introduce the animals in the book to the class. Say, "This is a **giraffe, bird, monkey, elephant, horse, rooster, hen, duck, or frog.**" Repeat them several times, pointing to animals on the screen or poster, and urge the children to repeat them after you. It is important to point to the animal when saying its name.
- Ask simple yes-or-no questions. You might need to provide the model answer yourself at this stage and encourage the kids to repeat it many times until they get the idea. For example, "**Is the monkey happy?**" "**Yes.**" "**Is this a bird?**" "**No.**" / "**Yes.**"
- Ask what-questions: "**What is this?**" "It is a **bird.**" Keep pointing to the animal on the screen or poster while saying the name.
- Train children to listen carefully to the audio and make it comprehensible to them by pointing to the animals on the screen every time. Repeat the audio many times until the children learn how to produce the words in the same way.
- Ask the children to open their pupils' books to them. Say, "**Open your books on page 64.**" Walk around to help them open their books on the pages.
- Ask them to listen carefully to the audio again as they point to the characters; you need to do the same yourself on the screen or poster to show them how to do it correctly.
- **Repetition in meaningful context:** Repetition of the new words, phrases, and sentences using the audio and the scene prompts (pictures in their books, flashcards, and the

poster) will reinforce learning. Have the students master the words with your creative ideas in repetition drills.

- **Play the audio:** many times, especially in the beginning lessons; the teacher will sometimes need to say the lines herself in a slower mode to eliminate children's fears of not understanding and to give their ears time to get familiar with the new language. This aids their learning by heart, and the students can easily take part when acting out the scene at a later point.
- **Variation:** Vary your techniques in drilling new language to make it more fun, like dividing the class into competing groups. The winning group is the one that best reflects accuracy and fluency in repetition. Be patient and accept whatever they produce.
- Use the techniques suggested in the introduction for teaching vocabulary using the picture-word flashcards.

Lesson 2

Pupil's Book Session

PB/p. 65

Introducing and practising the Animals Song

Before you play the audio to sing a song, pre-teach the words of the song and practise: **cow**, **dog**, and **cat**. Point to the pictures on the screen or poster and ask the children to repeat the three words in the song. They are easy to learn, and they might already know them.

- Point to the prompts of the song on the screen, and use the pictures shown on the screen as you say the words of the song and point to the pictures.
- Use gestures and moves to teach the song.
- Read the lyrics of the song with the class many times as you point to the words this time.
- **Play the audio:** Let the children open their books on page 65. Let them listen, point in their books to the pictures, and follow in the book with the song.
- Lastly, the children sing along many times until they memorise the song.

Lesson 3

Activity Book Session

AB/p. 52

Play the game

- Explain the task. Before you play the game, you need to explain it to the students on the screen of the interactive board.

- Let the students name the animals first and repeat the words: **cow**, **rabbit**, and **chick**.
- Tell the children that this is a maze and that they need to help the animal find its home.
- Do them with the class orally, using your finger on the screen to make a coloured path. Demonstrate it and explain that they can only go through the open path and that the closed path will not take you to the animal's home.
- Now let the students open their activity books on page 52. Tell them to use their pencils first before they colour the paths.
- Let them try to do it without looking at the answer on the screen.
- Walk around to guide and help.

Lesson 4

Activity Book Session

AB/p. 53

Project: Make a sheep

Objective:

To engage children in a fun and creative activity while promoting fine motor skills and artistic expression by making a sheep.

- Teach the word **sheep** and show them how the sheep project should look at the end of the task (you prepare one before the class).
- Engage the children in a conversation about sheep.
- Ask questions: **"What do you know about sheep?" "What do they look like?" "Where do they live?" "What sound do they make?"** Let them try to answer the questions as they wish to see what background information they have about sheep.
- Gather the kids around your table so they can watch your steps in making a sheep.
- Say, **"We will make a sheep today!" "We need scissors, crayons, glue, white cardboard, a plastic plate, some cotton and an ice cream stick."**
- Hold each item, name it and let them repeat the names of the things.
- Use the plate to draw a circle on the white cardboard. Draw the face of the sheep and its feet on another piece of cardboard (you can find a sheep face template online) and cut them out using safe scissors.
- Stick the cotton in a circle shape onto the centre of the plastic plate.
- Use the glue to stick the eyes on the sheep face template and stick the face onto the cotton. Stick the feet of the sheep in the right place. Now colour the plate around the cotton and stick it on the ice cream stick.
- Hold the sheep up and make its sound, **"Baa!" "Baa!"**

Lesson 5

Pupil's Book Session

Introducing and practising letter **Ss** sound /s/

Warm up: (The Alphabet Song)

- Use the alphabet poster.
- Play the alphabet song.
- Point to the letters as the song is playing.
- Let the students listen three times as you point to the letters and sing the song.
- Let the students listen and sing the letters.
- Then play it again and let the students listen and repeat.
- Point to the letters on the poster and let the students say the letters' names, sounds and word examples.

Detailed instruction:

PB/p. 66

Listen, point and repeat.

Introducing Letter **Ss** (**s***sandwich*, **s***ciissors*, and **s***ocks*):

- Play the letter **Ss** song on YouTube several times; encourage children to repeat and sing along.
- Use the puppet or the stick picture with the alphabet flashcards to introduce letter **Ss** and the example words **s***sandwich*, **s***ciissors*, and **s***ocks*.
- Tell the students that the puppet will teach them a new sound today. Try to make a sound of a puppet.
- Let the puppet say, "***Hello, my friends! Today, I'm going to teach you a new letter sound.***"
- Show the flashcard of letter **Ss**. Show the three objects/pictures that start with letter sound /s/.
- First, show the letter to the children. Point out that the letter sound is /s/ (say the sound of the letter only). Then, show them the objects that start with letter "**s**". Teach the words by showing them the real objects if available or the pictures of "**s***sandwich*", "**s***ciissors*", and "**s***ocks*."
- Let the puppet say the letter's name, **Ss**, the letter's sound, /s/ and say a word example, **s***sandwich*.
- Repeat the name of the letter, the sound, and the word **s***sandwich* several times.
- Let the children repeat (**Ss**, /s/, **s***sandwich*) as you raise the flashcard of the letter **Ss** and the picture of a **s***sandwich*.

- Repeat the same procedure to teach other word examples, **scissors** and **socks**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound /s/; it should be in a different color.
- Draw students' attention to the /s/ sound at the beginning of each word.
- Read the word repeating the /s/ sound several times and then the full word: **s s s sandwich**.
- Do the same with **scissors** and **socks**. While you are reading, point to the "Ss" and ask the students what sound **S** makes.
- Let the children read the words **sandwich**, **scissors**, and **socks** after you.
- Invite students to come out and point to the pictures. Say, "Point to **sandwich**, **scissors**, and **socks**." Ask them what sound **Ss** makes.
- **Play a game**: Spread the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Students open their books on page 66.
- **Play the audio**: Students listen, point to the letters and words in their books, and repeat after the teacher or the audio.
- They say the sound of the letter and read the word examples in chorus, groups and individuals several times.

Circle the letter **Ss**.

- Give the flashcards of the alphabet to the students and ask them to find the flashcards of letter **Ss**.
- Make sure that all students can recognise letter **Ss**.
- Write three capital and small letters on the board, including letter **Ss**.
- Tell students that you will only circle letter **Ss**.
- Ask students to open the on page 66 and circle letter **Ss**.
- Walk around to help and direct the children.

Listen and learn the words.

- Play the audio and point to the related word while listening.
- Repeat it many times and ask students to repeat after the audio.
- Now ask students to open the pupil's books on page 66.
- Play the audio many times, and ask them to point to the related picture while listening.

Colour the picture of the socks.

- Ask students to open the pupil's book on page 67.
- Use the flashcards and ask students to name the pictures of **sandwich**, **scissors**, and **socks**.
- Make sure that all students can recognise each picture.
- Now tell them that they have to colour only the picture of the **socks**.
- Stick the flashcard of the **socks** on the board so children can keep following.
- Walk around to help and direct the children towards colouring only the picture of the **socks**.

Trace and write.

- **Sense of touch:** Use the play-dough to form the letter, the sand tray to write the letter with their fingers, or use sand paper to feel the letter while blindfolded to guess what letter it is.
- Play the video of writing letter **Ss** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps of forming the letter.

Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils describing the movements you make while writing; for example, *“to write the uppercase **S**, draw a curve from the top to the middle without stopping, then draw another curved line to the bottom, and curve up. To write the lowercase **s**, below the middle line, draw a curve to the left down to the right until you reach the bottom, and then curve it up to the left.”*

Draw letter **Ss**, small and capital, with a dotted outline.

- Ask students to open the pupil's books on page 67.
- Tell the kids you will trace it now.
- You need to demonstrate it on the board. Write the letter, capital and small, with dotted lines and trace it. Describe how you are writing the letter in words as you trace, the same way you did in the pupil's book. Invite the children to do the same on the board.
- Now show them how to trace and then write the letter on the 4-line grid in the same way they traced it. Describe how you are writing the letter in words as you write.
- Walk around to help and direct the children towards forming the letter right. Keep reminding them to start at the dot and to follow the arrows.

Lesson 6

Activity Book Session

Practise writing letter **Ss**

AB/p. 54

Trace, write and colour.

- Ask students to open the activity books on page 54 and do the same tracing steps explained in the previous lesson, pupil's book page 67, then colour the picture.

AB/p. 55

Match.

- Ask students to open the activity books on page 55.
- **Sight-reading:** Use the picture flashcards word-side and sight-read them again with the class one by one (*you have done sight-reading when you introduced the words in the pupil's book*). Remember that the children need to read the word as a whole, from left to right, and never try to break the words into sounds (*see teaching sight-reading in the introduction*).
- Hold the card up for the class to read. Ask who can read this word (**scissors**). Let them raise their hands to answer.
- Pick individuals and see who can or cannot read at this point. You might need to do this often until you see that most children are able to read. Some children take more time to figure out this relationship between letters and sounds, and some struggle through it, but they still have time to figure it out.
- Do the same with the rest of the words (**sandwich** and **socks**). Use the cards, picture side, and ask, "**What is this?**" to see if they recognise the item. Practise reading the words again if they still cannot.
- Now invite the children to match the word with the right picture on the board one by one. Stress understanding the meaning of the word "**match**." Next, tell them to match in their activity books. Walk around to help and guide.

Look at the picture and write the first letter.

- Ask students to open the activity book on page 55.
- Tell them that they have to look at the picture and write the first letter.
- Use the flashcards, word side, and sight-read them again with the class one by one (*you have done sight-reading when you introduced the words in the pupil's book*). Raise the flashcard with the picture of a (**sandwich**) and ask the students to say the name of it and repeat it many times.
- Do the same with other pictures (**scissors** and **socks**).
- Write the words on the board without writing the first letter.

- Now show the students that you are going to write the first letter (**s**) in the space.
- Ask them to do the same in their books.
- You can do the activities in the activity book in a separate session, or you can merge them with the pupil's book session if you find the time. This extended work will help students practise and master letters' names, sounds and words.

Lesson 7

Pupil's Book Session

PB/p. 68

Introducing and practising letter **Tt sound /t/**

Warm up: (The Alphabet Song)

- Use the alphabet poster.
- Play the alphabet song.
- Point to the letters as the song is playing.
- Let the students listen three times as you point to the letters and sing the song.
- Let the students listen and sing the letters.
- Then play it again and let the students listen and repeat.
- Point to the letters on the poster and let the students say the letters' names, sounds and word examples.

Detailed instruction:

Listen, point and repeat.

Introducing Letter **Tt (*turtle*, *table*, and *tent*):**

- Play the letter **Tt** song on YouTube several times; encourage the children to repeat and sing along.
- Use the puppet/ a stick figure with the alphabet flashcards to introduce letter **Tt** and the example words *turtle*, *table*, and *tent*.
- Tell the students that the puppet will teach them a new sound today. Try to make a sound of a puppet.
- Let the puppet say, "***Hello, my friends! Today, I'm going to teach you a new letter sound.***"
- Show the flashcard of letter **Tt**. Show the three objects/pictures that start with letter sound /t/.
- First, show the letter to the children. Point out that the letter sound is /t/ (say the sound of the letter only). Then, show them the objects that start with letter "**t**". Teach the

words by showing them the real things/objects, if available, or the pictures of "**turtle**", "**table**", and "**tent**".

- Let the puppet say the letter's name, **Tt**, the letter's sound, /**t**/ and say a word example, **turtle**.
- Repeat the name of the letter, the sound, and the word **turtle** several times.
- Let the children repeat (**Tt**, /**t**/, **turtle**) as you raise the flashcard of letter **Tt** and the picture of a **turtle**.
- Repeat the same procedure with the other word examples, **table** and **tent**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound /**t**/; it should be in a different color.
- Draw students' attention to the /**t**/ sound at the beginning of the each word.
- Read the word, repeating the /**t**/ sound several times, and then the full word: **t t t turtle**.
- Do the same with **table** and **tent**. While you are reading, point to the "**Tt**" and ask the students what sound **T** makes.
- Let the children read the words **turtle**, **table**, and **tent** after you.
- Invite students to come out and point to the pictures. Say, "Point to **turtle**, **table**, and **tent**." Ask them what sound **Tt** makes.
- **Play a game:** Spread the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Students open their pupil's books on page 68.
- **Listen to the audio:** Students listen and point to the letters and words in their books.
- **Read:** They say the sound of the letter and read the word examples in chorus, groups and individuals several times.

Circle the letter **Tt**.

- Give the flashcards of the alphabet to the students and ask them to find the flashcards of letter **Tt**.
- Make sure that all students can recognise letter **Tt**.
- Write three capital and small letters on the board, including letter **Tt**.
- Tell students that you will only circle letter **Tt**.
- Ask students to open the pupil's books on page 68 and circle letter **Tt**.
- Walk around to help and direct the children.

Listen and learn the words.

- Play the audio and point to the related word while listening.

- Repeat it many times and ask students to repeat after the audio.
- Now ask students to open the pupil's books on page 68.
- Play the audio many times, and ask them to point to the related picture while listening.

PB/p. 69

Colour the picture of the **turtle**.

- Ask students to open the pupil's books on page 69.
- Use the flashcards and ask students to name the pictures of **turtle**, **table**, and **tent**.
- Make sure that all students can recognise each picture.
- Now tell them that they have to colour only the picture of the **turtle**.
- Stick the flashcard of the **turtle** on the board so children can keep following.
- Walk around to help and direct the children towards colouring only the picture of the **turtle**.

Trace and write.

- **Sense of touch:** Use the play-dough to form the letter, the sand tray to write the letter with their fingers or use sand paper to feel the letter while blindfolded to guess what letter it is.
- Play the video of writing letter **Tt** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps of forming the letter.

Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase **T**, draw a straight line across. From the top, draw a straight line down. To write the lowercase **t**, draw a straight line down. In the middle line, draw a straight line across."*

- Draw letter **Tt**, small and capital, with a dotted outline.
- Ask students to open the pupil's books on page 69.
- Tell the kids you will trace it now.
- You need to demonstrate it on the board. Write the letter, capital and small, with dotted lines and trace it. Describe how you are writing the letter in words as you trace, the same way you did in the pupil's book. Invite the children to do the same on the board.
- Now show them how to trace and then write the letter on the 4-line grid in the same way they traced it. Describe how you are writing the letter in words as you write (they already did that in the pupil's book session).

- Walk around to help and direct the children towards forming the letter right. Keep reminding them to start at the dot and to follow the arrows.

Lesson 8

Activity Book Session

Practise writing letter **Tt**

AB/p. 56

Trace, write and colour.

- Ask students to open the activity book on page 56 and do the same tracing steps explained in the previous lesson, then colour the picture.

AB/p. 57

Match.

- Ask students to open the activity book on page 57.
- Use the picture flashcards of the words side and sight-read them again with the class one by one (*you had done sight-reading when you introduced the figures in the pupil's book*). Remember that the children need to read the word as a whole, from left to right, and never try to break the words into sounds (*see teaching sight-reading in the introduction*).
- Hold the card up for the class to read. Ask who can read this word (**turtle**). Let them raise their hands to answer.
- Pick individuals and see who can or cannot read at this point. You might need to do this often until you see that most children are able to read. Some children take more time to figure out this relationship between letters and sounds, and some struggle through it, but they still have time to figure it out.
- Do the same with the rest of the cards (**table** and **tent**). Use the cards, picture side, and ask, "**What is this?**" to see if they recognise the figures. Practise reading the nouns again if they still cannot.
- Now invite the children to match the word with the right figure on the board one by one. Stress understanding the meaning of the word "**match**." Next, tell them to match in their activity books. Walk around to help and guide.

Look at the picture and write the first letter.

- Ask students to open the activity book on page 57.
- Tell them that they have to look at the picture and write the first letter.

- Use the flashcards, word side, and sight-read them again with the class one by one (*you have done sight-reading when you introduced the words in the pupil's book*). Raise the flashcard of the picture of a (**turtle**) and ask students to say the name of it and repeat it many times.
- Do the same with other pictures (**table** and **tent**).
- Write the word on the board without writing the first letter.
- Now show the students that you are going to write the first letter (**t**) in the space.
- Ask them to do the same in their books.
- You can do the activities in the activity book in a separate session, or you can merge them with the pupil's book session if you find the time. This extended work will help students practise and master letters' names, sounds and words.

Lesson 9

Pupil's Book Session

Introducing and practising letter **Uu** sound /u/

Warm up: (The Alphabet Song)

- Use the alphabet poster.
- Play the alphabet song.
- Point to the letters as the song is playing.
- Let the students listen three times as you point to the letters and sing the song.
- Let the students listen and sing the letters.
- Then play it again and let the students listen and repeat.
- Point to the letters on the poster and let the students say the letters' names, sounds and word examples.

Detailed instruction:

PB/p. 70

Listen, point and repeat.

Introducing Letter **Uu** (**umbrella**, **under**, and **umpire**):

- Play the letter **Uu** song on YouTube several times; encourage children to repeat and sing along.
- Use the puppet/a stick picture with the alphabet flashcards to introduce letter **Uu** and the example words **umbrella**, **under**, and **umpire**.
- Tell the students that the puppet will teach them a new sound today. Try to make a sound of a puppet.

- Let the puppet say, "**Hello, my friends! Today, I'm going to teach you a new letter sound.**"
- Show the flashcard of letter **Uu**. Show the *three objects/pictures* that start with the letter sound **/u/**.
- First, show the letter to the children. Point out that the letter sound is **/u/** (say the sound of the letter only). Then, show them the objects that start with letter "**Uu**". Teach the words by showing them the real things/objects, if available, or the pictures of "**umbrella**", "**under**", and "**umpire**."
- Let the puppet say the letter's name, **Uu**, the letter's sound, **/u/** and say a word example, **umbrella**.
- Repeat the name of the letter, the sound and the word **umbrella** several times.
- Let the children repeat (**Uu, /u/, umbrella**) as you raise the flashcard of letter **Uu** and the picture of an **umbrella**.
- Repeat the same procedure with other word examples, **under** and **umpire**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound **/u/**; it should be in a different color.
- Draw students' attention to the **/u/** sound at the beginning of the each word.
- Read the word repeating the **/u/** sound several times and then the full word: **u u u umbrella**.
- Do the same with **under** and **umpire**. While you are reading, point to the "**Uu**" and ask the students what sound **U** makes.
- **Read:** Let the children read the words **umbrella, under, and umpire** after you.
- Invite students to come out and point to the pictures. Say "Point to **umbrella, under, and umpire**." Ask them what sound **Uu** makes.
- **Play a game:** Spread the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Students open their books on page 70.
- Students listen to the audio and point to the letters, and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups and individuals several times.

Circle the letter **Uu**.

- Give the flashcards of the alphabet to the students and ask them to find the flashcards of letter **Uu**.
- Make sure that all students can recognise letter **Uu**.

- Write three capital and small letters on the board, including letter **Uu**.
- Tell students that you will only circle letter **Uu**.
- Ask students to open the pupil's books on page 70 and circle letter **Uu**.
- Walk around to help and direct the children.

Listen and learn the words.

- Play the audio and point to the related word while listening.
- Repeat it many times and ask students to repeat after the audio.
- Now ask students to open the pupil's books on page 70.
- Play the audio many times, and ask them to point to the related picture while listening.

PB/p. 71

Colour the picture of the **umpire**.

- Ask students to open the pupil's books on page 71.
- Use the flashcards and ask students to name the pictures of (**umbrella**, **under** and **umpire**).
- Make sure that all students can recognise each picture.
- Now tell them that they have to colour only the picture of the **umpire**.
- Stick the flashcard of the **umpire** on the board so children can keep following.
- Walk around to help and direct the children towards colouring only the picture of the **umpire**.

Trace and write.

- **Sense of touch:** Use the play-dough to form the letter, the sand tray to write the letter with their fingers or use sand paper to feel the letter while blindfolded to guess what letter it is.
- Play the video of writing letter **Uu** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps of forming the letter.

Teach the children how to write the letter: You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase **U**, draw a straight line down. At this point, draw a small curve below and up. To write the lowercase **u**, draw a straight line down all the way to the bottom curving up. Back to the middle, draw a straight line down."*

- Draw letter **Uu**, small and capital, with a dotted outline.
- Ask students to open the pupil's books on page 71.

- Tell the kids you will trace it now.
- You need to demonstrate it on the board. Write the letter, capital and small, with dotted lines and trace it. Describe how you are writing the letter in words as you trace, the same way you did in the pupil's book. Invite the children to do the same on the board.
- Now show them how to trace and then write the letter on the 4-line grid in the same way they traced it. Describe how you are writing the letter in words as you write (they already did that in the pupil's book session).
- Walk around to help and direct the children towards forming the letter right. Keep reminding them to start at the dot and to follow the arrows.

Lesson 10

Activity Book Session

Practise writing letter **Uu**

AB/p. 58

Trace, write and colour.

- Ask students to open the activity books on page 58 and do the same tracing steps explained in the pupil's book page 71, then colour the picture.

AB/p. 59

Match.

- Ask students to open the activity book on page 59.
- Use the picture flashcards, word side, and sight-read them again with the class one by one (*you have done sight-reading when you introduced the words in the pupil's book*). Remember that the children need to read the word as a whole, left to right, and never try to break the words into sounds (*see teaching sight-reading in the introduction*).
- Hold the card up for the class to read. Ask who can read this word (**umbrella**). Let them raise their hands to answer.
- Pick individuals and see who can or cannot read at this point. You might need to do this often until you see that most children are able to read. Some children take more time to figure out this relationship between letters and sounds, and some struggle through it, but they still have time to figure it out.
- Do the same with the rest of the cards (**under** and **umpire**). Use the cards, picture side, and ask, "**What is this?**" to see if they recognise the pictures. Practise reading the words again if they still cannot.

- Now invite the children to match the word with the right picture on the board one by one. Stress understanding the meaning of the word "**match**." Next, tell them to match in their activity books. Walk around to help and guide.

Look at the picture and write the first letter.

- Ask students to open the activity book on page 59.
- Tell them that they have to look at the picture and write the first letter.
- Use the flashcards, word side, and sight-read them again with the class one by one (*You have done sight-reading when you introduced the words in the pupil's book*). Raise the flashcard of the picture of a (**umbrella**) and ask students to say the name of it and repeat it many times.
- Do the same with other pictures (**under** and **umpire**).
- Write the word on the board without writing the first letter.
- Now show the students that you are going to write the first letter (**u**) in the space.
- Ask them to do the same in their books.
- You can do the activities in the activity book in a separate session, or you can merge them with the pupil's book session if you find the time. This extended work will help students practise and master letters' names, sounds and words.

Lesson 11

Pupil's Book Session

Introducing and practising letter **Vv** sound /v/

Warm up: (The Alphabet Song)

- Use the alphabet poster.
- Play the alphabet song.
- Point to the letters as the song is playing.
- Let the students listen three times as you point to the letters and sing the song.
- Let the students listen and sing the letters.
- Then play it again and let the students listen and repeat.
- Point to the letters on the poster and let the students say the letters' names, sounds and word examples.

Detailed instruction:

PB/p. 72

Listen, point and repeat.

Introducing Letter **Vv** (**violin**, **vest**, and **vacuum**):

- Play the letter **Vv** song on YouTube several times; encourage children to repeat and sing along.
- Use a puppet if available or a stick picture with the alphabet flashcards to introduce letter **Vv** and the example words **violin**, **vest**, and **vacuum**.
- Tell the students that the puppet will teach them a new sound today. Try to make a sound of a puppet.
- Let the puppet say, "**Hello, my friends! Today, I'm going to teach you a new letter sound.**"
- Show the flashcard of letter **Vv**. Show the three objects/pictures that start with the letter sound **/v/**.
- First, show the letter to the children. Point out that the letter sound is **/v/** (say the sound of the letter only). Then, show them the objects that start with letter "**v**". Teach the words by showing them the real objects if available or the pictures of "**violin**", "**vest**", and "**vacuum**."
- Let the puppet say the letter's name, **Vv**, the letter's sound, **/v/** and say a word example, **violin**.
- Repeat the name of the letter, the sound and the word **violin** several times.
- Let the children repeat (**Vv**, **/v/**, **violin**) as you raise the flashcard of the letter **Vv** and the picture of a **violin**.
- Repeat the same procedure with other word examples, **vest** and **vacuum**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound **/v/**; it should be in a different color.
- Draw students' attention to the **/v/** sound at the beginning of the each word.
- Read the word repeating the **/v/** sound several times and then the full word: **v v v violin**.
- Do the same with **violin**, **vest**, and **vacuum**. While you are reading, point to the "**Vv**" and ask the students what sound **V** makes.
- **Read:** Let the children read the words **violin**, **vest**, and **vacuum** after you.
- Invite students to come out and point to the pictures. Say, "Point to **violin**, **vest**, and **vacuum**." Ask them what sound **Vv** makes.
- **Play a game:** Spread the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Students open their books on page 72.
- **Listen to the audio:** Students listen and point to the letter and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups and individuals several times.

Circle the letter Vv.

- Give the flashcards of the alphabet to the students and ask them to find the flashcards of letter Vv.
- Make sure that all students can recognise letter Vv.
- Write three capital and small letters on the board, including letter Vv.
- Tell students that you will only circle letter Vv.
- Ask students to open the pupil's books on page 72 and circle letter Vv.
- Walk around to help and direct the children.

Listen and learn the words.

- Play the audio and point to the related word while listening.
- Repeat it many times and ask students to repeat after the audio.
- Now ask students to open the pupil's books on page 72.
- Play the audio many times, and ask them to point to the related picture while listening.

PB/p. 73

Colour the picture of the vacuum.

- Ask students to open the pupil's books on page 73.
- Use the flashcards and ask students to name the pictures of (*violin, vest, and vacuum*).
- Make sure that all students can recognise each picture.
- Now tell them that they have to colour only the picture of the *vacuum*.
- Stick the flashcard of the *vacuum* on the board so children can keep following.
- Walk around to help and direct the children towards colouring only the picture of the *vacuum*.

Trace and write.

- **Sense of touch:** Use the play-dough to form the letter, the sand tray to write the letter with their fingers or use sand paper to feel the letter while blindfolded to guess what letter it is.
- Play the video of writing letter Vv on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps of forming the letter.

Teach the children how to write the letter: You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *“to write the uppercase V, start at the*

*top, and draw a slanting line down to the right. From the bottom, draw a slanting line up to the right. To write the lowercase **v**, start at the middle, and draw a slanting line down to the right. From the bottom, draw a slanting line up to the right."*

- Draw letter **Vv** small and capital with a dotted outline.
- Ask students to open the pupil's books on page 73.
- Tell the kids you will trace it now.
- You need to demonstrate it on the board. Write the letter, capital and small, with dotted lines and trace it. Describe how you are writing the letter in words as you trace, the same way you did in the pupil's book. Invite the children to do the same on the board.
- Now show them how to trace and then write the letter on the 4-line grid in the same way they traced it. Describe how you are writing the letter in words as you write
- Walk around to help and direct the children towards forming the letter right. Keep reminding them to start at the dot and to follow the arrows.

Lesson 12

Activity Book Session

Writing letter **Vv**

AB/p. 60

Trace, write and colour.

- Ask students to open the activity book on page 60 and do the same tracing steps explained in the previous lesson, then colour the picture.

AB/p. 61

Match.

- Ask students to open the activity book on page 61.
- Use the flashcards, word side, and sight-read them again with the class one by one (*you have done sight-reading when you introduced the words in the pupil's book*). Remember that the children need to read the word as a whole, from left to right, and never try to break the words into sounds (*see teaching sight-reading in the introduction*).
- Hold the card up for the class to read. Ask who can read this word (**vacuum**). Let them raise their hands to answer.
- Pick individuals and see who can or cannot read at this point. You might need to do this often until you see that most children are able to read. Some children take more time to

figure out this relationship between letters and sounds, and some struggle through it, but they still have time to figure it out.

- Do the same with the rest of the cards (**vest** and **violin**). Use the cards, picture side, and ask, "**What is this?**" to see if they recognise the pictures. Practise reading the nouns again if they still cannot.
- Now invite the children to match the word with the right picture on the board one by one. Stress understanding the meaning of the word "**match.**" Next, tell them to match in their activity books. Walk around to help and guide.

Look at the picture and write the first letter.

- Ask students to open the activity book on page 61.
- Tell them that they have to look at the picture and write the first letter.
- Use the flashcards, word side, and sight-read them again with the class one by one (*you have done sight-reading when you introduced the words in the pupil's book*). Raise the flashcard of the picture of a (**vacuum**) and ask the students to say the name of it and repeat it many times.
- Do the same with other pictures (**vest** and **violin**).
- Write the word on the board without writing the first letter.
- Now show the students that you are going to write the first letter (**v**) in the space.
- Ask them to do the same in their books.
- You can do the activities in the activity book in a separate session, or you can merge them with the pupil's book session if you find the time. This extended work will help students practise and master letters' names, sounds and words.

Unit 8

My Clothes

Pupil's Book pages 74 – 87

Activity Book pages 62 - 72

New Words	<p>Clothes words: <i>socks, skirt, hat, dress, shirt, jeans, jacket, shorts, shoes</i></p> <p>Story words: <i>birthday, party, beautiful, thank you, wear</i></p> <p>Story: Noor's Birthday</p>
Grammar	"What is this?" "A jacket." "What are these?" "Socks."
Letter Sounds & Words	(Ww: <i>watermelon, wings, wheel</i>), (Xx: <i>x-ray, mix, six</i>), (Yy: <i>yarn, yam, yacht</i>), (Zz: <i>zebra, zipper, zigzag</i>) (The upper case is for recognition only)
Language Functions	Talking about what to wear

Outcomes

By the end of this unit, students should be able to:

- Identify different kinds of clothes.
- Respond to "What is this? This is a/an (clothes' names)." "What are these? These are (clothes' name)."
- Sing all letters' names and sounds in song (A-Z).
- Identify, sound out and write the letters **Ww**, **Xx**, **Yy** and **Zz** capital and small, and say three word examples that begin with the sounds /w/, /x/, /y/ and /z/.
- Sight-read the keywords in the unit.
- Learn and understand the new words in the main theme and the story.
- Listen to and follow a story prompted by pictures.
- Trace and write the letters **Ww**, **Xx**, **Yy** and **Zz** in the correct formation

8	Sessions	Content My Clothes	Pages
Lesson			
Lesson 1	Pupil's Book Session	Introducing and practising vocabulary & grammar	74
Lesson 2	Pupil's Book Session	Match	75
Lesson 3	Activity Book Session	Find the words + Project	76 - 77
Lesson 4	Pupil's Book Session	Introducing and practising the story	62 - 63
Lesson 5	Pupil's Book Session	Introducing and practising letter Ww sound /w/	78 - 79
Lesson 6	Activity Book Session	Practise writing letter Ww	64 - 65
Lesson 7	Pupil's Book Session	Introducing and practising letter Xx sound /x/	80 - 81
Lesson 8	Activity Book Session	Practise writing letter Xx	66 - 67
Lesson 9	Pupil's Book Session	Introducing and practising letter Yy sound /y/	82 - 83
Lesson 10	Activity Book Session	Practise writing letter Yy	68 - 69
Lesson 11	Pupil's Book Session	Introducing and practising letter Zz sound /z/	84 - 85
Lesson 12	Activity Book Session	Practise writing letter Zz	70 - 71

Lesson 1

Pupil's Book Session

Introducing and practising vocabulary & grammar

A warm up:

You can start this unit by saying "**shoes**", "**These are shoes**", pointing to your own shoes. Invite kids to do the same. Ask questions: "**What colour are your shoes?**" Point to other clothes items you or your students are wearing and see if they can name any.

PB/ p. 74

Listen, point and repeat.

- Show the first page of the theme on the interactive board or use a poster and flashcards (*ordered with the books*) for the purpose.
- Talk to the class about the scene. Tell them that this lesson is about clothes.
- Show the pictures of the clothes on the screen or poster. See if the students can name any of the clothes.
- Introduce the items in the book to the class. Say, "**This is a skirt, hat, dress, shirt, or jacket.**" "**These are socks, jeans, shorts, or shoes.**" Repeat the names several times, pointing to items on the screen or poster, and encourage the children to repeat them after you. It is important to point to the items when saying the words.
- Ask simple yes/no questions. You need to provide the model answer yourself and encourage the kids to repeat it many times until they get the idea. For example, "**Are these socks?**" "**Yes.**" "**Is this a hat?**" "**No.**"
- Ask what-question questions: "**What is this?**" "**(Skirt)**". "**What are these?**" "**Socks**)." Keep pointing to the named item on the screen or poster while saying the name.
- Use the forms of questions only to ask your students, but do not teach the question as a form. Say
- "This is a **skirt**" and "**These are socks**" by repeating it many times orally and inviting children out to say the same (*using their names*).
- Train children to listen carefully to the audio and make it comprehensible to them by pointing to the speaking characters on the screen every time. Repeat the audio many times until the children learn how to produce the lines in the same way.
- Show the clothes' items on flashcards and say "**skirt**", "**hat**", "**dress**", "**shirt**," and "**jacket.**" **Teach the** class to sight-read the new words (*the names*).

- Now give out the pupils books to the children. Say, "***Open your books on page 74.***" Walk around to help them open their books on the pages.
- Ask them to listen carefully to the audio again as they point to the clothing item; you need to do the same yourself on the screen or poster to show them how to do it correctly.
- **Repetition in meaningful context:** Repetition of the new words, phrases, and sentences using the audio and the scene prompts (pictures in their books, flashcards, and the poster) will reinforce learning. Have the students master the words with your creative ideas in repetition drills.
- Play the audio many times, especially in the beginning lessons; the teacher will sometimes need to say the lines herself in a slower mode to eliminate children's fears of not understanding and to give their ears time to get familiar with the new language. This aids their learning by heart, and the students can easily take part when acting out the scene at a later point.
- **Variation:** vary your techniques in drilling new language to make it more fun, like dividing the class into competing groups. The winning group is the one that best reflects accuracy and fluency in repetition. Be patient and accept whatever they produce.
- Use the techniques suggested in the introduction for teaching vocabulary using the picture-word flashcards.

Communicative practice:

This includes:

- Talk about the topic. Ask the children who is saying what while the audio is playing.
- Point and let the children point to clothing items on the screen, poster, or in their books. Here, the children will do a lot of listening, both receptive and productive, when they ***listen, point, and repeat.***
- Asking and answering questions about the theme. The "what" and "who" questions are tools to help children develop comprehension skills. Start with yes-or-no questions backed by head gestures of either nodding or shaking.

Lesson 2

Pupil's Book Session

PB/ p. 75

Match.

Sight-reading:

Use the flashcards of the names of the clothes word side and sight-read them again with the class one by one. Remember that the children need to read the word as a whole, left

to right, and never try to break the words into sounds. Hold the card up to the class to read. Ask who can read this word (**jacket**). Let them raise hands to answer.

- Pick individuals and see who can or cannot read. They should be able to read now after all the practice they did. They now have to understand the relation between letters and sounds.
- Do the same with the rest of the cards of clothes words (**dress, skirt, shorts**). Use the cards, picture side, and ask, "**What is this?**" to see if they recognise the characters. Practise reading the items again if they still cannot read.
- Now invite the children to match the words with the right items on the board one by one. Make certain that the students now understand the meaning of "**match**." Next, tell them to match in their activity books. Walk around to help and guide.

Lesson 3

Activity Book Session

AB/ p. 62

Find the words.

- Explain the task: The students have had the experience of doing a square word puzzle. You need to explain the task again. In this activity, the teacher needs to explain the task clearly, even in their mother tongue if they have to.
- Show the square word on the screen or draw it on the board.
- Read the words they need to find with the students. Define the word **hat** as it is in the book. Draw a circle around it.
- Tell the students to do the same with the other words and show them how to draw the circle. They might need help drawing the circle. So, walk around to help.

AB/p. 63

Project

Stick your favourite clothes.

Objective:

To encourage creativity, fine motor skills, and self-expression through a hands-on activity of sticking pictures of favourite clothes onto paper.

Warm up

Students' preparation:

Gather the students in a circle and revise the topic of clothes with them. Start by saying, **"You learned about the clothes; now your favourite clothes' pictures are on page 63 of the book."**

Preparation activity:

- Use pre-made clothing cutouts to make it easy and safe for the kids to use.
- Show each clothing flashcard to the class, one at a time, and ask the students to identify and name the piece.
- Discuss real-life items of clothing they wear. Tell them you will choose your favourite clothes and stick them on the page in the book.
- You can prepare the cutouts of different clothing pieces in advance for every child in the class and put them in a small nylon bag.

Model the project:

Gather the students around the table you are working on. Bring the material and start showing them every step at a time while explaining every step in English. Use every item and stick it on the page with a glue stick.

- Now ask each child to sit at his or her table and put the bag of cutouts in front of him or her. Distribute the glue and the crayons.
- Tell them to choose their own favourite pieces of clothing and stick them on page 63 in their activity books.
- When they finish, tell them that they can colour it.
- Walk around to help and guide, especially weaker students. You might need to do it with them yourself.

Lesson 4

Pupil's Book Session

PB/ pp. 76 & 77

Introducing and practising the story

Listen, point and repeat.

- Introduction: Show them photos of your birthday and say, "***Look, this is my birthday party, and I am wearing a new dress.***" Say, "***My grandma made the dress for me.***"
- Before you start the story, revise the clothes lesson with the pupils. Check their mastery of the names of clothing pieces.
- Make the kids feel familiar with the theme of the story, "***Choosing Noor's Birthday Dress.***" Explain the theme in simple words.
- Point to the poster or the screen of the interactive board and discuss the title. Say: The title of the story is "***Noor's Birthday.***"

- Now set the scene: Show the scene of the story on the interactive board or poster; tell the pupils that this story is about Noor's birthday. Noor's mother and sister will help her choose her birthday dress.
- Point to the first two pictures and name the pieces of clothing. Let the children repeat them several times until you feel they are familiar with them.
- Check their background knowledge of the theme of the story. For example, ask the children if they would wear a dress to their birthday party. Try to get yes-or-no answers only now.
- Ask them **yes-or-no questions** about the pictures. For example, "**Does Noor want to wear the white skirt?**" pointing to the second picture. Get the kids to say "**no.**"
- Now, ask simple questions about the rest of the pictures. Pre-teach all the new words by pointing to the pictures on the screen. Explain that Noor is trying to choose what to wear to her birthday party. Point to her sister in the second picture and say, "**Her sister wants her to wear her new white skirt and the blue shirt.**" Then, point to Noor in the third picture and ask, "**Does Noor want to wear her new white skirt and the blue shirt?**" "**No.**" Now go on the same way with the rest of the pictures: " **Her sister says, "The white skirt is nicer."** "**Can Noor wear the red dress?**" "**No.**" "**Why not?**" Try to help the students answer, "**Because the red dress is still big.**" "**What dress will Noor wear on her birthday?**" Help the students read the answer from the book, "**Noor will wear her beautiful pink dress.**"
- In the last picture, point to Noor and ask, "**Is Noor happy?**" Get answers from the kids. Ask, "**Why is Noor happy?**" Give a model the answer: "**Because she likes the pink dress.**"
- **Play the audio:** Prepare the kids to listen carefully to the story several times while the teacher points to the pictures or the character that is talking.
- Ask the children **who is saying what** while the story is playing.
- Let the children point to the speaking characters on the screen or poster first by inviting individuals one by one to come out and point. Ask, "**Who is speaking?**"
- **Play the audio:** Now help the children open their books on pages 76 and 77; play the story again and let them point in their books and repeat the lines after the character.
- Repeat the previous step as many times as needed until they master the lines of the story. Try to let them guess what the character will say.
- Now, ask more questions about the story. You need to make your questions clear and meaningful for the kids to understand, always give a model answer, and let them repeat it many times. Practise the story until they are able to repeat it faster.
- Ask more questions, and always provide simple answers. Let them repeat the answers you give: "**Does Noor like her pink dress?**" "**Does Noor's sister like the red dress?**"

- **Acting out the story:** In such activities, ask the students to look at the prompts of the story and try to pretend to be the characters. The purpose of this is to develop fluency in speaking and uncover the students' talents in drama. Teach them how to change their voices, like on the audio, to imitate the voices of the characters. Do it yourself first, and they will imitate you.

Lesson 5

Pupil's Book Session

Introducing and practising letter **Ww** sound /**w**/

Warm up: (The Alphabet Song)

- Use the alphabet poster.
- Play the alphabet song.
- Point to the letters as the song is playing.
- Let the students listen three times as you point to the letters and sing the song.
- Let the students listen to sing the letters.
- Then play it again and let the students listen and repeat.
- Point to the letters on the poster and let the students say the letters' names, sounds and word examples.

Detailed instruction:

PB/ p. 78

Listen, point and repeat.

Introducing Letter **Ww** (**w**atermelon, **w**ings and **w**heel):

- Play the letter **Ww** song on YouTube several times; encourage children to repeat and sing along.
- Use the puppet or the stick picture with the alphabet flashcards to introduce letter **Ww** and the example words **w**atermelon, **w**ings and **w**heel.
- Tell the students that the puppet will teach them a new sound today. Try to make a sound of a puppet.
- Let the puppet say, "**Hello, my friends! Today, I'm going to teach you a new letter sound.**"
- Show the flashcard of letter **Ww**. Show the *three objects/pictures* that start with the letter sound /**w**/.
- First, show the letter to the children. Point out that the letter sound is /**w**/ (say the sound of the letter only). Then, show them the objects that start with letter "**w**". Teach the words by showing them the real objects if available or the pictures of "**w**atermelon", "**w**ings" and "**w**heel."

- Let the puppet say the letter's name **Ww**, the letter's sound **/w/** and say a word example **watermelon**.
- Repeat the name of the letter, the sound and the word **watermelon** several times.
- Let the children repeat (**Ww**, **/w/**, **watermelon**) as you raise the flashcard of letter **Ww** and the picture of a **watermelon**.
- Repeat the same procedure with other word examples **wings** and **wheel**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound **/w/**; it should be in a different colour.
- Draw students' attention to the **/w/** sound at the beginning of the each word.
- Read the word repeating the **/w/** sound several times and then the full word: **w w w watermelon**.
- Do the same with **watermelon**, **wings** and **wheel**. While you are reading, point to the "**Ww**" and ask the students what sound **W** makes.
- Let the children read the words **watermelon**, **wings** and **wheel** after you.
- Invite students to come out and point to the pictures. Say, "Point to **watermelon**, **wings** and **wheel**." Ask them what sound **Ww** makes.
- **Play a game:** Spread the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out and name the pictures.
- Students open their books on page 78.
- **Listen to the audio:** Students listen and point to the letter and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups and individuals several times.

Circle the letter **Ww**.

- Give the flashcards of the alphabet to the students and ask them to find the flashcards of letter **Ww**.
- Make sure that all students can recognise letter **Ww**.
- Write three capital and small letters on the board, including letter **Ww**.
- Tell students that you will only circle letter **Ww**.
- Ask students to open the pupil's book on page 78 and circle letter **Ww**.
- Walk around to help and direct the children.

Listen and learn the words.

- Play the audio and point to the related word while listening.
- Repeat it many times and ask students to repeat after the audio.

- Now ask students to open the pupil's book on page 78.
- Play the audio many times, and ask them to point to the related picture while listening.

PB/p. 79

Colour the picture of the watermelon.

- Ask students to open the pupil's book on page 79.
- Use the flashcards and ask students to name the pictures of (**w**atermelon, **w**ings and **w**heel).
- Make sure that all students can recognise each picture.
- Now tell them that they have to colour only the picture of the **w**atermelon.
- Stick the flashcard of the **w**atermelon on the board so that the children can keep following.
- Walk around to help and direct the children towards colouring only the picture of the **w**atermelon.

Trace and write.

- **Sense of touch:** Use the play-dough to form the letter, the sand tray to write the letter with their fingers or use sand paper to feel the letter while blindfolded to guess what letter it is.
- Play the video of writing letter **Ww** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps of forming the letter.

Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils describing the movements you make while writing; for example, *"to write the uppercase **W**, start at the top, and draw a slanting line down to the right. From the bottom, draw a slanting line up to the right. Again, at the top draw a slanting line down to the right. From the bottom, draw a slanting line up to the right. To write the lowercase **w**, start at the middle, and draw a slanting line down to the right. From the bottom, draw a slanting line up to the right. From the middle again, draw a slanting line down to the right. From the bottom, draw a slanting line up to the right."*

- Draw letter **Ww**, small and capital, with a dotted outline.
- Ask the students to open their pupil's books on page 79.
- You need to demonstrate the tracing on the board. Write the letter, capital and small, with dotted lines and trace it. Describe how you are writing the letter in words as you trace, the same way you did in the pupil's book. Invite the children to do the same on the board.

- Now show them how to trace and then write the letter on the 4-line grid in the same way they traced it. Describe how you are writing the letter in words as you write (they already did that in the pupil's book session).
- Walk around to help and direct the children towards forming the letter right. Keep reminding them to start at the dot and to follow the arrows.

Lesson 6

Activity Book Session

Practise writing letter **Ww**

AB/ p. 64

Trace, write and colour.

- Ask students to open the activity book on page 64 and do the same tracing steps that are explained in the previous lesson then colour the picture.

Match.

- Ask students to open the activity book on page 65.
- Use the picture flashcards, word side, and sight-read them again with the class one by one (*you have done sight-reading when you introduced the figures in the pupil's book*). Remember that the children need to read the word as a whole, left to right, and never try to break the words into sounds (*see teaching sight-reading in the introduction*).
- Hold the card up for the class to read. Ask who can read this word (**watermelon**). Let them raise their hands to answer.
- Pick individuals and see who can or cannot read at this point. You might need to do this often until you see that most children are able to read. Some children take more time to figure out this relationship between letters and sounds, and some struggle through it, but they still have time to figure it out.
- Do the same with the rest of the cards (**wings** and **wheel**). Use the cards, picture side, and ask, "**What is this?**" to see if they recognise the figures. Practise reading the nouns again if they still cannot.
- Now invite the children to match the word with the right figure on the board one by one. Stress understanding the meaning of the word "**match**." Next, tell them to match in their activity books. Walk around to help and guide.

Look at the picture and write the first letter.

- Ask students to open the activity book on page 65.

- Tell them that they have to look at the picture and write the first letter.
- Use the flashcards, word side, and sight-read them again with the class one by one (*you have done sight-reading when you introduced the words in the pupil's book*). Raise the flashcard of the picture of a (**watermelon**) and ask students to say the name of it and repeat it many times.
- Do the same with the other pictures (**wings** and **wheel**).
- Write the word on the board without writing the first letter.
- Now show the students that you are going to write the first letter (**w**) in the space.
- Ask them to do the same in their activity books.
- You can do the activities in the activity book in a separate session, or you can merge them with the pupil's book session if you find the time. This extended work will help students practise and master letters' names, sounds and words.

Lesson 7

Pupil's Book Session

Introducing and practising letter **Xx** sound /x/

Warm up: (The Alphabet Song)

- Use the alphabet poster.
- Play the alphabet song.
- Point to the letters as the song is playing.
- Let the students listen three times as you point to the letters and sing the song.
- Let the students listen and try to sing the letters.
- Then play it again and let the students listen and repeat.
- Point to the letters on the poster and let the students say the letters' names, sounds and word examples.

Detailed instruction:

PB/ p. 80

Listen, point and repeat.

Introducing Letter **Xx** (**x-ray**, **mix** and **six**):

- Play the letter **Xx** song on YouTube several times; encourage children to repeat and sing along.
- Use the puppet or the stick picture with the alphabet flashcards to introduce letter **Xx** and the example words **x-ray**, **mix** and **six**.
- Tell the students that the puppet will teach them a new sound today. Try to make a sound of a puppet.

- Let the puppet say, "**Hello, my friends! Today, I'm going to teach you a new letter sound.**"
- Show the flashcard of letter **Xx**. Show the three objects/pictures that start with letter sound **/x/**.
- First, show the letter to the children. Point out that the letter sound is **/x/** (say the sound of the letter only). Then, show them the objects that start with the letter "**x**". Teach the words by showing them the real objects if available or the pictures of "**x-ray**, **mix** and **six**."
- Let the puppet say the letter's name, **Xx**, the letter's sound, **/x/** and say a word example, **x-ray**.
- Repeat the name of the letter, the sound and the word **x-ray** several times.
- Let the children repeat (**Xx**, **/x/**, **x-ray**) as you raise the flashcard of letter **Xx** and the picture of an **x-ray**.
- Repeat the same procedure with other word examples, **mix** and **six**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound **/x/**; it should be in a different colour.
- Draw students' attention to the **/x/** sound at the beginning of the each word.
- Read the word, repeating the **/x/** sound several times, and then the full word **x x x x-ray**.
- Do the same with **x-ray**, **mix** and **six**. While you are reading, point to the "**Xx**" and ask the students what sound **X** makes.
- Let the children read the words **x-ray**, **mix** and **six** after you.
- Invite students to come out and point to the pictures. Say, "Point to **x-ray**, **mix** and **six**." Ask them what sound **Xx** makes.
- **Play a game:** Spread the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out and name the pictures.
- Students open their books on page 80.
- **Listen to the audio:** Students listen and point to the letters and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups and individuals several times.

Circle the letter **Xx**.

- Give the flashcards of the alphabet to the students and ask them to find the flashcards of letter **Xx**.
- Make sure that all students can recognise letter **Xx**.
- Write three capital and small letters on the board, including letter **Xx**.

- Tell students that you will only circle letter **Xx**.
- Ask students to open the pupil's books on page 80 and circle letter **Xx**.
- Walk around to help and direct the children.

Listen and learn the words.

- Play the audio and point to the related word while listening.
- Repeat it many times and ask students to repeat after the audio.
- Now ask students to open the pupil's books on page 80.
- Play the audio many times, and ask them to point to the related picture while listening.

Colour the picture of the **six**.

- Ask students to open the pupil's books on page 81.
- Use the flashcards and ask students to name the pictures of (**x-ray**, **mix** and **six**).
- Make sure that all students can recognise each picture.
- Now tell them that they have to colour only the picture of the **six**.
- Stick the flashcard of the **six** on the board so children can keep following.
- Walk around to help and direct the children towards colouring only the picture of the **six**.

Trace and write.

- **Sense of touch:** Use the play-dough to form the letter, the sand tray to write the letter with their fingers or use sand paper to feel the letter while blindfolded to guess what letter it is.
- Play the video of writing letter **Xx** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps of forming the letter.

Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase **X**, from the top, draw a slanting line to the right. Then from the opposite side, draw a slanting line to the left. To write the lowercase **x**, from the middle, draw a slanting line to the right. And from the opposite side, draw a slanting line to the left."*

- Draw letter **Xx**, small and capital, with a dotted outline.
- Ask the students to open their pupil's books on page 79.
- You need to demonstrate the tracing on the board. Write the letter, capital and small, with dotted lines and trace it. Describe how you are writing the letter in words as you

trace, the same way you did in the pupil's book. Invite the children to do the same on the board.

- Now show them how to trace and then write the letter on the 4-line-grid in the same way they traced it. Describe how you are writing the letter in words.
- Walk around to help and direct the children towards forming the letter right. Keep reminding them to start at the dot and to follow the arrows.

Lesson 8

Activity Book Session

Practise writing letter **Xx**

AB/ p. 66

Trace, write and colour.

- Ask students to open the activity book on page 66 and do the same tracing steps explained in the previous lesson then colour the picture.

AB/p. 67

Match.

- Ask students to open the activity book on page 67.
- Use the picture flashcards, word side and sight-read them again with the class one by one (*You have done sight-reading when you introduced the figures in the pupil's book*). Remember that the children need to read the word as a whole left to right and never try to break the words into sounds (*See teaching sight-reading in the introduction*).
- Hold the card up to the class to read. Ask who can read this word (**x-ray**). Let them raise hands to answer.
- Pick individuals and see who can or cannot read at this point. You might need to do this often until you see that most children are able to read. Some children take more time to figure out this relation between letters and sounds and some struggle through it but they still have time to figure it.
- Do the same with the rest of the cards (**mix** and **six**). Use the cards, picture side, and ask, "**What is this?**" to see if they recognise the figures. Practise reading the nouns again if they still cannot read.
- Now invite the children to match the word with the right figure on the board one by one. Check they now understand the meaning of the word "**match**". Next, tell them to match in their activity books. Walk around to help and guide.

Look at the picture and write the first letter.

- Ask students to open the activity book on page 67.
- Tell them that they have to look at the picture and write the first letter.
- Use the flashcards, word side, and sight-read them again with the class one by one (*You have done sight-reading when you introduced the words in the pupil's book*). Raise the flashcard of the picture of a (**x-ray**) and ask students to say the name of it and repeat it many times.
- Do the same with the other pictures (**mix** and **six**).
- Write the word on the board without writing the first letter.
- Now show the students that you are going to write the first letter (**x**) in the space.
- Ask them to do the same in their activity books.
- You can do the activities in the activity book in a separate session, or you can merge them to be with the pupil's book session if you find the time. This extended work will help students practice and master letters' names, sounds and words.

Lesson 9

Pupil's Book Session

Introducing and practising letter **Yy** sound /y/

Warm up: (The Alphabet Song)

- Use the alphabet poster.
- Play the alphabet song.
- Point to the letters as the song is playing.
- Let the students listen three times as you point to the letters and sing the song.
- Let the students listen and sing the letters.
- Then play it again and let the students listen and repeat.
- Point to the letters on the poster and let the students say the letters' names, sounds and word examples.

Detailed instruction:

PB/ p. 82

Listen, point and repeat.

Introducing the Letter **Yy** (**yarn**, **yam** and **yacht**):

- Play the letter **Yy** song on YouTube several times; encourage children to repeat and sing along.
- Use the puppet or the stick picture with the alphabet flashcards to introduce letter **Yy** and the example words **yarn**, **yam** and **yacht**.
- Tell the students that the puppet will teach them a new sound today. Try to make a sound of a puppet.

- Let the puppet say, "**Hello, my friends! Today, I'm going to teach you a new letter sound.**"
- Show the flashcard of letter **Yy**. Show the three objects/pictures that start with the letter sound /y/.
- First, show the letter to the children. Point out that the letter sound is /y/ (say the sound of the letter only). Then, show them the objects that start with letter "**y**". Teach the words by showing them the real objects if available or the pictures of "**yarn, yam** and **yacht**".
- Let the puppet say the letter's name, **Yy**, the letter's sound, /y/ and say a word example, **yarn**.
- Repeat the name of the letter, the sound and the word **yarn** several times.
- Let the children repeat (**Yy, /y/, yarn**) as you raise the flashcard of the letter **Yy** and the picture of a **yarn**.
- Repeat the same procedure with other word examples, **yam** and **yacht**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound /y/; it should be in a different colour.
- Draw students' attention to the /y/ sound at the beginning of the each word.
- Read the word, repeating the /y/ sound several times, and then the full word: **y y y yarn**.
- Do the same with **yarn, yam** and **yacht**. While you are reading, point to the "**Yy**" and ask the students what sound **Y** makes.
- Let the children read the words **yarn, yam** and **yacht** after you.
- Invite students to come out and point to the pictures. Say, "Point to **yarn, yam** and **yacht**." Ask them what sound **Yy** makes.
- **Play a game:** Spread the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out and name the pictures.
- Students open their books on page 82.
- **Listen to the audio:** Students listen and point to the letters and words in their pupil's books.
- They say the sound of the letter and read the word examples in chorus, groups and individuals several times.

Circle the letter **Yy**.

- Give the flashcards of the alphabet to the students and ask them to find the flashcards of letter **Yy**.

- Make sure that all students can recognise letter **Yy**.
- Write three capital and small letters on the board, including letter **Yy**.
- Tell students that you will only circle letter **Yy**.
- Ask students to open the pupil's books on page 82 and circle letter **Yy**.
- Walk around to help and direct the children.

Listen and learn the words.

- Play the audio and point to the related word while listening.
- Repeat it many times and ask students to repeat after the audio.
- Now ask students to open the pupil's books on page 82.
- Play the audio many times and ask them to point to the related picture while listening.

PB/ p. 83

Colour the picture of the **yacht**.

- Ask students to open the pupil's books on page 83.
- Use the flashcards and ask students to name the pictures of (**yarn**, **yam** and **yacht**).
- Make sure that all students can recognise each picture.
- Now tell them that they have to colour only the picture of the **yacht**.
- Stick the flashcard of the **yacht** on the board so children can keep following.
- Walk around to help and direct the children towards colouring only the picture of the **yacht**.

Trace and write.

- **Sense of touch:** Use the play-dough to form the letter, the sand tray to write the letter with their fingers or use sand paper to feel the letter while blindfolded to guess what letter it is.
- Play the video of writing letter **Yy** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps of forming the letter.

Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase **Y**, start at the top, and draw a slanting line down to the right and stop in the middle. From the top, draw a slanting line down to the left and stop in the middle. From the middle, draw a straight line down. To write the lowercase **y**, start at the middle, and draw a slanting line down to the right. Return to the middle, draw a slanting line going to the left bottom and extend."*

- Draw letter **Yy**, small and capital, with a dotted outline.
- Ask the students to open their pupil's books on page 83.
- You need to demonstrate the tracing on the board. Write the letter, capital and small, with dotted lines and trace it. Describe how you are writing the letter in words as you trace, the same way you did in the pupil's book. Invite the children to do the same on the board.
- Now show them how to trace and then write the letter on the 4-line grid in the same way they traced it. Describe how you are writing the letter in words.
- Walk around to help and direct the children towards forming the letter right. Keep reminding them to start at the dot and to follow the arrows.

Lesson 10

Activity Book Session

Practise writing letter **Yy**

AB/ p. 68

Trace, write and colour.

- Ask students to open the activity book on page 68 and do the same tracing steps that are explained in the previous lesson then colour the picture.

AB/ p. 69

Match.

- Ask students to open the activity book on page 69.
- Use the flashcards, word side and sight-read them again with the class one by one (You have done sight-reading when you introduced the figures in the pupil's book). Remember that the children need to read the word as a whole left to right and never try to break the words into sounds (See teaching sight-reading in the introduction).
- Hold the card up to the class to read. Ask who can read this word (**yam**). Let them raise hands to answer.
- Pick individuals and see who can or cannot read at this point. You might need to do this often until you see that most children are able to read. Some children take more time to figure out this relation between letters and sounds and some struggle through it but they still have time to figure it.

- Do the same with the rest of the cards (**yarn** and **yacht**). Use the cards, picture side, and ask, "**What is this?**" to see if they recognise the figures. Practise reading the nouns again if they still cannot read.
- Now invite the children to match the word with the right figure on the board one by one. Check they now understand the meaning of the word "**match**." Next, tell them to match in their activity books. Walk around to help and guide.

Look at the picture and write the first letter.

- Ask students to open the activity book on page 69.
- Tell them that they have to look at the picture and write the first letter.
- Use the flashcards, word side, and sight-read them again with the class one by one (*you have done sight-reading when you introduced the words in the pupil's book*). Raise the flashcard of the picture of a (**yacht**) and ask students to say the name of it and repeat it many times.
- Do the same with the other pictures (**yam** and **yarn**).
- Write the word on the board without writing the first letter.
- Now show the students that you are going to write the first letter (**y**) in the space.
- Ask them to do the same in their activity books.
- You can do the activities in the activity book in a separate session, or you can merge them with the pupil's book session if you find the time. This extended work will help students practice and master letters' names, sounds and words.

Lesson 11

Pupil's Book Session

PB/ p. 84

Introducing and practising letter **Zz** sound /z/

Warm up: (The Alphabet Song)

- Use the alphabet poster.
- Play the alphabet song.
- Point to the letters as the song is playing.
- Let the students listen three times as you point to the letters and sing the song.
- Let the students listen and sing the letters.
- Then play it again and let the students listen and repeat.
- Point to the letters on the poster and let the students say the letters.

Detailed instruction:

Listen, point and repeat.

Introducing Letter Zz (zebra, zipper and zigzag):

- Play the letter **Zz** song on YouTube several times; encourage children to repeat and sing along.
- Use the puppet or the stick picture with the alphabet flashcards to introduce letter **Zz** and the example words **zebra**, **zipper** and **zigzag**.
- Tell the students that the puppet will teach them a new sound today. Try to make a sound of a puppet.
- Let the puppet say, "**Hello, my friends! Today, I'm going to teach you a new letter sound.**"
- Show the flashcard of letter **Zz**. Show the *three objects/pictures* that start with the letter sound **/z/**.
- First, show the letter to the children. Point out that the letter sound is **/z/** (say the sound of the letter only). Then, show them the objects that start with letter "**z**". Teach the words by showing them the real objects if available or the pictures of "**zebra**, **zipper** and **zigzag**."
- Let the puppet say the letter's name, **Zz**, the letter's sound, **/z/** and say a word example, **zebra**.
- Repeat the name of the letter, the sound and the word **zebra** several times.
- Let the children repeat (**Zz**, **/z/**, **zebra**) as you raise the flashcard of the letter **Zz** and the picture of a **zebra**.
- Repeat the same procedure with other word examples, **zipper** and **zigzag**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound **/z/**; it should be in a different colour.
- Draw students' attention to the **/z/** sound at the beginning of each word.
- Read the word repeating the **/z/** sound several times and then the full word: **z z z zebra**.
- Do the same with **zebra**, **zipper** and **zigzag**. While you are reading, point to the "**Zz**" and ask the students what sound **Z** makes.

Let the children read the words **zebra**, **zipper** and **zigzag** after you.

- Invite students to come out and point to the pictures. Say, "Point to **zebra**, **zipper** and **zigzag**." Ask them what sound **Zz** makes.
- **Play a game:** Spread the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out and name the pictures.
- Students open their books on page 84.

- **Listen to the audio:** Students listen and point to the letters and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups and individuals several times.

Circle the letter **Zz**.

- Give the flashcards of the alphabet to the students and ask them to find the flashcards of letter **Zz**.
- Make sure that all students can recognise letter **Zz**.
- Write three capital and small letters on the board, including letter **Zz**.
- Tell students that you will only circle letter **Zz**.
- Ask students to open the pupil's books on page 84 and circle letter **Zz**.
- Walk around to help and direct the children.

Listen and learn the words.

- Play the audio and point to the related word while listening.
- Repeat it many times and ask students to repeat after the audio.
- Now ask students to open the pupil's books on page 84.
- Play the audio many times and ask them to point to the related picture while listening.

PB/p. 85

Colour the picture of the **zigzag**.

- Ask students to open the pupil's books on page 85.
- Use the flashcards and ask students to name the pictures of (**zebra**, **zipper**, and **zigzag**).
- Make sure that all students can recognise each picture.
- Now tell them that they have to colour only the picture of the **zigzag**.
- Stick the flashcard of the **zigzag** on the board so children can keep following.
- Walk around to help and direct the children towards colouring only the picture of the **zigzag**.

Trace and write.

- **Sense of touch:** Use the play-dough to form the letter, the sand tray to write the letter with their fingers or use sand paper to feel the letter while blindfolded to guess what letter it is.
- Play the video of writing letter **Zz** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps of forming the letter.

Teach the children how to write the letter: You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils describing the movements you make while writing; for example, *“to write the uppercase **Z**, start at the top, and draw a straight line across to the right. Then draw a slanting line down to the left. At the bottom, draw a straight line to the right. To write the lowercase **z**, start at the middle, and draw a straight line across to the right. Then draw a slanting line down to the left. At the bottom, draw a straight line to the right.”*

- Draw letter **Zz**, small and capital, with a dotted outline.
- Ask the students to open their pupil's books on page 85.
- You need to demonstrate the tracing on the board. Write the letter, capital and small, with dotted lines and trace it. Describe how you are writing the letter in words as you trace, the same way you did in the pupil's book. Invite the children to do the same on the board.
- Now show them how to trace and then write the letter on the 4-line grid in the same way they traced it. Describe how you are writing the letter in words.
- Walk around to help and direct the children towards forming the letter right. Keep reminding them to start at the dot and to follow the arrows.

Lesson 12

Activity Book Session

Practise writing letter **Zz**

AB/ p. 70

Trace, write and colour.

- Ask students to open the activity book on page 70 and do the same tracing steps explained in the previous lesson then colour the picture.

AB/p. 71

Match.

- Ask students to open the activity book on page 71.
- Use the flashcards, word side and sight-read them again with the class one by one. Remember that the children need to read the word as a whole left to right and never try to break the words into sounds.
- Hold the card up to the class to read. Ask who can read this word (**zipper**). Let them raise hands to answer.

- Pick individuals and see who can or cannot read at this point. You might need to do this often until you see that most children are able to read. Some children take more time to figure out this relation between letters and sounds and some struggle through it but they still have time to figure it.
- Do the same with the rest of the cards (**zebra** and **zigzag**). Use the cards, picture side, and ask, "**What is this?**" to see if they recognise the pictures. Practise reading the nouns again if they still cannot read.
- Now invite the children to match the word with the right figure on the board one by one. Stress understanding the meaning of the word "**match**." Next, tell them to match in their activity books. Walk around to help and guide.

Look at the picture and write the first letter.

- Ask students to open the activity book on page 71.
- Tell them that they have to look at the picture and write the first letter.
- Use the flashcards, word side, and sight-read them again with the class one by one (*You have done sight-reading when you introduced the words in the pupil's book*). Raise the flashcard of the picture of a (**zipper**) and ask students to say the name of it and repeat it many times.
- Do the same with the other pictures (**zebra** and **zigzag**).
- Write the word on the board without writing the first letter.
- Now show the students that you are going to write the first letter (**z**) in the space.
- Ask them to do the same in their activity books.
- You can do the activities in the activity book in a separate session, or you can merge them with the pupil's book session if you find the time. This extended work will help students practice and master letters' names, sounds and words.

AB/p. 72

Colour.

This is a good activity for young kids to learn the colours. Revise the colours you taught in the pupil's book session. Raise different coloured items and ask, "**What colour is this?**" Practise asking and answering until you feel they are ready to colour the activity in the activity book.

- Use the flashcards of the main four characters (Omar, Noor, Karam and Sara) and ask students to recognise them.
- Help the children open their activity books on page 72.

- Tell them that they have to colour the four characters. This will take some time but do not worry because they are still beginners and differ in how much time they need. Walk around to help and guide.

Do it at home!

PB/pp. 86 & 87

Colour.

- Play the alphabet song and ask the students to sing.
- Revise the colours. Raise different coloured items and ask, "***What colour is this?***" Practise asking and answering until you feel they are ready to colour the activity in the activity book.
- Ask the children open their activity books on page 86.
- Tell them that they need to colour the alphabet letters.
- Walk around to guide and ask them to name some letters and say their sounds.

Appendix 1

CVC words for KG 1

- **-at:** cat, mat, sat, fat, bat, rat, hat,
- **-ab:** cab, dab, gab, jab, lab, nab, tab
- **-ad:** bad, dad, fad, had, lad, mad, pad, sad, tad
- **-ag:** bag, gag, hag, lag, mag, nag, rag, sag, tag, wag
- **-am:** bam, dam, ham, jam, ram, yam
- **-an:** ban, can, fan, man, pan, ran, tan, van
- **-ap:** cap, gap, lap, map, nap, rap, sap, tap, yap, zap

List of Sight Words for KG 1

- A, am, an, and, any, are, at, away
- Be, big, boy, but
- Can, can't, came, car, cat, come
- Dad, day, did, do, dog, done, down
- Eat
- Find, for, fun
- Get, girl, go, going, good, got
- Has, have, he, here, how, what
- Read, trace, write, colour, match

Kindergarten Sight Word List

I	like	the	and	see
we	a	to	come	me
with	my	you	what	are
now	is	how	find	this
will	be	go	for	make
play	said	good	she	all
he	no	do	down	have
help	look	out	off	take