

A dark blue vertical bar runs down the left side of the page. A light blue arrow points to the right, overlapping the bar, with the year '2023' written inside it in dark blue.

**2023**

**Bright Kids**

**Level 2**

**Teacher's Guide**

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right, creating a sense of movement and design.

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## Contents

• Introduction	3
• Bright kids key features	3
• Course components	5
• Methods and techniques	7
• Bright kids project work	14
• Assessment	15
• Lessons Planners	18
• Units and lessons	36
• Starter Unit (Hello!)	36
• Unit 1 (My School Things)	67
• Unit 2 (My Family)	88
• Unit 3 (My Toys)	115
• Unit 4 (On the Farm)	135
• Unit 5 (Sports)	161
• Unit 6 (Hobbies)	185
• Unit 7 (I Like/ I Don't Like)	209
• Unit 8 (The Four Seasons)	235
• Unit 9 (Jobs)	252
• Appendix	266

## 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 – 17

Activity Book Session pages 3 – 19

New Words	<p><b>The characters:</b> Omar, Karam, Sara and Noor</p> <p><b>Colour words:</b> red, green, yellow, blue, orange, purple, white, black</p> <p><b>Song words:</b> me, you, town, grey, day</p> <p><b>Number words:</b> one, two</p> <p><b>Numbers:</b> 1 &amp; 2</p> <p><b>Songs:</b> Hello Song and Colours Song</p>
Grammar	<p>"What is your name?" "I am (Karam)". "How are you?" "I am fine, thank you."</p>
Letter Sounds & Words	<p>(<b>Aa:</b> ant, axe, ambulance, apricot), (<b>Ee:</b> egg, elephant, eraser, envelope), (<b>Ii:</b> iguana, insect, ill, igloo), (<b>Oo:</b> orange, octopus, olives, onion) and (<b>Uu:</b> umbrella, umpire, upset, under)</p> <p><b>Phonics:</b> short vowels a, e, i, o, u</p>
Language Functions	<p>Introducing self and greetings</p>

Starter Unit		
Hello!		
Lesson	Sessions	Content & Pages
Lesson 1	Pupil's Book Session	Introducing vocabulary & grammar PB/p: Listen, point and repeat.
Lesson 2	Pupil's Book & Activity Book Session	PB/pp. 6 & 7: Practising vocabulary & grammar PB/p. 7: Meet the children. Hello Song AB/pp. 3 & 4: Trace. / Match.
Lesson 3	Pupil's Book Session	Introducing Colours PB/p. 8: Listen, point and repeat.
Lesson 4	Pupil's Book Session	Practising vocabulary & grammar PB/p. 9: Match the colours. / Colours Song
Lesson 5	Activity Book Session	AB/p. 5: Colour.
Lesson 6	Pupil's Book & Activity Book Session	Introducing & practising letter <b>Aa</b> sound / <b>a</b> / PB/p. 10: Listen and repeat. PB/p. 10: Trace and write. AB/p. 6: Colour. / Trace and write. AB/p. 7: Circle the picture. / Tick the correct words.
Lesson 7	Pupil's Book & Activity Book Session	Introducing & practising letter <b>Ee</b> sound / <b>e</b> / PB/p. 11: Listen and repeat. PB/p. 11: Trace and write. AB/p. 8: Colour. / Trace and write. AB/p. 10: Circle the picture. / Tick the correct words.
Lesson 8	Pupil's Book & Activity Book Session	Introducing & practising letter <b>Ii</b> sound / <b>i</b> / PB/p. 12: Listen and repeat. PB/p. 12: Trace and write. AB/p. 10: Colour. / Trace write. AB/p. 11: Circle the picture. / Tick the correct words.
Lesson 9	Pupil's Book & Activity Book Session	Introducing & practising letter <b>Oo</b> sound / <b>o</b> / PB/p. 13: Listen and repeat. PB/p. 13: Trace and write. AB/p. 12: Colour. / Trace and write. AB/p. 13: Circle the picture. / Tick the correct words.
Lesson 10	Pupil's Book & Activity Book Session	Introducing & practising letter <b>Uu</b> sound / <b>u</b> / PB/p. 13: Listen and repeat. PB/p. 14: Trace and write. AB/p. 14: Colour. / Trace and write. AB/p. 15: Circle the picture. / Tick the correct words.
Lesson 11	Pupil's Book & Activity Book Session	Introducing & practising numbers <b>1 – 2</b> PB/p. 15: Listen, count and repeat. / Colour. / Trace and write. AB/p. 16: Count and circle. / Trace and write. AB/p. 15: Circle the picture. / Tick the correct words.
Lesson 12	Pupil's Book & Activity Book Session	Phonics: Revision of Short beginning vowel sounds PB/pp. 16 & 17: Listen, repeat and spell the words. AB/p. 17: Write the missing letter. AB/p. 18: Review (Circle the beginning sound) AB/p. 19: Say and match.

# Unit 1

## My School Things

Pupil's Book Session pages 18 – 23

Activity Book Session pages 20 - 29

New Words	<b>Chant words:</b> <i>ruler, pencil, desk, crayons, eraser, book, bag</i> <b>Number words:</b> <i>three, four</i> <b>Numbers:</b> 3 - 4 <b>Chant:</b> <i>My School Things</i>
Grammar	<i>"What is this?" "It is a/an (pencil)."</i>
Letter Sounds & Words	<i>(Ss: snake, sun, snail, star), (Tt: tree, train, tomato, tiger) and (Pp: popcorn, pan, pizza, panda)</i>
Language Functions	Asking about school things

Unit One		
My School Things		
Lesson	Session	Content and pages
Lesson 1	Pupil's Book Session	Introducing vocabulary & grammar. PB/p. 18: Listen, point and repeat.
Lesson 2	Pupil's Book Session	Practice vocabulary & grammar. PB/p. 19: Ask and answer. PB/p. 19: Listen and chant.
Lesson 3	Activity Book Session	AB/p. 20: Look at the pictures and tick the correct words.
Lesson 4	Activity Book Session	AB/p. 21: Find the words.
Lesson 5	Activity Book Session	AB/p. 21: Colour the picture.
Lesson 6	Pupil's Book & Activity Book Session	Introducing & practising letter <b>Ss</b> sound /s/ PB/p. 20: Listen and repeat. PB/p. 20: Trace and write. AB/p. 22: Colour. / Trace and write. AB/p. 23: Circle the picture. / Tick the correct words.
Lesson 7	Pupil's Book & Activity Book Session	Introducing & practising letter <b>Tt</b> sound /t/ PB/p. 21: Listen and repeat. PB/p. 21: Trace and write. AB/p. 24: Colour. / Trace and write. AB/p. 25: Circle the picture. / Tick the correct words.
Lesson 8	Pupil's Book & Activity Book Session	Introducing & practising letter <b>Pp</b> sound /p/ PB/p. 22: Listen and repeat. PB/p. 22: Trace and write. AB/p. 26: Colour. / Trace and write. AB/p. 27: Circle the picture. / Tick the correct words.
Lesson 9	Pupil's Book & Activity Book Session	Introducing & practising numbers <b>3-4</b> PB/p. 23: Listen, count and repeat. / Colour. /Trace and write. AB/p. 28: Colour by number. AB/p. 29: Count and circle. / Trace and write.
Lesson 10	Activity Session	AB/p. 30: Organised Class Activity.
Lesson 11	Project Work	Make class stationery.
Lesson 12	Assessment	Starter unit & unit 1

# Unit 2

## My Family

Pupil's Book Session pages 24 – 33

Activity Book Session pages 30 - 43

New Words	<p><b>Words:</b> <i>father, mother, grandma, grandpa, baby brother, me, sister</i></p> <p><b>Story words:</b> <i>spider, friendly, play, animals, listen, bite, big, bad, bird, eat, save</i></p> <p><b>Number words:</b> <i>five, six</i></p> <p><b>Numbers:</b> 5 &amp; 6</p> <p><b>Story:</b> Bitsy the Friendly Spider</p>
Grammar	<p><i>"Who is she?" "She is my (mother)." "Who are they?" "They are my (brothers)."</i></p>
Letter Sounds & Words	<p><b>(Nn:</b> <i>nest, needle, necklace, nail</i>), <b>(Cc:</b> <i>camel, carrot, crayons, candy</i>) and <b>(Kk:</b> <i>kitchen, key, kangaroo, kiwi</i>)</p> <p><b>Phonics:</b> s, t, p, n, c, k</p>
Language Functions	Talking about family members

Unit Two		
My Family		
Lesson	Session	Content and pages
Lesson 1	Pupil's Book Session	Introducing vocabulary & grammar PB/p. 24: Listen, point and repeat.
Lesson 2	Pupil's Book Session	Practicing vocabulary & grammar PB/p. 25: Ask and Answer.
Lesson 3	Activity Book Session	AB/p. 30: Match. AB/p. 31: Look at the pictures and circle the correct words. AB/p. 31: Look at the pictures and tick the correct answer.
Lesson 4	Pupil's Book Session	Introducing and practising the story PB/pp. 26 - 27: Listen, point and repeat.
Lesson 5	Pupil's Book Session	Introducing and practising letter <b>Nn</b> sound / <b>n</b> / PB/p. 28: Listen and repeat. PB/p. 28: Trace and write.
Lesson 6	Activity Book Session	Practise writing letter <b>Nn</b> AB/p. 32: Colour. / Trace and write. AB/p. 33: Circle the picture. / Tick the correct words.
Lesson 7	Pupil's Book Session	Introducing and practising letter <b>Cc</b> sound / <b>c</b> / PB/p. 29: Listen and repeat. PB/p. 29: Trace and write.
Lesson 8	Activity Book Session	Practise writing letter <b>Cc</b> AB/p. 34: Colour. / Trace and write. AB/p. 35: Circle the picture. / Tick the correct words.
Lesson 9	Pupil's Book Session	Introducing and practising letter <b>Kk</b> sound / <b>k</b> / PB/p. 30: Listen and repeat. PB/p. 30: Trace and write.
Lesson 10	Activity Book Session	Practise writing letter <b>Kk</b> AB/p. 36: Colour. / Trace and write. AB/p. 37: Circle the picture. / Tick the correct words.
Lesson 11	Pupil's Book & Activity Book Session	Introducing & practising numbers <b>5 &amp; 6</b> PB/p. 31: Listen, count and repeat. / Colour. /Trace and write. AB/p. 38: Count and circle. / Trace and write.
Lesson 12	Pupil's Book & Activity Book Session	Phonics: Revision of sounds PB/pp. 32 & 33: Listen, repeat and spell the words. AB/p. 39: Trace the words. /Choose and write. Review AB/p. 40: Circle the beginning sound. AB/p. 41: Say and match. AB/pp. 42-43: homework.

## Unit 3

### My Toys

Pupil's Book Session pages 34 - 41

Activity Book Session pages 44 - 53

New Words	<b>Toy words:</b> <i>kite, train, car, doll, ball, LEGO</i> <b>Story words:</b> <i>please, thank you, look, play</i> <b>Numbers words:</b> <i>seven, eight</i>
Grammar	<i>"Is this a (kite)?" "Yes, it is." "Are these (buses)?" "No, they aren't."</i> Short answers with <i>Is, Are.</i>
Letter Sounds & Words	<i>(Hh: house, hammer, honey, horse), (Rr: rainbow, rat, rabbit, ring) and (Mm: monkey, mat, milk, mirror)</i>
Language Functions	Asking and answering about toys



Unit Three		
My Toys		
Lesson	Session	Content and pages
Lesson 1	Pupil's Book Session	Introducing vocabulary and grammar PB/p. 34: Listen, point and repeat.
Lesson 2	Pupil's Book Session	Practicing vocabulary and grammar PB/p. 35: Ask and Answer.
Lesson 3	Activity Book Session	AB/p. 44: Look at the pictures and tick the correct words. AB/p. 45: Look at the pictures and tick the correct answers.
Lesson 4	Activity Book Session	AB/p. 45: Find the words.
Lesson 5	Pupil's Book Session	Introducing and practising the story PB/pp. 36 & 37: Listen, point and repeat.
Lesson 6	Pupil's Book Session	Introducing and practising letter <b>Hh</b> sound / <b>h</b> / PB/p. 38: Listen and repeat. PB/p. 38: Trace and write.
Lesson 7	Activity Book Session	Practise writing letter <b>Hh</b> AB/p. 46: Colour. / Trace and write. AB/p. 47: Circle the picture. / Tick the correct words.
Lesson 8	Pupil's Book Session	Introducing and practising letter <b>Rr</b> sound / <b>r</b> / PB/p. 39: Listen and repeat. PB/p. 39: Trace and write.
Lesson 9	Activity Book Session	Practise writing letter <b>Rr</b> AB/p. 48: Colour. / Trace and write. AB/p. 49: Circle the picture. / Tick the correct words.
Lesson 10	Pupil's Book Session	Introducing and practising letter <b>Mm</b> sound / <b>m</b> / PB/p. 40: Listen and repeat. PB/p. 40: Trace and write.
Lesson 11	Activity Book Session	Practise writing letter <b>Mm</b> AB/p. 50: Colour. / Trace and write. AB/p. 51: Circle the picture. / Tick the correct words.
Lesson 12	Pupil's Book & Activity Book Session	Introducing & practising numbers <b>7 &amp; 8</b> PB/p. 41: Listen, count and repeat. / Colour. / Trace and write. AB/p. 52: Complete by number then colour the picture. AB/p. 53: Count and Circle. / Trace and write.

# Unit 4

## On the Farm

Pupil's Book Session pages 42 – 51

Activity Book Session pages 54 - 67

New Words	<p><b>Words:</b> cow, horse, sheep, hen, rabbit, bird, duck, frog</p> <p><b>Story words:</b> little, bunnies, quiet, babies, sleep, wake up, play, morning, wolf, friends, cluck, neigh, moo</p> <p><b>Number words:</b> nine, ten</p> <p><b>Numbers:</b> 9 &amp; 10</p> <p><b>Story:</b> The Happy Farm Animals</p>
Grammar	<p>"What are these?" "They are (sheep)." "What is this?" "It' is a (frog)."</p>
Letter Sounds & Words	<p>(<b>Dd:</b> deer, doll, diamond, dress), (<b>Gg:</b> grass, goat, glass, guitar) and (<b>Ll:</b> ladybug, ladder, lamp, leaf)</p> <p><b>Phonics:</b> h, r, m, d, g, l</p>
Language Functions	Identifying different types of animals

## Unit Four

### On the Farm

Lesson	Session	Content and pages
Lesson 1	Pupil's Book Session	Introducing vocabulary & grammar PB/p. 42: Listen, point and repeat.
Lesson 2	Pupil's Book Session	Practicing vocabulary & grammar PB/p. 43: Ask and Answer.
Lesson 3	Activity Book Session	AB/p. 54: Look at the pictures and tick the correct words. AB/p. 55: Match and colour the picture. AB/p. 55: Look at the pictures and tick the correct answers.
Lesson 4	Pupil's Book Session	Introducing and practising the story PB/pp. 44 & 45: Listen, point and repeat.
Lesson 5	Pupil's Book Session	Introducing and practising letter <b>Dd</b> sound / <b>d</b> / PB/p. 46: Listen and repeat. PB/p. 46: Trace and write.
Lesson 6	Activity Book Session	Practise writing letter <b>Dd</b> AB/p. 56: Colour. / Trace and write. AB/p. 57: Circle the picture. / Tick the correct words.
Lesson 7	Pupil's Book Session	Introducing and practising letter <b>Gg</b> sound / <b>g</b> / PB/p. 47: Listen and repeat. PB/p. 47: Trace and write.
Lesson 8	Activity Book Session	Practise writing letter <b>Gg</b> AB/p. 58: Colour. / Trace and write. AB/p. 59: Circle the picture. / Tick the correct words.
Lesson 9	Pupil's Book Session	Introducing and practising letter <b>Ii</b> sound / <b>i</b> / PB/p. 48: Listen and repeat. PB/p. 48: Trace and write.
Lesson 10	Activity Book Session	Practise writing letter <b>Ii</b> AB/p. 60: Colour. / Trace and write. AB/p. 61: Circle the picture. / Tick the correct words.
Lesson 11	Pupil's Book & Activity Book Session	Introducing & practising numbers <b>9 &amp; 10</b> PB/p. 49: Listen, count and repeat. / Colour. / Trace and write. AB/p. 62: Count and Circle. / Trace and write.
Lesson 12	Pupil's Book & Activity Book Session	Phonics: Revision PB/pp. 50 & 51: Listen, repeat and spell the words. AB/p. 63: Trace the words. / Choose and write. Review AB/p. 64: Circle the beginning sound. AB/p. 65: Say and match. AB/pp. 66 - 67: Give as homework.

# Unit 5

## Sports

Pupil's Book Session pages 52 – 59

Activity Book Session pages 68 – 79

New Words	<b>Words:</b> <i>tennis, swimming, basketball, volleyball, running, football</i> <b>Song words:</b> <i>pool, school, field</i> <b>Number words:</b> <i>eleven, twelve</i> <b>Numbers:</b> <i>11 &amp; 12, adding within 12</i> <b>Song:</b> Sports Song
Grammar	<i>"Can you play (football)?" "Yes, I can." "Can you play (tennis)?" "No, I can't."</i>
Letter Sounds & Words	<b>(Ff:</b> <i>frog, fan, fruits, fish</i> <b>), (Bb:</b> <i>bear, balloon, bread, boat</i> <b>) and (Jj:</b> <i>jam, jump, jelly, jug</i> <b>)</b> <b>Phonics:</b> <i>f, b, j</i>
Language Functions	Talking about sports

Unit five		
Sports		
Lesson	Session	Content and pages
Lesson 1	Pupil's Book Session	Introducing vocabulary & grammar PB/p. 52: Listen, point and repeat.
Lesson 2	Pupil's Book Session	Practicing vocabulary & grammar PB/p. 53: Ask and Answer.
Lesson 3	Pupil's Book Session	PB/p. 53: Introducing and practising the Sports song
Lesson 4	Activity Book Session	AB/p. 68: Look at the pictures and tick the correct words. AB/p. 69: Find the words. AB/p. 69: Circle your favourite sport and say which one it is.
Lesson 5	Pupil's Book Session	Introducing and practising letter <b>Ff</b> sound /f/ PB/p. 54: Listen and repeat. PB/p. 54: Trace and write.
Lesson 6	Activity Book Session	Practise writing letter <b>Ff</b> AB/p. 70: Colour. / Trace and write. AB/p. 71: Circle the picture. / Tick the correct words.
Lesson 7	Pupil's Book Session	Introducing and practising letter <b>Bb</b> sound /b/ PB/p. 55: Listen and repeat. PB/p. 55: Trace and write.
Lesson 8	Activity Book Session	Practise writing letter <b>Bb</b> AB/p. 72: Colour. / Trace and write. AB/p. 73: Circle the picture. / Tick the correct words.
Lesson 9	Pupil's Book Session	Introducing and practising letter <b>Jj</b> sound /j/ PB/p. 56: Listen and repeat. PB/p. 56: Trace and write.
Lesson 10	Activity Book Session	Practise writing letter <b>Jj</b> AB/p. 74: Colour. / Trace and write. AB/p. 75: Circle the picture. / Tick the correct words.
Lesson 11	Pupil's Book & Activity Book Session	Introducing & practising numbers <b>11 &amp; 12</b> PB/p. 57: Listen, count and repeat. /Count and add. AB/pp. 76 & 77: Trace and write. /Count and add. AB/p. 78: Complete by number then colour the picture.
Lesson 12	Pupil's Book & Activity Book Session	Phonics: Revision PB/pp. 58 & 59: Listen, repeat and spell the words. AB/p. 79: Trace the words. Choose and write.

# Unit 6

## Hobbies

Pupil's Book Session pages 60 – 69

Activity Book Session pages 80 - 89

New Words	<p><b>Words:</b> <i>reading, painting, dancing, singing, riding a bike, skateboarding, taking photos</i></p> <p><b>Song words:</b> <i>stories, together, spider-man</i></p> <p><b>Numbers:</b> <i>13 &amp; 14, adding within 14</i></p> <p><b>Story:</b> <i>My Hobbies</i></p>
Grammar	<p><i>"Do you like singing?" "Yes, I do." "Do you like dancing?" "No, I don't."</i></p>
Letter Sounds & Words	<p><b>(Zz: Zoo, zipper, zigzag, zero), (Ww: Whale, worm, wagon, wheat) and (Vv: Vase, vulture, van, vegetables)</b></p> <p><b>Phonics:</b> /z/ , /w/ , /v/</p> <p><b>Long vowels:</b> (ai: train, plain), (oa: boat, coat), (ie: pie, tie) and (ee: beet, feet)</p>
Language Functions	<p>Talking about hobbies</p>

Unit Six		
Hobbies		
Lesson	Session	Content and pages
Lesson 1	Pupil's Book Session	Introducing vocabulary & grammar PB/pp. 60: Listen, point and repeat.
Lesson 2	Pupil's Book Session	Practicing vocabulary & grammar PB/p. 61: Ask and Answer.
Lesson 3	Activity Book Session	AB/p. 80: Look at the pictures and tick the correct words. AB/p. 81: Find the words. AB/p. 81: Read and draw.
Lesson 4	Pupil's Book Session	PB/p. 62 & 63: Introducing and practicing the Story
Lesson 5	Pupil's Book Session	Introducing and practising letter <b>Zz</b> sound / <b>z</b> / PB/p. 64: Listen and repeat. PB/p. 64: Trace and write.
Lesson 6	Activity Book Session	Practice writing letter <b>Zz</b> AB/p. 82: Colour. / Trace and write. AB/p. 83: Circle the pictures. / Tick the correct words.
Lesson 7	Pupil's Book Session	Introducing and practising letter <b>Ww</b> sound / <b>w</b> / PB/p. 65: Listen and repeat. PB/p. 65: Trace and write.
Lesson 8	Activity Book Session	Practice writing letter <b>Ww</b> AB/p. 84: Colour. / Trace and write. AB/p. 85: Circle the pictures. / Tick the correct words.
Lesson 9	Pupil's Book Session	Introducing and practising letter <b>Vv</b> sound / <b>v</b> / PB/p. 66: Listen and repeat. PB/p. 66: Trace and write.
Lesson 10	Activity Book Session	Practice writing letter <b>Vv</b> AB/p. 86: Colour. / Trace and write. AB/p. 87: Circle the pictures. / Tick the correct words.
Lesson 11	Pupil's Book & Activity Book Session	Introducing & practising numbers 13 & 14 PB/p. 67: Listen, count and repeat. /Count and add. AB/p. 88 Trace and write. /Count and add.
Lesson 12	Pupil's Book & Activity Book Session	Phonics: Revision PB/pp. 68 & 69: Listen, repeat and spell the words. AB/p. 89: Trace the words. /Choose and write.

# Unit 7

## I Like / I Don't Like

Pupil's Book Session pages 70 – 77

Activity Book Session pages 90 – 103

New Words	<b>New Words, Grammar and Language Functions</b> <b>Words:</b> <i>carrot, tomato, apple, strawberry, banana, cake, ice-cream, burger</i> <b>Number words:</b> <i>fifteen, sixteen</i> <b>Numbers:</b> <i>15 &amp; 16, subtracting within 16</i> <b>Song:</b> Food Song
Grammar	<i>"Do you like (apples)?" "Yes, I do." "Do you like (burgers)?" "No, I don't."</i>
Letter Sounds & Words	<i>(Yy: yoyo, yarn, yacht, yoghurt), (Xx: six, mix, box, fox) and (Qq: quilt, queue, quill, quiz)</i> <b>Phonics:</b> <i>/y/, /x/, /q/</i> <b>Long vowels:</b> <i>(oo: foot, book, look, boots, roots) and (ng: wing, ring)</i>
Language Functions	Describing food one likes or dislikes



Unit Seven		
I Like / I Don't Like		
Lesson	Session	Content and pages
Lesson 1	Pupil's Book Session	Introducing vocabulary & grammar PB/p. 70: Listen, point and repeat.
Lesson 2	Pupil's Book Session	Practicing vocabulary & grammar PB/p. 71: Ask and Answer.
Lesson 3	Pupil's Book Session	PB/p. 71: Introducing and practising the Food song
Lesson 4	Activity Book Session	AB/p. 90: Look at the pictures and tick the correct words. AB/p. 91: Find the words. AB/p. 91: Circle the correct answer.
Lesson 5	Pupil's Book Session	Introducing and practising letter <b>Yy</b> sound / <b>y</b> / PB/p. 72: Listen and repeat. PB/p. 72: Trace and write.
Lesson 6	Activity Book Session	Practise writing letter <b>Yy</b> AB/p. 92: Colour. / Trace and write. AB/p. 93: Circle the pictures. / Tick the correct words.
Lesson 7	Pupil's Book Session	Introducing and practising letter <b>Xx</b> sound / <b>x</b> / PB/p. 73: Listen and repeat. PB/p. 73: Trace and write.
Lesson 8	Activity Book Session	Practise writing letter <b>Xx</b> AB/p. 94: Colour. / Trace and write. AB/p. 95: Circle the pictures. / Tick the correct words.
Lesson 9	Pupil's Book Session	Introducing and practising letter <b>Qq</b> sound / <b>q</b> / PB/p. 74: Listen and repeat. PB/p. 74: Trace and write.
Lesson 10	Activity Book Session	Practise writing letter <b>Qq</b> AB/p. 96: Colour. / Trace and write. AB/p. 97: Circle the pictures. / Tick the correct words.
Lesson 11	Pupil's Book & Activity Book Session	Introducing & practising numbers 15 & 16 PB/p. 75: Listen, count and repeat. Count and subtract. AB/p. 98: Trace and write. Count and subtract.
Lesson 12	Pupil's Book & Activity Book Session	Phonics: Revision PB/pp. 76 & 77: Listen, repeat and spell the words. AB/p. 99: Trace the words. Choose and write. Review AB/p. 100: Circle the beginning sound. AB/p. 101: Say and match. AB/pp. 102 & 103: Do as homework.

# Unit 8

## The Four Seasons

Pupil's Book Session pages 78 - 83

Activity Book Session pages 104 - 107

<b>New Words</b>	<b>Words:</b> <i>spring, summer, autumn, winter, fine, sunny, windy, snowy, rain, snow, wind, warm, cold, hot</i> <b>Story words:</b> <i>butterfly, wings, colours, catch, lucky</i> <b>Number words:</b> <i>seventeen, eighteen</i> <b>Numbers:</b> <i>17 &amp; 18, adding within 18, subtracting within 18</i> <b>Story:</b> The Black Butterfly
<b>Grammar</b>	"What's your favourite season?" "My favourite season is (winter)."
<b>Letter Sounds &amp; Words</b>	<b>Phonics</b> ( <i>ch: chicken, chair</i> ), ( <i>sh: sheet, sheep</i> ) and ( <i>th: thin, thick, feather, weather</i> )
<b>Language Functions</b>	Talking about seasons

Unit Eight		
The Four Seasons		
Lesson	Session	Content and pages
Lesson 1	Pupil's Book Session	Introducing vocabulary & grammar PB/p. 78: Listen, point and repeat.
Lesson 2	Pupil's Book Session	Practicing vocabulary & grammar PB/p. 79: Ask and answer.
Lesson 3	Activity Book Session	AB/p. 104: Look at the pictures and tick the correct words. AB/p. 105: Trace the season words then colour the pictures.
Lesson 4	Pupil's Book Session	PB/pp. 80 & 81: Introducing the story
Lesson 5	Pupil's Book Session	PB/pp. 80 & 81: Practising the story and acting it out
Lesson 6	Pupil's Book Session	Introducing & practising numbers <i>17 &amp; 18</i> PB/p. 82: Listen, count and repeat. / Add and subtract.
Lesson 7	Activity Book Session	AB/p. 106: Trace and write. /Count and subtract.
Lesson 8	Pupil's Book Session	Phonics: Revision PB/p. 83: Read and spell the words.
Lesson 9	Activity Book Session	AB/p. 107: Trace the words. /Choose and write.
Lesson 10	Phonics Practice	Appendix
Lesson 11	Activity Session	An activity: The four seasons calendar
Lesson 12	Assessment	Oral Assessment

# Unit 9

## Jobs

Pupil's Book Session pages 84 – 87

Activity Book Session pages 108 – 111

<b>New Words</b>	<b>Words:</b> <i>fireman, fisherman, driver, doctor, sailor, baker, tailor, engineer, nurse, teacher</i> <b>Number words:</b> <i>nineteen, twenty</i> <b>Numbers:</b> <i>19 &amp; 20, addition within 20/ Subtraction within 20</i> <b>Chant: Words:</b> <i>fireman, fisherman, driver, doctor, sailor, baker, tailor, and teacher</i>
<b>Grammar</b>	<i>"What does he do?" "He is a/an (engineer)." "What do they do?" "They are (doctors)."</i>
<b>Letter Sounds/Words</b>	<b>Phonics:</b> ( <i>ou: out, shout</i> ), ( <i>oi: coin, soil, boil</i> ), ( <i>ue: glue, blue</i> ), ( <i>ar: star, car</i> ) and ( <i>er: her, herd, fern</i> )
<b>Language Functions</b>	Talking about jobs

Unit Nine		
Jobs		
Lesson	Session	Content and pages
Lesson 1	Pupil's Book Session	Introducing vocabulary & grammar PB/p. 84: Listen, point and repeat.
Lesson 2	Pupil's Book Session	Practicing vocabulary & grammar PB/p. 85: Ask and answer.
Lesson 3	Activity Book Session	AB/p. 108: Look at the pictures and tick the correct words. AB/p. 109: Find the words.
Lesson 4	Activity Book Session	AB/p. 109: Circle the correct answer.
Lesson 5	Pupil's Book Session	PB/p. 85: Listen and chant.
Lesson 6	Pupil's Book Session	Introducing & practising numbers <b>19 &amp; 20</b> PB/p. 86: Listen, count and repeat. /Add and subtract.
Lesson 7	Activity Book Session	AB/p. 110: Trace and write. /Count and add.
Lesson 8	Pupil's Book Session	Phonics: Revision PB/p. 87: Listen, repeat and spell the words.
Lesson 9	Activity Book Session	AB/p. 111: Trace the words. /Choose and write.
Lesson 10	Activity Session	Dressing up for the different jobs
Lesson 11	Appendix	Phonics and sight words practice
Lesson 12	Assessment	General assessment

# Units and lessons

## Starter Unit

### Hello!

Pupil's Book Session pages 6 – 17

Activity Book Session pages 3 – 19

New Words	<p><b>The characters:</b> Omar, Karam, Sara and Noor</p> <p><b>Colour words:</b> red, green, yellow, blue, orange, purple, white, black</p> <p><b>Song words:</b> me, you, town, grey, day</p> <p><b>Number words:</b> one, two</p> <p><b>Numbers:</b> 1 &amp; 2</p> <p><b>Songs:</b> Hello Song and Colours Song</p>
Grammar	<p>"What is your name?" "I am (Karam)". "How are you?" "I am fine, thank you."</p>
Letter Sounds & Words	<p>(<b>Aa:</b> ant, axe, ambulance, apricot), (<b>Ee:</b> egg, elephant, eraser, envelope), (<b>Ii:</b> iguana, insect, ill, igloo), (<b>Oo:</b> orange, octopus, olives, onion) and (<b>Uu:</b> umbrella, umpire, upset, under)</p> <p><b>Phonics:</b> short vowels a, e, i, o, u</p>
Language Functions	<p>Introducing self and greetings</p>

### Outcomes

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

- Introduce oneself and greet others. "My name is ..." How are you? I am fine, thank you."
- Sing along with "Hello Song" and "Colours Song".
- Count from 1 to 2.
- Identify the basic colours.
- Learn and understand the meaning of the new words in any song.
- Learn how to write the letters of one's name.
- Sing all letters' names and sounds in the alphabet song (Aa-Zz).
- Identify, sound out, and write the letters **Aa**, **Ee**, **Ii**, **Oo**, and **Uu**, capital and small, and say 4 word examples that begin with the sounds /a/, /e/, /i/, /o/ and /u/.
- Sight-read the keywords in the unit.
- Identify numbers 1 & 2 in sequence and count the items that represent the number. Respond to "How many?" questions.
- Trace and write the letters **Aa**, **Ee**, **Ii**, **Oo**, and **Uu** with the correct formation.

Starter Unit		
Hello!		
Lesson	Sessions	Content & Pages
Lesson 1	Pupil's Book Session	Introducing vocabulary & grammar PB/p: Listen, point and repeat.
Lesson 2	Pupil's Book & Activity Book Session	PB/pp. 6 & 7: Practising vocabulary & grammar PB/p. 7: Meet the children. Hello Song AB/pp. 3 & 4: Trace. / Match.
Lesson 3	Pupil's Book Session	Introducing Colours PB/p. 8: Listen, point and repeat.
Lesson 4	Pupil's Book Session	Practising vocabulary & grammar PB/p. 9: Match the colours. / Colours Song
Lesson 5	Activity Book Session	AB/p. 5: Colour.
Lesson 6	Pupil's Book & Activity Book Session	Introducing & practising letter <b>Aa</b> sound / <b>a</b> / PB/p. 10: Listen and repeat. PB/p. 10: Trace and write. AB/p. 6: Colour. / Trace and write. AB/p. 7: Circle the picture. / Tick the correct words.
Lesson 7	Pupil's Book & Activity Book Session	Introducing & practising letter <b>Ee</b> sound / <b>e</b> / PB/p. 11: Listen and repeat. PB/p. 11: Trace and write. AB/p. 8: Colour. / Trace and write. AB/p. 10: Circle the picture. / Tick the correct words.
Lesson 8	Pupil's Book & Activity Book Session	Introducing & practising letter <b>Ii</b> sound / <b>i</b> / PB/p. 12: Listen and repeat. PB/p. 12: Trace and write. AB/p. 10: Colour. / Trace write. AB/p. 11: Circle the picture. / Tick the correct words.
Lesson 9	Pupil's Book & Activity Book Session	Introducing & practising letter <b>Oo</b> sound / <b>o</b> / PB/p. 13: Listen and repeat. PB/p. 13: Trace and write. AB/p. 12: Colour. / Trace and write. AB/p. 13: Circle the picture. / Tick the correct words.
Lesson 10	Pupil's Book & Activity Book Session	Introducing & practising letter <b>Uu</b> sound / <b>u</b> / PB/p. 13: Listen and repeat. PB/p. 14: Trace and write. AB/p. 14: Colour. / Trace and write. AB/p. 15: Circle the picture. / Tick the correct words.
Lesson 11	Pupil's Book & Activity Book Session	Introducing & practising numbers <b>1 – 2</b> PB/p. 15: Listen, count and repeat. / Colour. / Trace and write. AB/p. 16: Count and circle. / Trace and write. AB/p. 15: Circle the picture. / Tick the correct words.
Lesson 12	Pupil's Book & Activity Book Session	Phonics: Revision of Short beginning vowel sounds PB/pp. 16 & 17: Listen, repeat and spell the words. AB/p. 17: Write the missing letter. AB/p. 18: Review (Circle the beginning sound) AB/p. 19: Say and match.

## Lesson 1

### Pupil's Book Session

#### Introducing vocabulary & grammar

##### PB/p. 6

##### A warm up:

You can start this unit by saying "**hello**" to your class and introducing yourself to them. "**Hello! I am (your name).**" Invite kids to do the same and introduce themselves by saying their names.

##### 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 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/ Karam.**" Repeat the names several times, pointing to characters on the screen/poster and urge the children to repeat them after you. It is important to point to the speaking character when saying his/her words.
- Ask simple yes/no questions. At this stage, you might need to provide the model answer yourself and encourage the kids to repeat it many times until they get the idea. For example, "**Are they happy?**" "**Yes.**" "**Is this Sarah?**" "**No.**"
- Ask what-questions: "**What's her name?**" "**Sarah/Noor.**" "**What's his name?**" "**Omar/ Karam.**" Keep pointing to the named character on the screen/poster while saying the names.
- 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 structures.
- **Listen to the audio:** 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.

## Lesson 2

### Pupil's Book & Activity Book Session

#### Practising vocabulary & grammar

##### PB/p. 7

##### Meet the children.

- Play the page of the theme on the interactive board or use a poster and flashcards.

- Remind the students of the characters' names. Say, "***This is Sarah/ Noor/ Omar/ Karam.***"
- Show the names flashcards and say "***Sarah,***" "***Noor,***" "***Omar***" and "***Karam.***" Teach the class to sight-read new words (*the names*).
- 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 pupil's books on pages 6 & 7.***" 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 speaking character; you need to do the same yourself on the screen/poster to show them how to do it correctly.

### **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/no questions backed by head gestures of either nodding or shaking.
- **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, such as 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.

### **Hello Song**

**PB/p. 7**

**Listen and sing along.**

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

- Point to the prompts of the song on the screen and use the pictures shown on it while 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 while pointing to the words this time.
- **Play the audio:** Let the children open their pupil's books on page 7. Play the audio. Ask them to listen and point to the pictures in their books and to follow with the song.
- Now, play the audio again and let them sing along with the first speech bubble.
- Lastly, the children sing along many times until they memorise the song.

### 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 books on page 3."**
- Draw a straight line with a dotted outline on the board, the curved lines, and lastly, the horizontal and wavy lines.
- Tell the kids you will trace it now 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 up and the curved down 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 line.
- 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.

### AB/p. 4

#### Match.

#### Sight-reading:

Use the flashcards of the characters' names, word side, 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, from left to right, and never try to break the word into sounds (*see teaching sight-reading in the introduction*).

- Hold the flashcard up for the class to read. 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 the four names. 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. At this point, they will only memorise the word as a whole.
- Do the same with the rest of the name cards (**Noor, Karam, and Sara**). Use the cards, picture side, and ask, **"Who is this?"** to see if they recognise the characters. Practise reading the names again if they still cannot do so. Then, hold the card, word side, and ask them to read the names. Repeat several times.
- Explain the task to the children and tell them what they need to do. Do the first one with them on the screen and match it. Stress the word "match".
- 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.
- When you feel they are ready, let them open their activity books on page 4. Walk around to help them open their books left-to-right and match.

## Lesson 3

### Pupil's Book Session

#### PB/p. 8

#### Introducing Colours

##### A warm up:

You can start this unit by saying **"(red)"** to your class, **"Look! This is (red),"** pointing to a red thing. Invite kids to point to different items around them that have the red colour. Do the same with other colours (**green/ blue/ yellow/ purple/ black/ white**). Practise the colours with the students. You will see that most of them know the basic colours. They will learn the colours if you revise them every day.

##### Listen, point and repeat.

- Play page 8 on the interactive board or use a poster and flashcards for the purpose (*optional, ordered with the books*).
- Talk with the class about the colours; tell them that the pictures are paint pots with different colours.
- Introduce the colours. Point and say, **"This is red/ blue/ yellow/ green/ orange/ purple/ white/ black."** Repeat them several times, pointing to items on the screen/poster, and

encourage the children to repeat them after you. It is important to point to the colour when saying the word.

- Ask simple yes/no questions. At this stage, you might need to provide the model answer yourself and encourage the kids to repeat it many times until they get the idea and master it. For example, *"Is this red?" "No" or "Yes."*
- Ask what-questions: *"What is this?" "Blue."* Keep pointing to the item on the screen/poster while saying the words.
- Stress the new colour word *"red"* by repeating it many times orally and inviting children out to point and say the same. Let them point to their clothes and talk about their colours.
- **Listen to the audio:** Train children to listen carefully to the audio and make it comprehensible to them by pointing to the colours on the screen every time. Repeat the audio many times until the children learn how to produce the words.

### **Communicative practice**

**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 item 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.
- **Sight-reading:** Show the colour flashcards and say, *"red," "blue," "yellow," "green," "orange," "purple," "white," and "black."* Teach the class to sight-read the new colours' words.
- Now, give the children their pupil's books. You will need to teach them how to open their English books left-to-right and to open on the target page. Say, ***"Open your books on page 8."*** Walk around to help them open their books on the page.
- Ask them to listen carefully to the audio, again, while they point to the colour pots; you need to do the same yourself on the screen/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, such as 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 4

### Pupil's Book Session

#### Practising vocabulary & grammar

#### PB/p. 9

#### Match the colours.

**Sight-reading:** Use the colour flashcards, word side, and sight-read them again with the class, one by one (you have already done sight-reading when you introduced the colours). 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 for the class to read.
- Pick individuals and see who can or cannot read at this point, and take notes. 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.
- Show the pictures in the exercise on the screen (*star, sun, orange, apple, grass*) to the children, and make sure that they recognise them.
- Now, invite the children to match the colours with the right items on the screen, one by one. Stress understanding the meaning of the word "**match**."
- Next, ask the students to match in their pupil's books on page 9. Help them open their books, and tell them to match the items the same way you did on the screen.
- Walk around to help and guide.

#### Colours Song

#### Listen and sing along.

- Before you play the audio to sing the song, teach them the words of the song and practise them (*day, town*).
- Point to the prompts of the song on the screen/poster; use the pictures shown on it as you say the words of the song.
- Use gestures and moves to teach the song.
- Read the lyrics of the song with the class many times while you point to the words this time.

- **Listen to the audio:** Let the children open their pupils' books on page 9. Play the audio. Ask them to listen and point to the pictures in their books and to follow with the song.
- Now, play the audio again and let them sing along with the lyrics.
- Lastly, the children sing along many times until they memorise the song.

## Lesson 5

### Activity Book Session

#### AB/p. 5

#### Colour.

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

## Lesson 6

### Pupil's Book & Activity Book Session

#### Introducing & practising 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.

## PB/p. 10

### Detailed instruction:

#### Listen and repeat.

#### Introducing Letter **Aa** (**axe**, **ambulance** and **apricot**):

- 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 **axe**, **ambulance**, **ant** and **apricot**.
- 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 **Aa**. Show four objects/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 your students the words by showing them the real objects if available or the pictures of **"axe, ambulance, ant and apricot."**
- Let the puppet say the letter's name **"Aa"**, the letter's sound /**a**/ and a word example, **axe**.
- Repeat the name of the letter, the sound and the word **axe** several times.
- Let the children repeat (**Aa**, /**a**/, **axe**) while you raise the flashcard of letter **Aa** and the picture of an **axe**.
- Repeat the same procedure with other word examples: **ambulance**, **ant** and **apricot**.
- Now, let the children repeat again and quiz them with the four 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 axe**.
- Do the same with **ambulance**, **ant** and **apricot**. While you are reading, point to the **"Aa"** and ask the students what sound **Aa** makes.
- Let the children read the words **axe**, **ambulance**, **ant** and **apricot** 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 10.
- **Listen to the audio:** let your 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.

### 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 sandpaper to feel the letter while blindfolded to guess what letter it is.
- Play the video of writing the letter **Aa** 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 **Aa**, small and capital, with a dotted outline.
- 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 again how you are writing the letter in words as you trace.
- Invite students to trace and write the letter on the board.
- Let the students open their books on page 10; ask them to trace and write the letters.
- 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 trace.
- 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.

### AB/p. 6

#### Colour.

- Help the children open their activity books on page 6.
- Ask them, *“What is this?”* Elicit the answer *“**Ant.**”*

- Let the children say “**A**, /**a**/, **ant**” many times.
- Trace letter **Aa**, capital and small, on the board with the tracing steps. Colour the letter and the **ant** following the numbers, and make sure that the students understand how to do it.
- Ask them to colour the **ant** choosing whatever colour they want.

### Trace and write.

- Follow the same tracing steps explained in the pupil’s book page 10 to do this exercise.

## AB/p. 7

### Circle the pictures that begin with the /a/ sound.

- Give the letter cards of the alphabet (*if available, or you can prepare them before class on small cut cards*) to the students and ask them to find the card of letter **Aa**.
- Make sure that all students can recognise letter **Aa**.
- Show the pictures that start with letter **Aa** to the students. Say **A**, /**a**/, **apricot**. Do the same with the other picture, **ambulance**.
- Ask them, “**What is this?**” “**What is the first letter's name/ sound?**”
- Make sure that they recognise every picture and the letter that it starts with.
- Tell the students that you will only circle the picture that starts with letter **Aa**.
- Ask students to open their activity books on page 7 and circle the picture that starts with letter **Aa**.
- Walk around to help and direct the children.

### Look at the pictures and tick (✓) the correct words.

- Explain the task to the students. Revise the **Aa** words using flashcards, picture side and word side, to read them.
- Make sure that all students can recognise the **Aa**.
- Now, show the page on the screen and draw the students' attention to the **ant**; ask them to tick the word **ant**. Do it with them to help this first time.
- Tell the students to open their activity books on page 7 and to do the same.
- Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and guide.

## Lesson 7

### Pupil's Book & Activity Book Session

### Introducing & 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.
- Play the song 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. 11

#### Detailed instruction:

#### Listen and repeat.

#### Introducing Letter **Ee** (**elephant**, **eraser**, **envelope** and **egg**):

- Play letter **Ee** 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 **Ee** and the example words **elephant**, **eraser**, **envelope** and **egg**.
- 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 **Ee**. Show the four 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 the letter **"Ee"**. Teach the words by showing them the real objects if available or the pictures of **"elephant, eraser, envelope and egg."**
- 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, its 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: **eraser, envelope** and **egg**.
- Now, let the children repeat again and quiz them with the four word examples.
- Show the word flashcard of each picture, and stress the initial sound **/e/**, which should be in a different colour.
- Draw the students' attention to the sound **/e/** at the beginning of each word.



- Read the word, repeating the sound /e/ several times, and then the full word: **e e e elephant.**
- Do the same with **eraser, envelope** and **egg**. While you are reading, point to the "**Ee**" and ask the students what sound **Ee** makes.
- Let the children read the words **elephant, eraser, envelope** and **egg** after you.
- Invite students to come out and point to the pictures. Say, "Point to **elephant, eraser, envelope** and **egg**."
- Ask them what sound **Ee** 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 11.
- **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.

### 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 the sandpaper 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, with a dotted outline.
- 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 again how you are writing the letter in words as you trace the lines.
- Invite students to trace and write the letter on the board.
- Ask your students to open their books on page 11 and to trace and write the letters.

- 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 trace.
- 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.

## AB/p. 8

### 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.

- 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 8.
- Ask them, **"What is this?" "Egg."**
- Let the children say **"E, /e/, egg"** many times.
- Draw letter **Ee**, capital and small, on the board with the tracing steps. Colour the letters following the numbers, and make sure that the students understand how to colour following the tracing numbers, not randomly.
- Now, ask them to colour letter **Ee**, capital and small, following the numbers.
- Ask them to colour the **egg** choosing whatever colour they want.

### Trace and write.

- Follow the same tracing steps explained in the pupil's book page 11 to do this exercise.

## AB/p. 9

### Circle the pictures that begin with the /e/ sound.

- Give the letter cards of the alphabet (*if available, or you can prepare them before class on small cut cards*) to the students and ask them to find the card of letter **Ee**.
- Make sure that all students can recognise letter **Ee**.
- Show the pictures that start with letter **Ee** to the students. Say, **"E, /e/, elephant, egg."** Do the same with the other pictures.
- Ask them, **"What is this?" "What is the first letter's name/ sound?"**
- Make sure that they recognise every picture and the letter that it starts with.
- Tell the students that you will only circle the picture that starts with letter **Ee**.
- Ask students to open their activity books on page 9 and circle the picture that starts with letter **Ee**.

- Walk around to help and direct the children.

### Look at the pictures and tick (✓) the correct words.

- 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**.
- Give the flashcards of the pictures that start with letter **Ee** to the students. Say, "**E**, **/e/**, **egg**." Do the same with other pictures.
- Now, stick the flashcards of **egg**, picture side and word side, on the board beside each other. Do the same with the other picture.
- Tell students to open their activity books on page 9.
- Tell them to look at the picture flashcard with its word on the board. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

## Lesson 8

### Pupil's Book & Activity Book Session

#### Introducing & practising letter **ii** 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.

#### PB/p. 12

##### Detailed instruction:

##### Listen and repeat.

##### Introducing Letter **ii** (**insect**, **ill**, **igloo** and **iguana**):

- Play the letter **ii** songs on YouTube several times and encourage the children to repeat and sing along.
- Use a puppet if available or a stick picture with the alphabet flashcards to introduce letter **ii** and the example words **insect**, **ill**, **igloo** and **iguana**.

- 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 **li**. Show the four 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 letter **"li"**. Teach the words by showing them the real objects, if available, or the pictures of **"insect, ill, igloo and iguana."**
- Let the puppet say the letter's name, **li**, the letter's sound **/i/**, and a word example, **insect**.
- Repeat the name of the letter, the sound, and the word **insect** several times.
- Let the children repeat (**li, /i/, ink**) as you raise the flashcard of the letter **li** and the picture of an **insect**.
- Repeat the same procedure with other word examples: **ill, igloo and iguana**.
- Now, let the children repeat again and quiz them with the four word examples.
- Show the word flashcards of each picture and stress the initial sound **/i/**; it should be in a different colour.
- Draw the 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 insect**.
- Do the same with **ill, igloo, and iguana**. While you are reading, point to the **"li"** and ask the students what sound **li** makes.
- Let the children read the words **insect, ill, igloo and iguana** after you.
- Invite students to come out and point to the pictures. Say, **"Point to insect, ill, igloo, and iguana."** Ask them what sound **li** 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 12.
- **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.

### 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 sandpaper to feel the letter while blindfolded to guess what letter it is.

- Play the video of writing letter **li** 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 **l**, 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 **li**, small and capital, with a dotted outline.
- 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 again how you are writing the letter in words as you trace.
- Invite students to trace and write the letter on the board.
- Ask the students to open their books on page 12 and trace and write the letters.
- 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 trace.
- 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.

## AB/p. 10

### Colour.

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.

- 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 10.
- Ask them, ***“What is this?” “Iguana.”***
- Let the children say ***“l, /i/, iguana”*** many times.
- Draw letter **li**, capital and small, on the board with the tracing steps' numbers. Colour the letters following the numbers and make sure that the students understand how to colour following the tracing numbers, not randomly.
- Now, ask them to colour letter **li**, capital and small, following the numbers.
- Ask them to colour the **iguana** choosing whatever colour they want.

## AB/p. 10

## Trace and write.

- Follow the same tracing steps explained in the pupil's book page 12 to do the exercise.

### AB/p. 11

#### Circle the pictures that begin with the /i/ sound.

- Give the letter cards of the alphabet (*if available or you can prepare them before class on small cut cards*) to the students and ask them to find the card of letter **li**.
- Make sure that all students can recognise letter **li**.
- Show the pictures that start with letter **li** to the students. Say, **l**, **/i/**, **insect/ ill**. Do the same with the other pictures.
- Ask them, **"What is this?" "What is the first letter's name/ sound?"**
- Make sure that they recognise every picture and the letter that starts it.
- Tell the students that you will only circle the picture that starts with letter **li**.
- Ask students to open their activity books on page 11 and circle the pictures that start with letter **li**.
- Walk around to help and direct the children.

#### Look at the pictures and tick (✓) the correct words.

- Give the flashcards of the alphabet to the students and ask them to find the flashcards of letter **li**.
- Make sure that all students can recognise letter **li**.
- Give the flashcards of the pictures that start with letter **li** to the students. Say, **l**, **/i/**, **iguana**. Do the same with other pictures.
- Now, stick the flashcards, picture side and word side, of **iguana** on the board beside each other. Do the same with the other picture.
- Tell the students to open their activity books on page 11.
- Ask them to look at the picture flashcard with its word on the board. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

## Lesson 9

### Pupil's Book & Activity Book Session

#### Introducing & 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 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. 13**

**Detailed instruction:**

**Listen and repeat.**

**Introducing Letter *Oo* (*octopus, olives, onion and orange*):**

- Play the letter "*Oo*" song on YouTube several times; encouraging 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 *octopus, olives, onion* and *orange*.
- 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! Toda, I'm going to teach you a new letter sound.*"
- Show the flashcard of letter *Oo*.
- Show the four 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 "*octopus, olives, onion and orange*".
- Let the puppet say the letter's name *Oo*, the letter's sound */o/*, and a word example, *octopus*.
- Repeat the name of the letter, its sound, and the word *octopus* several times.
- Let the children repeat (*Oo, /o/, octopus*) as you raise the flashcard of letter *Oo* and the picture of an *octopus*.
- Repeat the same procedure with other word examples *olives, onion* and *orange*.
- Now, let the children repeat again and quiz them with the four word examples.
- Show the words flashcards of each picture, and stress the initial sound */o/*; it should be in a different colour.
- Draw the students' attention to the */o/* sound at the beginning of each word.
- Read the word repeating the */o/* sound several times and then the full word: *o o o octopus*.
- Do the same with *olives, onion* and *orange*. While you are reading, point to the "*Oo*", and ask the students what sound *Oo* makes.
- Let the children read the words *olives, onion* and *orange* after you.



- Invite students to come out and point to the pictures. Say, "*Point to **o**ctopus, **o**lives, **o**nion and **o**range.*" Ask them what sound **Oo** 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.
- Let students open their books on page 13.
- **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.

### 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 sandpaper 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 curved line down from the top to the middle, then continue from the bottom to the top and close. To write the lowercase **o**, draw a curved line down from the middle and down to the bottom, then continue from the bottom to the top and close.*"
- Draw letter **Oo**, capital and small, with a dotted outline.
- 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 again how you are writing the letter in words as you trace.
- Invite students to trace and write the letter on the board.
- Ask your students to open their books on page 13 and to trace and write the letters.
- 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 trace.
- 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.

### AB/p. 12

### Colour.



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.

- 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 12.
- Ask them, "**What is this?**" "**Orange.**"
- Let the children say "**O, /o/, orange**" many times.
- Draw letter **Oo**, capital and small, on the board with the tracing steps' numbers. Colour the letters following the numbers, and make sure that the students understand how to colour following the tracing numbers, not randomly.
- Now, ask them to colour letter **Oo**, capital and small, following the numbers.
- Ask them to colour the **orange** choosing whatever colour they want.

### Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

### AB/p. 13

#### Circle the pictures that begin with the /o/ sound.

- Give the letter cards of the alphabet (*if available or you can prepare them before class on small cut cards*) to the students and ask them to find the card of letter **Oo**.
- Make sure that all students can recognise letter **Oo**.
- Show the pictures that start with letter **Oo** to the students. Say, **O, /o/, octopus/ olives**. Do the same with the other pictures.
- Ask them, "**What is this?**" "**What is the first letter's name/ sound?**"
- Make sure that they recognise every picture and the letter that starts it.
- Tell the students that you will only circle the picture that starts with letter **Oo**.
- Ask the students to open the activity book on page 13 and circle the picture that starts with letter **Oo**.
- Walk around to help and direct the children.

#### Look at the pictures and tick (✓) the correct words.

- 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**.
- Give the flashcards of the pictures that start with letter **Oo** to the students. Say **O, /o/, onion**. Do the same with other pictures.

- Now, stick the flashcard of **onion**, picture side and word side, on the board beside each other. Do the same with the other picture.
- Tell students to open their activity books on page 13.
- Tell them to look at the picture flashcard with its word on the board. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

## Lesson 10

### Pupil's Book & Activity Book Session

#### Introducing & 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 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. 14

### Detailed instruction:

#### Listen and repeat.

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

- Play the letter **Uu** song on YouTube several times; encouraging children to repeat and sing along.
- Use a puppet if available or a stick figure with the alphabet flashcards to introduce letter **Uu** and the example words **umbrella**, **under**, **upset** 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 four 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 **"u"**. Teach the words by showing them the real objects if available or the pictures of **"umbrella," "under," "upset"** 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, its 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, upset** and **umpire**.
- Now, let the children repeat again and quiz them with the four word examples.
- Show the word flashcards of each picture and stress the initial sound **/u/**; it should be in a different colour.
- Draw the students' attention to the **/u/** sound at the beginning of 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, upset** and **umpire**. While you are reading, point to the "**Uu**" and ask the students what sound **Uu** makes.
- Let the children read the words **umbrella, under, upset** and **umpire** after you.
- Invite students to come out and point to the pictures. Say, "**Point to umbrella, under, upset and umpire.**" Ask them what sound **Uu** 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 14.
- **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.

### 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 the sandpaper 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 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 **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.
- 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 again how you are writing the letter in words as you trace.
- Call out students to trace and write the letter on the board.
- Ask the students to open their books on page 14 and to trace and write the letters.
- 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 trace.
- 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.

## AB/p. 14

### Colour.

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.

- 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 14.
- Ask them, "**What is this?**" "**Umbrella.**"
- Let the children say "**Uu, /u/, umbrella**" many times.
- Draw letter **Uu**, capital and small, on the board with the tracing steps. Colour the letters following the numbers, and make sure that the students understand how to colour following the tracing numbers, not randomly.
- Now ask them to colour letter **Uu**, capital and small, following the numbers.
- Ask them to colour the **umbrella** choosing whatever colour they want.

### Trace and write.

- Follow the same tracing steps explained in the pupil's book p. 14 to do the exercise.

## AB/p. 15

### Circle the pictures that begin with the /u/ sound.

- Give the letter cards of the alphabet (*if available or you can prepare them before class on small cut cards*) to the students and ask them to find the card of letter **Uu**.
- Make sure that all students can recognise letter **Uu**.
- Show the pictures that start with letter **Uu** to the students. Say, **U, /u/, under/ upset**. Do the same with other pictures.

- Ask them, “**What is this?**” “**What is the first letter' name/ sound?**”
- Make sure that they recognise every picture and the letter that starts it.
- Tell the students that you will only circle the picture that starts with letter **Uu**.
- Ask students to open the activity book on page 15 and circle the picture that starts with letter **Uu**.
- Walk around to help and direct the children.

### Look at the pictures and tick (✓) the correct words.

- 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**.
- Give the flashcards of the pictures that start with letter **Uu** to the students. Say **Uu, /u/, under/ upset**. Do the same with other pictures.
- Now, stick the flashcard of **under**, picture side and word side, on the board beside each other. Do the same with the other picture.
- Tell your students to open their activity books on page 15.
- Tell them to look at the picture flashcard with its word on the board. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

## Lesson 11

### Pupil's Book & Activity Book Session

#### Warm-up:

- Play the numbers song in every number lesson and let the children sing along as you point to the numbers poster or cards of numbers **1 - 20**. Review the numbers on the number poster every day in the circle; this will help build a good concept of counting in sequence.
- **Show flashcards/visuals:** Use the flashcard of the target number, digit side, or just write it on the board and draw an item to let them visualize the concept that the new number represents.
- **Sound out the number:** Say number **1** aloud several times, pointing to it and to the visual that represents it.
- Let the children say number **1** and repeat it several times.
- **Use counters:** Count item(s) that represent(s) the target number.
- **Listen to the audio:** Let the pupils listen to the audio while you are pointing to the screen, flashcards or poster.
- **Students number cards:** Let the children find the number that you name amongst other numbers using their number cards (*prepared earlier for the purpose*); ask them to hold it up for you to see.

- Play the lesson on the interactive board and point to the number on the screen; repeat several times for the children to listen carefully.
- Ask the students to repeat after the audio as you are pointing to the number and sounding it out.
- Follow the same steps to teach number **2**.
- **Sight-read the number words:** Use the flashcards, word side, or write the number words on the board for the children to sight-read them **one** and **two**. Practise reading the words **one** and **two** as many times as needed. Make sure that each child gets the chance to read.

## PB/p. 15

### Listen, count and repeat

- Ask students to open their pupil's books on page 15 and read the lesson with them from the book. Teach them to open it from left to right, pointing to each number with the picture(s) that represent the number.
- Tell the children to point in their books as they are repeating after you.
- Pupils listen to the audio again, point in their books and repeat. Then, they say the numbers (**1 & 2**), **1 eraser** and **2 envelopes**, as they point in their books.
- Say each number aloud, and point as you count in order. This practice connects the counting skill with a visual image of each number.
- Ask the children to count the items in their books and say the number. Ask, "**How many erasers?**" Elicit **1**. Ask, "**How many envelopes?**" "**Let us count together 1, 2 envelopes.**"
- Walk around to help, guide, and check that they are pointing to the correct number.
- **Sight-read:** The teacher reads from the flashcards the words "**one**" and "**two**." The pupils relate the three parts; the word, the digit, and how many items the number represents. Students repeat several times.
- Play the lesson on the interactive board again and point to 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.
- 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.

### Colour.

- Tell the students colour numbers **1 & 2**. Walk around to guide them through it.
- Ask them, "**What is this number?**" "**1**" "**2**."
- Let the children say "**one**," "**two**" many times.
- Use the flashcards of the numbers, and remind them of the digit and how many items the number represents.

- Now, ask them to colour numbers **1** and **2**.

### Trace and write.

- **Sense of touch:** Use the play-dough to form the numbers, the sand tray to write the number with their fingers, or use blocks with extruded numbers to feel the number while blindfolded to guess what number it is.
- Teach the children how to write the number: You need to draw the four-line grid on the board and show the pupils how to write the number. Talk to your pupils about the movements you make while writing; 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 to the bottom. 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.”*
- Draw the numbers with a dotted outline.
- Tell the kids you will trace them now.
- You need to demonstrate it on the board. Write the number with dotted lines and trace it. Describe again how you are writing the number in words as you trace.
- Call out students to trace and write the number on the board.
- Ask students to open their books on page 15 and ask students to trace and write the letters.
- 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 trace.
- 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 arrows.

### AB/p. 16

#### Count and Circle the correct number.

- Give the number cards to the students and ask them to find numbers **1** and **2**.
- Make sure that all students can recognise numbers **1** and **2**.
- Show the pictures used in the exercise to the students. Name them and say *“ambulance,” “axes.”*
- Ask, *“How many ambulances?”* Let us count **1 or 2**. Elicit the answer **“1”**.
- Do the same with the **axes**.
- Make sure that they recognise every picture and the number that it represents.
- Explain to the students what they need to do on the screen and do it with them. Call students out to do the same on the screen.
- Now, tell the students to open their activity books on page 16.



- Tell them to count the items and circle the numbers that represent the items in the pictures. Walk around to help and direct the children.

### Trace and write the number.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

## Lesson 12

### Pupil's Book & Activity Book Session

PB/pp. 16 & 17

Short vowels **a, e, i, o, u**

### Listen, repeat and spell the words.

- Read the introduction before you teach these two pages under **Teaching Phonics**.
- You will need to practise reading these words orally first: **apple, ant, egg, elephant, ink, igloo, orange, octopus, umbrella** and **umpire**.
- Check their understanding of the meaning of the words by using picture flashcards of the words or just showing the pages on the screen.
- Revise and quiz the students with the flashcards, picture side and word side. See if the students can sight-read the words so far; if not, you will need to practise reading the words again one by one, focusing on the target sound coloured in red.
- Play one of the games suggested in the introduction and add fun by varying the reading procedure.
- Show pages 16 & 17 on the screen and do the reading on the screen with the students before they open their books. Read the instruction line as well every time you do the activity: **"Listen, repeat and spell the words."**
- **Spelling:** You can do the spelling if your students have already learnt the names of the letters and can now name them Aa-Zz. If not, then leave the spelling to a later stage.
- **Sight-reading:** Read and let the class read the words with you several times (*chorus, groups, individuals*) as you point to the words on the screen. Then, invite individuals to read from the screen.
- **Listen to the audio:** Play the audio of pages 16 and 17 and let the class listen carefully and many times. Then, let them repeat the audio in the same way until they master reading the words.
- Ask the students to open their books on pages 16 & 17; you still need to help them open their books. Make certain they are all following the same pages.
- Read the instruction line as well, every time you do the activity: **"Listen, repeat and spell the words."** To make it more familiar, you can ask the children to repeat reading the instruction line after you until they memorise it. They need to know the names of the



letters to spell; if they still do not know the names, leave this step for a later stage when they all know the letters.

- Now, ask them to point to the word **apple** and read it. **Say a, /a/, apple.** Repeat this, and ask individuals to say it in the same way.
- Do the same with the rest of the words.
- Add variety by using body language (TPR) to imitate the picture and the students guess the word. Alternatively, say the beginning sound with a gesture, and the student says the word.
- Finally, let the students get used to reading the words on their own while you walk around the class and listen to them read from their books one by one.

## AB/p. 17

### Look at the picture and write the missing letter.

- Use the flashcards, picture side and word side.
- Practise reading these words orally first: **apple, ant, elephant, ink, igloo, orange, octopus, umbrella** and **umpire**.
- Check their understanding of the meaning of the words by using picture flashcards of the words.
- Show the short vowel flashcards **a, e, i, o,** and **u** on the board.
- Ask students to open the activity book on page 17.
- **Explain the task:** Tell the students that they need to write the correct vowel in the correct blank and under the correct picture.
- Walk around to help and guide the children.

## Review

### AB/ p. 18

#### Circle the beginning sound.

**The purpose of review pages is to recap what students have learned.**

- Go through all the short vowel letters on the screen on page 18.
- Read the instructions line and explain the task. Tell the students that they need to name the picture and circle the sound that the picture starts with.
- Point to the **axe** and say, **“What is this?”**
- Say **“a, /a/, axe.”**
- Point to each sound under the picture of the **axe** and say **/a/, /e/, /i/**. Now, ask the students, **“What sound does axe start with?”** Get the students to answer and elicit **/a/** from them.
- Do the same with the rest of the pictures.

- Ask the students to open their activity books on page 18.
- Tell them you will circle the beginning sound of each picture again on the screen and help them do the same.

## AB/ p. 19

### Say and match.

- Play the alphabet song on the screen and let the students sing along while you are pointing to the letters, sounds, and pictures.
- Start with letter **Aa, apple** on the poster and point to the picture on the poster and say, **apple, apple**. Let the children repeat the word while you are nibbling at an apple. You can use a real apple for the purpose. Now say, **“a, /a/ apple”** pointing to the beginning letter sound, **/a/** in the word **apple**. Then, teach the name of the letter. Say, **“Aa (name), /a/ (sound), apple (word example)**. Remember that, here, we are working orally and fast.
- Go through all the letters on the poster/ screen in the same way.
- Use the flashcards of the pictures in the exercise, or play page 18 on the screen.
- Do the same previous steps with the pictures here.
- Point to the **egg** and say: **“What is this?”**
- Say, **“egg, Ee, /e/, egg.”**
- Give them the flashcards of the alphabet.
- Say, **“Oo, /o/, orange.”**
- Ask them to find the matching flashcard among the flashcards they have. Do the same with other pictures.
- Ask the students to open the activity book on page 18.
- Tell them you will match the capital letter with the picture of the small letter.
- Walk around to guide and help.

# Unit 1

## My School Things

Pupil's Book Session pages 18 – 23

Activity Book Session pages 20 - 29

New Words	<b>Chant words:</b> ruler, pencil, desk, crayons, eraser, book, bag <b>Number words:</b> three, four <b>Numbers:</b> 3 - 4 <b>Chant:</b> My School Things
Grammar	"What is this?" "It is a/an (pencil)."
Letter Sounds & Words	( <b>Ss:</b> snake, sun, snail, star), ( <b>Tt:</b> tree, train, tomato, tiger) and ( <b>Pp:</b> popcorn, pan, pizza, panda)
Language Functions	Asking about school things

### Outcomes

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

- Identify school things.
- Respond to yes/no questions with "Is this ...?" and questions with "What's this?"
- Sing all letters' names and sounds in the alphabet song (Aa-Zz).
- Identify, sound out and write the letters **Ss**, **Tt** and **Pp**, capital and small, and say four word examples that begin with the sounds /s/, /t/ and /p/.
- Sight-read the keywords in the unit.
- Listen and repeat the chant.
- Identify numbers from **3** to **4** in sequence and count the items that represent the number. Respond to "How many?" questions.
- Trace and write the letters **Ss**, **Tt**, and **Pp** in the correct formation.

Unit One		
My School Things		
Lesson	Session	Content and pages
Lesson 1	Pupil's Book Session	Introducing vocabulary & grammar. PB/p. 18: Listen, point and repeat.
Lesson 2	Pupil's Book Session	Practice vocabulary & grammar. PB/p. 19: Ask and answer. PB/p. 19: Listen and chant.
Lesson 3	Activity Book Session	AB/p. 20: Look at the pictures and tick the correct words.
Lesson 4	Activity Book Session	AB/p. 21: Find the words.
Lesson 5	Activity Book Session	AB/p. 21: Colour the picture.
Lesson 6	Pupil's Book & Activity Book Session	Introducing & practising letter <b>Ss</b> sound /s/ PB/p. 20: Listen and repeat. PB/p. 20: Trace and write. AB/p. 22: Colour. / Trace and write. AB/p. 23: Circle the picture. / Tick the correct words.
Lesson 7	Pupil's Book & Activity Book Session	Introducing & practising letter <b>Tt</b> sound /t/ PB/p. 21: Listen and repeat. PB/p. 21: Trace and write. AB/p. 24: Colour. / Trace and write. AB/p. 25: Circle the picture. / Tick the correct words.
Lesson 8	Pupil's Book & Activity Book Session	Introducing & practising letter <b>Pp</b> sound /p/ PB/p. 22: Listen and repeat. PB/p. 22: Trace and write. AB/p. 26: Colour. / Trace and write. AB/p. 27: Circle the picture. / Tick the correct words.
Lesson 9	Pupil's Book & Activity Book Session	Introducing & practising numbers <b>3-4</b> PB/p. 23: Listen, count and repeat. / Colour. /Trace and write. AB/p. 28: Colour by number. AB/p. 29: Count and circle. / Trace and write.
Lesson 10	Activity Session	AB/p. 30: Organised Class Activity.
Lesson 11	Project Work	Make class stationery.
Lesson 12	Assessment	Starter unit & unit 1

## Lesson 1

### Pupil's Book Session

#### Introducing vocabulary & grammar

#### PB/p. 18

#### A warm up:

You can start this unit by holding a pencil and saying, "**(pencil)**", "**Look! It is a (pencil).**" Invite kids to point to their pencils and say, "**pencil.**" Show the students the class tools on your table. Tell them they will learn about the things they use in the class.

## Listen, point and repeat.

- Play the page on the interactive board or use a poster and flashcards (*ordered with the books*) for the purpose.
- Talk with the class about the picture. Tell them that the items are things that we use at school.
- Introduce the items in the book, page 18. Say, **"This is a/an (pencil/ ruler/ bag/ eraser/ book/ desk)." "These are crayons."** Repeat several times pointing to items on the screen/poster and encourage the children to repeat after you. It is important to point to the item when saying its name.
- Ask simple yes/no questions first, then ask, **"What is this?"** At this stage, you might need to provide the model answer yourself and encourage the kids to repeat it many times until they get the idea. **"It is a pencil."** For example, **"Are these (crayons)?" "No" or "Yes." "Is this a (pencil)?" "No" or "Yes."**
- Ask what-questions: **"What is this?" "It is a (pencil)." "What are these?" "They are crayons."** Keep pointing to the item on the screen/ poster while saying the name.
- Stress the new form **"It is a (pencil)"** by repeating it many times orally and inviting children out to say the same. To ask the what-question, you can say, **"What is this?"** or **"What's this?"** using the short form of **'is,'** so that the students listen to and learn both forms naturally.
- **Listen to the audio:** 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 school things flashcards and say, **"pencil," "ruler," "bag," "eraser," "book," "desk" and "crayons."**
- **Sight-Reading:** Teach the class to sight-read new words (*the school things' 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 18."** Walk around to help them open their books on the page.
- Ask them to listen carefully to the audio again, as they point to the items; you need to do the same yourself on the screen/ 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, such as 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

#### Practicing vocabulary & grammar

#### PB/p. 19

#### Ask and answer.

- Revise the items with the class again. Say, ***"It is a/an (pencil/ ruler/ bag/ eraser/ book/ desk). These are crayons."*** Repeat those several times, pointing to pictures on the screen/poster and let the children repeat after you. It is important to point to the item when saying its name.
- Ask simple yes/no questions. At this stage, you might need to provide the model answer yourself and encourage the kids to repeat it many times until they get the idea. For example, ***"Is this a (pencil)?" "No" or "Yes."***
- Ask what-questions: ***"What is this?" "It is a (pencil)."***
- Do the same with the other items using the flashcards.
- Raise the flashcard of the ***"ruler"*** and ask the students, ***"What is this?" "It is a (ruler)."*** Do the same with the rest of the items.
- Repeat asking and answering until you feel that the students have mastered both the questions and the answers.

#### Listen and chant.

#### Teaching Chants

Chants in *Bright kids* support learning vocabulary and grammar. Rhythmic repetition enhances memory of words and forms. Children will be able to remember the words when they sing them.

#### Instructions on how to introduce chants:

- Play the chant and encourage children to join in and chant with the audio.
- You might need to play it more than once, for this is their first chant, until they are able to say the words with the right rhythm.

- This is part of the practice stage, so make sure that each student is saying the words accurately.
- Try to work on fluency, too. Repeat as much as the children need. However, do not force them into it. Let them develop their fluency with time and practise.

## Lesson 3

### Activity Book Session

**AB/p. 20**

**Look at the pictures and tick (✓) the correct words.**

- Quiz the students using the flashcards to assess their ability to identify the school things words that they learnt and practised in the pupil's book.
- Show the items on the screen and ask them, ***“What is this?”*** Try to get the correct answers from them. If they cannot produce the correct answers, then you need to provide them and practise again.
- Do the same with all the items.
- **Test the students in reading:** Sight-read the words again and quiz the students using flashcards word side.
- Show page 20 on the screen. Tell the students to open their activity books on the same page. Walk around to help them do so. Read the instruction line on the screen and explain the task. Read the instruction line as you point on the screen, and the students point in their books.
- Tell them that they have to tick the correct item that matches the picture. Do one example with them; then, read the rest of the words with them and let them work individually.
- Walk around to help and direct the children.

## Lesson 4

### Activity Book Session

**AB/ p. 21**

**Find the words.**

- Give the flashcards of the school things to the students.
- Show the items on the screen and ask them, ***“What is this?” “It is a bag.”***
- Do the same with other words.
- Practise reading the item words again.
- Give the school things flashcards to the students.
- Write each word on the board and read it many times. For example, ***“ruler.”***
- Ask the students to find the related flashcard for the word ***“ruler.”***
- Play page 21 on the screen.

- Explain that they need to look for the word that matches the flashcard that they already found, **“ruler.”** You can find the word hidden horizontally, vertically, or diagonally.
- When they find a word, they can raise their hands or call it out.
- Apply the steps on the screen in front of them. Tell them that when they find the word, they have to circle it.
- Do the same with other words.
- Walk around to help and direct the children.

## Lesson 5

### Activity Book Session

**AB/ p. 21**

#### Colour the picture.

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.

- 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 21.
- Ask them, **“What is this?” “Bag.”**
- Let the children say **“bag”** many times.
- Now, ask them to colour the picture of the **bag**.

## Lesson 6

### Pupil’s Book & Activity Book Session

**PB/p. 20**

#### Introducing & 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 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 and repeat.



### Introducing the Letter **Ss** (**sun**, **snail**, **snake** and **star**):

- Play the letter **Ss** song on YouTube several times; encouraging children to repeat and sing along.
- Use a puppet, if available, or a stick picture with the alphabet flashcards to introduce letter **Ss** and the example words **sun**, **snail**, **snake** and **star**.
- 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 **Ss**.
- Show the four objects/ pictures that start with the 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 the letter "**Ss**". Teach the words by showing them the real objects if available or the pictures of **"sun, snail, snake and star."**
- Let the puppet say the letter's name, **Ss**, the letter's sound, **/s/**, and a word example, **sun**.
- Repeat the name of the letter, its sound, and the word **sun** several times.
- Let the children repeat (**Ss, /s/, sun**) as you raise the flashcard of the letter **Ss** and the picture of a **sun**.
- Repeat the same procedure with other word examples **snail, snake** and **star**.
- Now, let the children repeat again and quiz them with the four word examples.
- Show the word flashcards of each picture and stress the initial sound **/s/**; it should be in a different colour.
- Draw the 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 sun**.
- Do the same with **snail, snake** and **star**. While you are reading, point to the "**Ss**" and ask the students what sound **Ss** makes.
- Let the children read the words **snail, snake** and **star** after you.
- Invite students to come out and point to the pictures. Say, *"Point to sun, snail, snake and star."* Ask them what sound **Ss** 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 20.
- **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.

### 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 the sandpaper 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 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 **S**, draw a curve from the top to the middle without stopping, 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**, capital and small, with a dotted outline.
- 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 again how you are writing the letter in words as you trace.
- Invite students to trace and write the letter on the board.
- Ask your students to open their books on page 20 and to trace and write the letters.
- 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 trace.
- 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.

## AB/p. 22

### Colour.

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.

- 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 22.
- Ask them, ***“What is this?” “Snake.”***
- Let the children say, ***“Ss, /s/, snake”*** many times.
- Draw letter **Ss**, capital and small, on the board with the tracing steps' numbers. Colour the letters following the numbers, and make sure that the students understand how to colour following the tracing numbers, not randomly.
- Now, ask them to colour letter **Ss**, capital and small, following the numbers.
- Ask them to colour the **snake** choosing whatever colour they want.

## Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

### AB/p. 23

#### Circle the pictures that begin with /s/ sound.

- Give the letter cards of the alphabet (*if available or you can prepare them before class on small cut cards*) to the students and ask them to find the card of letter **Ss**.
- Make sure that all students can recognise letter **Ss**.
- Show the pictures that start with letter **Ss** to the students. Say, **S, /s/, star/ sun**. Do the same with other pictures.
- Ask them, **"What is this?" "What is the first letter's name/sound?"**
- Make sure that they recognise every picture and the letter that it starts with.
- Tell the students that you will only circle the picture that starts with letter **Ss**.
- Ask the students to open the activity book on page 23 and circle the picture that starts with letter **Ss**.
- Walk around to help and direct the children.

#### Look at the pictures and tick (✓) the correct words.

- Give the flashcards of the alphabet to the students (*if available or you can prepare them before class on small cut cards*) and ask them to find the flashcards of letter **Ss**.
- Make sure that all students can recognise letter **Ss**.
- Give the flashcards of the pictures that start with letter **Ss** to the students. Say, **Ss, /s/, snail**. Do the same with the other picture.
- Now, stick the flashcard picture side of **snail** on the board and another flashcard word side of **snail** beside it. Do the same with the other picture.
- Tell the students to open their activity books on page 23.
- Tell them to look at the picture flashcards with their word on the board. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

## Lesson 7

### Pupil's Book & Activity Book Session

#### PB/p. 21

#### Introducing & 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 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 and repeat.

#### Introducing the Letter **Tt** (**train**, **tomato**, **tiger** and **tree**):

- Play the letter **Tt** 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 **Tt** and the example words **train**, **tomato**, **tiger**, and **tree**.
- 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 **Tt**. Show the four objects/ pictures that start with the 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 the letter **"Tt"**. Teach the words by showing them the real objects, if available, or the pictures of **"train, tomato, tiger, and tree."**
- Let the puppet say the letter's name, **Tt**, the letter's sound, **/t/**, and a word example, **train**.
- Repeat the name of the letter, the sound, and the word **train** several times.
- Let the children repeat (**Tt, /t/, train**) as you raise the flashcard of letter **Tt** and the picture of a **train**.
- Repeat the same procedure with other word examples: **tomato, tiger** and **tree**.
- Now, let the children repeat again and quiz them with the four word examples.
- Show the word flashcards of each picture and stress the initial sound **/t/**; it should be in a different colour.
- Draw the students' attention to the **/t/** sound at the beginning of each word.
- Read the word, repeating the **/t/** sound several times, and then the full word: **t t t train**.
- Do the same with **tomato, tiger** and **tree**. While you are reading, point to the **"Tt"** and ask the students what sound **Tt** makes.

- Let the children read the words **train, tomato, tiger** and **tree** after you.
- Invite students to come out and point to the pictures. Say, "Point to **train, tomato, tiger** and **tree**."
- 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 books on page 21.
- **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.

### 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 the sandpaper 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.
- 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 again how you are writing the letter in words as you trace the lines.
- Invite students to trace and write the letter on the board.
- Ask your students to open their books on page 21 and to trace and write the letters.
- 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 trace.
- 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.

**AB/p. 24**

**Colour.**

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.

- 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 24.
- Ask them, **"What is this?" "Tree."**
- Let the children say, **"Tt, /t/, tree"** many times.
- Draw letter **Tt**, capital and small, on the board with the tracing steps. Colour the letters following the numbers, and make sure that the students understand how to colour following the tracing numbers, not randomly.
- Now, ask them to colour letter **Tt**, capital and small, following the numbers.
- Ask them to colour the **tree** choosing whatever colour they want.

### Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

## AB/p. 25

### Circle the pictures that begin with the /t/ sound.

- Give the letter cards of the alphabet (*if available, or you can prepare them before class on small cut cards*) to the students and ask them to find the card of letter **Tt**.
- Make sure that all students can recognise letter **Tt**.
- Show the pictures that start with letter **Tt** to the students. Say, **"T, /t/, tiger/ tomato."** Do the same with the other pictures.
- Ask them, **"What is this?" "What is the first letter' name/ sound?"**
- Make sure that they recognise every picture and the letter that it starts with.
- Tell the students that you will only circle the picture that starts with letter **Tt**.
- Ask the students to open their activity books on page 9 and circle the picture that starts with letter **Tt**.
- Walk around to help and direct the children.

### Look at the pictures and tick (✓) the correct words.

- 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**.
- Give the flashcards of the pictures that start with letter **Tt** to the students. Say, **"Tt, /t/, train."** Do the same with other pictures.

- Now, stick the flashcard picture side of **train**, picture side and word side, on the board beside each other. Do the same with the other picture.
- Tell the students to open their activity books on page 25.
- Ask them to look at the picture flashcard with its word on the board. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

## Lesson 8

### Pupil's Book & Activity Book Session

#### PB/p. 22

#### Introducing & 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 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 and repeat.

##### Introducing the Letter **Pp** (**pan**, **pizza**, **panda** and **popcorn**):

- Play the letter **Pp** 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 **Pp** and the example words **pan**, **pizza**, **panda** and **popcorn**.
- 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 **Pp**. Show the four objects/ pictures that start with the 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 the letter "**p**". Teach the words by showing them the real objects if available or the pictures of **pan**, **pizza**, **panda** and **popcorn**.



- Let the puppet say the letter's name **Pp**, the letter's sound **/p/**, and a word example, **pan**.
- Repeat the name of the letter, the sound, and the word **pan** several times.
- Let the children repeat (**Pp**, **/p/**, **plum**) as you raise the flashcard of the letter **Pp** and the picture of a **pan**.
- Repeat the same procedure with other word examples **pizza**, **panda** and **popcorn**.
- Now, let the children repeat again and quiz them with the four word examples.
- Show the words flashcards of each picture and stress the initial sound **/p/**; it should be in a different colour.
- Draw students' attention to the **/p/** sound at the beginning of the each word.
- Read the word repeating the **/p/** sound several times and then the full word: **p p p pan**.
- Do the same with **pizza**, **panda** and **popcorn**. While you are reading, point to the "**Pp**" and ask the students what sound **Pp** makes.
- Now, show the word flashcards with the letter a in a different colour and read the word.
- Let the children read the words **pan**, **pizza**, **panda** and **popcorn** after you.
- Invite students to come out and point to the pictures. Say, "Point to **pan**, **pizza**, **panda** and **popcorn**." 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 22.
- **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.

### 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 sandpaper 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 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 **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 the letter **Pp**, small and capital, with a dotted outline.
- 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 again how you are writing the letter in words as you trace.
- Invite students to trace and write the letter on the board.
- Ask the students to open their books on page 22 and trace and write the letters.
- 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 trace.
- 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.

## AB/p. 26

### Colour.

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.

- 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 26.
- Ask them, "**What is this?**" "**Popcorn.**"
- Let the children say, "**Pp, /p/, popcorn**" many times.
- Draw letter **Pp**, capital and small, on the board with the tracing steps' numbers. Colour the letters following the numbers and make sure that the students understand how to colour following the tracing numbers, not randomly.
- Now, ask them to colour letter **Pp**, capital and small, following the numbers.
- Ask them to colour the **popcorn** choosing whatever colour they want.

### Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

## AB/p. 27

### Circle the picture that begins with the /p/ sound.

- Give the letter cards of the alphabet (*if available or you can prepare them before class on small cut cards*) to the students and ask them to find the card of letter **Pp**.
- Make sure that all students can recognise letter **Pp**.
- Give the flashcards of the pictures that start with letter **Pp** to the students. Say, "**Pp, /p/, panda/ pan.**" Do the same with other pictures.
- Ask them, "**What is this?**" "**What is the first letter?**"
- Make sure that they recognise every picture and the letter that starts it.
- Tell students that you will only circle the picture that starts with letter **Pp**.

- Ask students to open the activity book on page 27 and circle the picture that starts with letter **Pp**.
- Walk around to help and direct the children.

### Look at the pictures and tick (✓) the correct words.

- Give the flashcards s of the alphabet to the students and ask them to find the flashcards s of letter **Pp**.
- Make sure that all students can recognise letter **Pp**.
- Give the flashcards s of the pictures that start with letter **Pp** to the students. Say, "**Pp**, **/p/**, **pizza**." Do the same with other pictures.
- Now, stick the flashcards, picture side and word side, of **pizza** on the board beside each other. Do the same with the other picture.
- Tell students to open their activity books on page 27.
- Ask them to look at the picture flashcard with its word on the board. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

## Lesson 9

### Pupil's Book & Activity Book Session

#### PB/p. 23

#### Introducing & practising numbers **3 & 4**

##### Warm-up:

##### A song

- Play the numbers song in every number lesson and let the children sing along as you point to the numbers poster or cards of numbers **1 - 20**. Review the numbers on the number poster every day in the circle; this will help build a good concept of counting in sequence.
- **Show flashcards/visuals:** Use the flashcard of the target number, digit side, or just write it on the board and draw an item to let them visualize the concept that the new number represents.
- **Sound out the number:** Say number **3** aloud several times, pointing to it and to the visual that represents it.
- Let the children say number **3** and repeat it several times.
- **Use counters:** Count item(s) that represent(s) the target number.
- **Listen to the audio:** Let the pupils listen to the audio while you are pointing to the screen, flashcards or poster.

- **Students number cards:** Let the children find the number that you name amongst other numbers using their number cards (*prepared earlier for the purpose*); ask them to hold it up for you to see.
- Play the lesson on the interactive board and point to the number on the screen; repeat several times for the children to listen carefully.
- Ask the students to repeat after the audio as you are pointing to the number and sounding it out.
- Follow the same steps to teach number **4**.
- **Sight-read the number words:** Use the flashcards, word side, or write the number words on the board for the children to sight-read **three** and **four**. Practise reading the words **three** and **four** as many times as needed. Make sure that each child gets the chance to read.

### Listen, count and repeat.

- Ask students to open their pupil's books on page 23 and read the lesson with them from the book. Teach them to open it from left to right, pointing to each number with the picture(s) that represent the number.
- Tell the children to point in their books as they are repeating after you.
- **Listen, point and say:** Pupils listen to the audio again, point in their books and repeat. Then, they say the numbers (**3, 4**) as they point in their books.
- Say each number aloud, and point as you count in order. This practice connects the counting skill with a visual image of each number.
- Ask the children to count the items in their books and say the number. Ask, "**How many pizzas?**" "**Let us count together 1, 2 and 3, 3 pizzas.**" Do the same with the other picture. Ask, "**How many snails?**" "**Count, 1, 2, 3 and 4, 4 snails.**"
- Walk around to help, guide and check that they are pointing to the correct number.

### Colour.

- Help the children open their pupil's books on page 23.
- Ask them "**What is this number?**" "**Three.**" "**Four.**"
- Let the children say, "**Three,**" "**Four**" many times.
- Use the flashcards of the numbers and remind the students with the word, the digit, and how many items the number represents
- Now, ask them to colour numbers **3** and **4**.

### Trace and write.

- **Sense of touch:** Use the play-dough to form the numbers, the sand tray to write the number with their fingers, or use blocks with extruded numbers to feel the number while blindfolded to guess what number it is.
- Teach the children how to write the number: You need to draw the four-line grid on the board and show the pupils how to write the number. Talk to your pupils about the movements you make while writing; for example, *"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 the top, draw a straight line to the bottom."*
- Draw the numbers with a dotted outline.
- Tell the kids you will trace them now.
- You need to demonstrate it on the board. Write the number with dotted lines and trace it. Describe again how you are writing the number in words as you trace.
- Call out students to trace and write the number on the board.
- Tell the students to open their pupil's books on page 23 to trace and write the letters.
- 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 trace.
- 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 arrows.

## AB/p. 28

### Colour by number.

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, page 28.

- Sight-read the colour words many times and ask the children to read them randomly. Use the flashcards, word side.
- Revise the numbers with the students **1 - 4**. They need to identify these numbers.
- You need to stick number flashcards on the board from **1** to **4**, and beside each number, stick the colour that the kids have to choose next to its number, just like in their activity books; **1- yellow, 2- black, 3- blue** and **4- red**.
- For example, stick **one** flashcard with a **yellow** colour flashcard.
- Do the same with other cards.
- Do the colouring with the class first on the screen to make sure they understood the task.
- Ask the children to open their activity books on page 28.
- Tell them to color each spot depending on the number and matching colour on the board.
- Walk around to guide and help.

## AB/p. 29

### Count and circle the correct number.

- Give the number cards to the students and ask them to find numbers **3** and **4**.
- Make sure that all students can recognise numbers **3** and **4**.
- Show the pictures used in the exercise to the students. Name them and say, “*pans*”, “*pillows*”.
- Ask “*How many pans?*” Let's count **1, 2, 3 and 4**. Elicit the answer “**4**”.
- Do the same with the *pillows*.
- Make sure that they recognise every picture and the number that it represents.
- Explain to the students what they need to do on the screen and do it with them. Call students out to do the same on the screen.
- Now, tell the students to open their activity books on page 29.
- Tell them to count the items and circle the numbers that represent the items in the pictures. Walk around to help and direct the children.

### Trace and write the number.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

## Lesson 10

### Activity Session

#### Organised Class Activity

- Explain the task to the students. Divide the students into 4 teams. Tell the students that you will put school supplies in mixed piles in the corners of the class and that they will have to pick the similar items from their pile, organise them, and put them in the right containers.
- Label the containers with the items names. Each group or team will have their own pile and containers and can choose a colour for their containers to distinguish them from other teams' containers.
- Now, bring different school supplies and mix them in piles; put them in the four corners of the classroom.
- Tell the students that when you name an item, they need to pick all similar items from the pile and place them in the correct container.
- You need to time the activity and give them only one minute to collect each item from the pile.
- The team that collects all the items and puts them in the containers first is the winner.

- To make it more challenging, put different items, colours, pens, rulers, pencils, erasers, books, and many other irrelevant items to make it more difficult for the students to find similar items.

## Lesson 11

## Project

## Stationery Crafts

## Make class stationery

- Explain the task before you start working with the class.
- Tell them that they will make stationery in their classroom.
- For your stationery, get the right containers to keep pens, pencils, rulers paper sheets, colours, scissors and glue sticks.
- Label the containers by writing the names of the items on them.
- Decorate the containers with coloured paper.
- Put the containers in a good place that is safe and easy to reach.
- You can show a video of making stationery or show pictures to learn.



## Lesson 12

### Assessment of Starter Unit & Unit 1

- Start with oral assessment by pointing to items/ pictures and asking the students to name them.
- Show the book characters. Hold the picture flashcard up and ask, ***"Who is this?"***
- Point to the colours chart in the class, point to each colour at a time, and ask, ***"What colour is this?"***
- Use the alphabet flashcards to assess each student's ability to say the name of the letter, its sound, and words that start with the sound (Letters ***Aa, Ee, Ii, Oo*** and ***Uu.***)
- Give out worksheets and ask the students to write the first letter of each picture.
- Let the students spell the words if they have learnt the names of the letters, if not, wait until you learn the names from every day practice.
- **Assessment Records:** Remember to take down notes about your students and to keep assessment records that reflect students' progress in learning and in their listening, speaking, reading, and writing.



# Unit 2

## My Family

Pupil's Book Session pages 24 – 33

Activity Book Session pages 30 - 43

New Words	<b>Words:</b> <i>father, mother, grandma, grandpa, baby brother, me, sister</i> <b>Story words:</b> <i>spider, friendly, play, animals, listen, bite, big, bad, bird, eat, save</i> <b>Number words:</b> <i>five, six</i> <b>Numbers:</b> 5 & 6 <b>Story:</b> Bitsy the Friendly Spider
Grammar	<i>"Who is she?" "She is my (mother)." "Who are they?" "They are my (brothers)."</i>
Letter Sounds & Words	<b>(Nn:</b> <i>nest, needle, necklace, nail</i> ), <b>(Cc:</b> <i>camel, carrot, crayons, candy</i> ) and <b>(Kk:</b> <i>kitchen, key, kangaroo, kiwi</i> ) <b>Phonics:</b> <i>s, t, p, n, c, k</i>
Language Functions	Talking about family members

### Outcomes

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

- Identify family members.
- Respond to yes/no questions with "Who is she? She is (my mother). Who are they? They are my (brothers)."
- Sing all letters' names and sounds in the alphabet song (Aa-Zz).
- Identify, sound out, and write the letters **Nn**, **Cc**, and **Kk**, capital and small, and say four word examples that begin with the sounds /**n**/, /**c**/ and /**k**/.
- Sight-read the keywords in the unit.
- Identify numbers from **5** to **6** in sequence and count items that represent the number; say how many items there are.
- Listen to and follow a story prompted by pictures. Answer comprehension questions using words in the story.
- Trace and write the letters **Nn**, **Cc**, and **Kk** with the correct formation.



Unit Two		
My Family		
Lesson	Session	Content and pages
Lesson 1	Pupil's Book Session	Introducing vocabulary & grammar PB/p. 24: Listen, point and repeat.
Lesson 2	Pupil's Book Session	Practicing vocabulary & grammar PB/p. 25: Ask and Answer.
Lesson 3	Activity Book Session	AB/p. 30: Match. AB/p. 31: Look at the pictures and circle the correct words. AB/p. 31: Look at the pictures and tick the correct answer.
Lesson 4	Pupil's Book Session	Introducing and practising the story PB/pp. 26 - 27: Listen, point and repeat.
Lesson 5	Pupil's Book Session	Introducing and practising letter <b>Nn</b> sound / <b>n</b> / PB/p. 28: Listen and repeat. PB/p. 28: Trace and write.
Lesson 6	Activity Book Session	Practise writing letter <b>Nn</b> AB/p. 32: Colour. / Trace and write. AB/p. 33: Circle the picture. / Tick the correct words.
Lesson 7	Pupil's Book Session	Introducing and practising letter <b>Cc</b> sound / <b>k</b> / PB/p. 29: Listen and repeat. PB/p. 29: Trace and write.
Lesson 8	Activity Book Session	Practise writing letter <b>Cc</b> AB/p. 34: Colour. / Trace and write. AB/p. 35: Circle the picture. / Tick the correct words.
Lesson 9	Pupil's Book Session	Introducing and practising letter <b>Kk</b> sound / <b>k</b> / PB/p. 30: Listen and repeat. PB/p. 30: Trace and write.
Lesson 10	Activity Book Session	Practise writing letter <b>Kk</b> AB/p. 36: Colour. / Trace and write. AB/p. 37: Circle the picture. / Tick the correct words.
Lesson 11	Pupil's Book & Activity Book Session	Introducing & practising numbers <b>5 &amp; 6</b> PB/p. 31: Listen, count and repeat. / Colour. / Trace and write. AB/p. 38: Count and circle. / Trace and write.
Lesson 12	Pupil's Book & Activity Book Session	Phonics: Revision of sounds PB/pp. 32 & 33: Listen, repeat and spell the words. AB/p. 39: Trace the words. / Choose and write. Review AB/p. 40: Circle the beginning sound. AB/p. 41: Say and match. AB/pp. 42-43: homework.

## Lesson 1

### Pupil's Book Session

#### Introducing vocabulary & grammar

#### PB/p. 24

##### A warm up:

You can start this unit by saying "**(me)**", "**Look! This is (me)**," while pointing to yourself in a photo. Ask kids to point to themselves and say, "**This is me.**"

- Play the 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 family scene. Tell them that the characters are family members standing outside in front of their house.

#### Listen, point and repeat.

- Play the family scene on the screen and tell them this is a family.
- Introduce the family to the class. Point out that this is **Karam's family**. Point to **Karam** in the family picture and point to the word "**me**".
- Say, "**This is father/ mother/ grandpa/ grandma/brother/baby brother/ sister/ me.**" Repeat the words several times pointing to their pictures on the screen/ poster, and encourage the children to repeat after you. It is important to point to the character when saying its word.
- Ask simple yes/no questions. At this stage, you might need to provide the model answer yourself and encourage the kids to repeat it many times until they get the idea. For example, "**Are they happy?**" pointing to the family on the screen/ poster, "**Yes**". "**Is this (father)?**" Answer "**No**" "**Yes**."
- Ask what-questions: "**Who is this?**" "**This is my (father).**" Keep pointing to the character on the screen/ poster while saying its name.
- Stress the new form "**This is my (father)**" by repeating it many times orally and inviting children out to say the same.

**Listen to the audio:** 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.

#### Communicative practice:

##### This includes:

- Talking about the topic: Ask the children who this family member is, 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/no questions backed by head gestures of either nodding or shaking.
- **Sight-reading:** Show the students the family-members flashcards, and say “***father,***” “***mother,***” “***grandpa,***” “***grandma,***” “***sister,***” “***brother,***” “***baby brother,***” and “***me.***” Teach class to sight-read new words (*the family member’s words*).
- Now, give out the pupil's books to the children. You will need to teach them how to open their English books, from left-to-right, and open on the target page. Say, “***Open your books on page 24.***” Walk around to help them open their books on the pages.
- **Listen to the audio:** Ask them to listen carefully to the audio, again, as they point to the character; you need to do the same yourself on the screen/ poster to show them how to do it correctly.
- **Sight-reading:** Now, let the students point in their pupil's books on page 24. Read the instruction line with them, “***Listen, point and repeat.***” Encourage them to point to the words in their books and read with you. They will still need help in reading.

## Lesson 2

### Pupil's Book Session

#### Practise vocabulary & grammar

#### PB/p. 25

#### Ask and Answer.

- Revise the family members with the class again. Say, “***This is my father/ mother/ grandpa/ grandma/ brother/ baby brother/ sister/ me.***” Repeat them several times pointing to family members on the screen/ poster, and let the children repeat after you. It is important to point to the picture when saying its word.
- Ask simple yes/no questions. At this stage, you might need to provide the model answer yourself and encourage the kids to repeat it many times until they get the idea. For example, “***Are they happy?***” “***Yes.***” “***Is this (father)?***” Answer “***No.***” or “***Yes.***”
- Now, you need to focus on the new form, “***Who is she?***” “***He is (father).***” “***He,***” “***She***” and “***my***” are new forms that you need to practise with your students. There is also the use of “***are***” with “***brothers.***” Do not go into formal grammar teaching; rather, keep it natural, and they will pick it with oral practice. Repeat until the students are familiar with the new three forms.

- Ask who-questions: **"Who is she?"** Answer, **"She is my mother,"** pointing to mother. **"Who are they?"** **"They are my brothers."** pointing to the brothers. Keep pointing to the character on the screen/ poster while saying the word.
- Do the same with the other characters using the family flashcards.
- Raise the flashcard of the first character **"mother"** and ask the students, **"Who is (she)?"** Answer, **"She is my mother."**
- Repeat until you feel that the students have mastered it.
- Do the same with the other family members on the screen.
- **Sight-reading:** Now let the students open their pupil's books on page 24. Read the instruction with them again and encourage them to point to the words in their books and read.
- Move on to page 25. Tell them that this is Noor's family photos/pictures. Read the instruction line, **"Ask and answer."** Go through the exercise in their books the same way you did on the screen when introducing Karam's family (page 24), but this time, you will introduce Noor's family. Walk around the class to see they are all pointing, listening and repeating.
- Explain to the students what they need to do. Let the students point to each picture, ask and answer. Ask, **"Who is she?"** Answer, **"She is my grandma."** **"Who are they?"** Answer, **"They are my brothers."** Do the same with all the photos.
- Next, act out the scene. Invite the children to pretend they are Noor and Sara.

## Lesson 3

### Activity Book Session

AB/p. 30

#### Match.

#### Sight-reading:

Use the flashcards of the characters' names, word side, 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, from left to right, and never try to break the word into sounds (*see teaching sight-reading in the introduction*).

- Hold the flashcard up for the class to read. Ask, **"who can read this word (father)?"** 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 the four names. 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. At this point, they will only memorise the word as a whole.

- Do the same with the rest of the family members' cards (**sister, mother, baby brother**). Use the cards, picture side, and ask, "**Who is this?**" to see if they recognise the family names. If they still cannot read, practise reading the names again.
- 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.

## AB/p. 31

### Look at the pictures and circle the correct words.

- Follow the same preparation steps in the previous exercise.
- Use the flashcards of the family names, word side, and sight-read them again with the class, one by one (You have done sight-reading when you introduced the names 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 flashcard up for the class to read. Ask, "**Who can read this word (father)?**" 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 the four names. 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 of family names (**sister, mother, baby brother**). Use the cards, picture side, and ask, "**Who is this?**" to see if they recognise the family names. Practise reading the names again if they still cannot read.
- Make sure that they recognise every picture and the word that matches it.
- Ask students to open the activity book on page 31.
- Tell the students that you will only circle the word that matches the picture.
- Walk around to help and direct the children.

### Look at the pictures and tick (✓) the correct answer.

- Show the family names and pictures on the screen.
- Practise ask-and-answer exercise again. Use simple yes/no questions. Provide the model answer yourself, and encourage the kids to repeat it many times until they get the idea. For example, "**Is this the (father)?**" "**No**" or "**yes**."
- Do the same with other family names.
- Ask what-questions: "**Who is (she)?**" "**(She) is my (mother).**" "**Who are they?**" "**They are my brothers.**" Keep pointing to the character on the screen/ poster while saying the name.
- Do the same with the other characters, one by one, until they fully recognise them.

- Use the flashcards of the characters.
- Raise the flashcard of the first character **“mother”** and ask the students, **“Who is (she)?”**  
**“(She) is my (mother).”**
- Do the same with the other characters.
- Show the exercise on the screen, point to the picture, and raise the same question **“Who is she?”**
- Point to the girl and say, **“She is my sister.”**
- Do the same with the other picture.
- Tell the students to open their activity books on page 31.
- Ask them to look at the screen and tick the right answer. Make sure they understand that they have to tick the correct answer that matches the question.
- Walk around to help and direct the children.

## Lesson 4

### Pupil's Book Session

#### Introducing and practising the story

#### PB/pp. 26 & 27

#### Listen, point and repeat.

- Make the kids feel familiar with the theme of the story, **“We shouldn’t judge people without knowing them.”**
- Before you start the story, revise the family members and animals with the pupils. Check their mastery of the animals’ names.
- Point to the poster/ screen of the interactive board and discuss the title. Say: The title of the story is **“Bitsy the Friendly Spider.”**
- Now, set the scene: Show the scene of the story on the interactive board /poster; tell the pupils that this story is about **Bitsy**, the friendly spider, who wants to go out and play with other animals.
- The other animals **Max**, the bird, **Lucy**, the worm, and **Lilly**, the ant, think that spiders bite other animals. They refuse to play with **Bitsy** at the beginning; then, they change their minds when they realize that he is friendly.
- Point to the first picture and name **Bitsy’s** family members 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 judge people without knowing them. Try to get yes/no answers only now.
- Ask them yes/no questions about the pictures. For example, **“Are Bitsy’s parents worried about him?”** 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 **Bitsy** wants to play with other animals.

Point to **Mama Spider** in the second picture, and say, **"Mama Spider says: No, the animals don't like spiders."** Then, point to **Papa Spider**, and say, **"The papa spider says: listen to your mum, Bitsy."** Now go on the same way with the rest of the pictures: **"Bitsy says: Hello! My name is Bitsy. Can I play with you?"** **"Max, Lucy and Lilly say: No! Spiders bite animals."** **"Lucy says: Lilly, look! The big bad bird wants to eat Max."** **"Bitsy says: I will save Max."** **"Lucy says: You are a friendly spider, Bitsy."** **"Lilly says: You are my friend now, Bitsy."** **"Max says: Thank you, Bitsy."**

- In the last picture, point to **Bitsy**, and ask, **"Is Bitsy happy?"** Get answers from the kids and ask, **"Why is Bitsy happy?"** Give a model answer: **"Because he plays with his new friends."**
- Prepare the kids to listen carefully to the story several times while the teacher is pointing 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/ 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 26 & 27; 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, 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 give:  
**"What does Bitsy want to do?" "To play with other animals."**  
**"Do Bitsy's parents agree?" "No."**  
**"Does Bitsy listen to his parents?" "No."**  
**"Why animals refuse to play with Bitsy?" "They think spiders bite animals."**  
**"Who tries to eat Max?" "The big bad bird."**  
**"Who helps Max?" "Bitsy."**  
**"What does Lucy tell Bitsy?" "He is a friendly spider."**  
**"What does Lilly tell Bitsy?" "He is her friend now."**  
**"What does Max tell Bitsy?" "He says thank you."**
- Talk about the moral of the story, **"Don't judge a book by its cover."**
- **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 5

### Pupil's Book Session

**PB/ P. 28**

#### 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 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 **Nn** (*nest, nail, needle and necklace*)

- Play letter **Nn** 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 **Nn** and the example words *nest, nail, needle* and *necklace*.
- 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 **Nn**.
- Show the four 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 the letter "**Nn**". Teach the words by showing them the real objects if available or the pictures of *"nest, nail, needle and necklace."*
- Let the puppet say the letter's name, **Nn**, the letter's sound, /**n**/, and a word example, *nut*.
- Repeat the name of the letter, its sound, and the word *nest* several times.



- Let the children repeat (**Nn**, /**n**/, **nut**) as you raise the flashcard of letter **Nn** and the picture of a **nest**.
- Repeat the same procedure with other word examples: **nail**, **needle** and **necklace**.
- Now, let the children repeat again and quiz them with the four word examples.
- Show the word flashcards of each picture and stress the initial sound /**n**/; it should be in a different colour.
- Draw the students' attention to the /**n**/ sound at the beginning of each word.
- Read the word repeating the /**n**/ sound several times and then the full word: **n n n nest**.
- Do the same with **nail**, **needle** and **necklace**. While you are reading, point to the "**Nn**", and ask the students what sound **Nn** makes.
- Let the children read the words **nest**, **nail**, **needle** and **necklace** after you.
- Invite students to come out and point to the pictures. Say, "Point to **nest**, **nail**, **needle** and **necklace**." Ask them what sound **Nn** 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.
- **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.

## PB/p. 28

### 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 sandpaper 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 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 **N**, draw a straight line down then back on top draw a slanting line down to the right. From the bottom, draw a straight line up. 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."*
- Draw letter **Nn**, small and capital, with a dotted outline.
- 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 again how you are writing the letter in words as you trace.
- Invite students to trace and write the letter on the board.
- Ask your students to open their books on page 28, to trace and write the letters.
- 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 trace.
- 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 **Nn**

#### AB/p. 32

##### Colour.

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 in their activity books.

- 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 22.
- Ask them, "**What is this?**" "**Nest.**"
- Let the children say, "**Nn, /n/, nest**" many times.
- Draw letter **Nn**, capital and small, on the board with the tracing steps' numbers. Colour the letters following the numbers, and make sure that the students understand how to colour following the tracing numbers, not randomly.
- Now, ask them to colour letter **Nn**, capital and small, following the numbers.
- Ask them to colour the **nest** choosing whatever colour they want.

#### AB/p. 32

##### Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

#### AB/p. 33

##### Circle the pictures that begin with the /n/ sound.

- Give the letter cards of the alphabet (*if available or you can prepare them before class on small cut cards*) to the students and ask them to find the card of letter **Nn**.
- Make sure that all students can recognise letter **Nn**.

- Give the flashcards of the pictures that start with letter **Nn** to the students. Say, "**Nn**, /**n**/, **needle**/ **necklace**." Do the same with other pictures.
- Ask them, "**What is this?**" "**What is the first letter?**"
- Make sure that they recognise every picture and the letter that it starts with.
- Tell the students that you will only circle the picture that starts with letter **Nn**.
- Ask the students to open the activity book on page 33 and circle the picture that starts with letter **Nn**.
- Walk around to help and direct the children.

## AB/p. 33

### Look at the pictures and tick (✓) the correct words.

- Give the flashcards of the alphabet to the students (*if available or you can prepare them before class on small cut cards*) and ask them to find the flashcards of letter **Nn**.
- Make sure that all students can recognise letter **Nn**.
- Give the flashcards of the pictures that start with letter **Nn** to the students. Say, **Nn**, /**n**/, **nest**. Do the same with other pictures.
- Now, stick flashcard picture side of **nest** on the board and another flashcard word side of **nest** beside it. Do the same with other picture.
- Tell the students to open their activity books on page 33.
- Ask them to look at the picture flash card with its word on the board. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

## Lesson 7

### Pupil's Book Session

### Introducing and practising letter **Cc** sound /**c**/

## PB/p. 29

### 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** (*camel, crayons, carrot and candy*):

- Play letter **Cc** 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 **Cc** and the example words *camel, crayons, carrot* and *candy*.
- 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 **Cc**. Show the four 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 **"Cc"**. Teach the words by showing them the real objects, if available, or the pictures of *"camel, crayons, carrot* and *candy."*
- Let the puppet say the letter's name **Cc**, the letter's sound /k/ and say a word example *camel*.
- Repeat the name of the letter, the sound and the word *camel* several times.
- Let the children repeat (**Cc**, /k/, *corn*) as you raise the flashcard of letter **Cc** and the picture of a *camel*.
- Repeat the same procedure with other word examples: *crayons, carrot* and *candy*.
- 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 /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: *c c c camel*.
- Do the same with *crayons, carrot* and *candy*. While you are reading, point to the **"Cc"** and ask the students what sound **Cc** makes.
- Let the children read the words *camel, crayons, carrot* and *candy* after you.
- Invite students to come out and point to the pictures. Say, "Point to *camel, crayons, carrot* and *candy*."
- 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 29.
- **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.

### 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 the sandpaper 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 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 **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, draw a curve down to the left all the way down and up to the left."*
- Draw letter **Cc**, small and capital, with a dotted outline.
- 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 again how you are writing the letter in words as you trace the lines.
- Invite students to trace and write the letter on the board.
- Ask your students to open their books on page 29 and to trace and write the letters.
- 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 trace.
- 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 Cc

#### AB/p. 34

### Colour.

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.

- 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 34.
- Ask them, **“What is this?” “Camel.”**
- Let the children say **“Cc, /k/, camel”** many times.
- Draw letter **Cc**, capital and small, on the board with the tracing steps. Colour the letters following the numbers, and make sure that the students understand how to colour following the tracing numbers, not randomly.
- Now, ask them to colour letter **Cc**, capital and small, following the numbers.
- Ask them to colour the **camel** choosing whatever colour they want.

### Trace and write.

- Follow the same tracing steps explained in the pupil’s book to do the exercise.

### AB/p. 35

#### Circle the pictures that begin with the /c/ sound.

- Give the letter cards of the alphabet (*if available, or you can prepare them before class on small cut cards*) to the students and ask them to find the card of letter **Cc**.
- Make sure that all students can recognise letter **Cc**.
- Give the flashcards of the pictures that start with letter **Cc** to the students. Say **“Cc, /k/, carrot/ crayons.”** Do the same with other pictures.
- Ask them, **“What is this?” “What is the first letter?”**
- Make sure that they recognise every picture and the letter that it starts with.
- Tell the students that you will only circle the picture that starts with letter **Cc**.
- Ask the students to open the activity book on page 35 and circle the picture that starts with letter **Cc**.
- Walk around to help and direct the children.

### AB/p. 35

#### Look at the pictures and tick (✓) the correct words.

- 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**.
- Give the flashcards of the pictures that start with letter **Cc** to the students. Say **“Cc, /k/, candy.”** Do the same with other pictures.
- Now, stick the flashcard picture side of **candy**, picture side and word side, on the board beside each other. Do the same with the other picture.
- Tell the students to open their activity books on page 35.

- Ask them to look at the picture flashcard with its word on the board. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

## Lesson 9

### Pupil's Book Session

#### Introducing and practising letter **Kk** sound /k/

PB/p. 30

#### Trace and write.

##### 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 **Kk** (**key**, **kangaroo**, **kitchen** and **kiwi**):

- Play letter **Kk** 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 **Kk** and the example words **key**, **kangaroo**, **kitchen** and **kiwi**.
- 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 the four 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 the letter "**Kk**". Teach the words by showing them the real objects if available or the pictures of "**key**, **kangaroo**, **kitchen** and **kiwi**".



- Let the puppet say the letter's name **Kk**, the letter's sound **/k/**, and say a word example, **key**.
- Repeat the name of the letter, the sound, and the word **key** several times.
- Let the children repeat (**Kk**, **/k/**, **key**) as you raise the flashcard of letter **Kk** and the picture of a **key**.
- Repeat the same procedure with other word example: **kangaroo**, **kitchen** and **kiwi**.
- Now, let the children repeat again and quiz them with the four word examples.
- Show the word 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 key**.
- Do the same with **kangaroo**, **kitchen** and **kiwi**. While you are reading, point to the "**Kk**" and ask the students what sound **Kk** makes.
- Let the children read the words **kangaroo**, **kitchen** and **kiwi** after you.
- Invite students to come out and point to the pictures. Say, "Point to **key**, **kangaroo**, **kitchen** and **kiwi**." Ask them what sound **Kk** 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 30.
- **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.

### 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 sandpaper 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.
- 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 again how you are writing the letter in words as you trace.
- Invite students to trace and write the letter on the board.
- Ask the students to open their books on page 30 and trace and write the letters.
- 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 trace.
- 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. 36

#### Colour.

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.

- 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 34.

- Ask them, "**What is this?**" "**Kangaroo.**"
- Let the children say, "**Kk, /k/, kangaroo**" many times.
- Draw letter **Kk**, capital and small, on the board with the tracing steps' numbers. Colour the letters following the numbers and make sure that the students understand how to colour following the tracing numbers, not randomly.
- Now, ask them to colour letter **Kk**, capital and small, following the numbers.
- Ask them to colour the **kangaroo** choosing whatever colour they want.

#### Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

#### AB/p. 37

#### Circle the pictures that begin with the /k/ sound.

- 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 recognise letter **Kk**.
- Give the flashcards of the pictures that start with letter **Kk** to the students. Say, "**Kk**, /**k**/, **key**/ **kiwi**." Do the same with other pictures.
- Ask them, "**What is this?**" "**What is the first letter?**"
- Make sure that they recognise every picture and the letter that starts it.
- Tell students that you will only circle the picture that starts with letter **Kk**.
- Ask students to open the activity book on page 37 and circle the picture that starts with letter **Kk**.
- Walk around to help and direct the children.

### Look at the pictures and tick (✓) the correct words.

- 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 recognise letter **Kk**.
- Give the flashcards of the pictures that start with letter **Kk** to the students. Say, "**Kk**, /**k**/, **kangaroo**." Do the same with other pictures.
- Now, stick the flashcards, picture side and word side, of **kangaroo** on the board beside each other. Do the same with the other picture.
- Tell students to open their activity books on page 37.
- Ask them to look at the picture flashcard with its word on the board. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

## Lesson 11

### Pupil's Book & Activity Book Session

#### Introducing & practising numbers **5 & 6**

PB/p. 31

### Listen, count and repeat.

#### Warm-up:

- Play the numbers song in every number lesson and let the children sing along as you point to the numbers poster or cards of numbers **1 - 20**. Review the numbers on the number poster every day in the circle; this will help build a good concept of counting in sequence.
- **Show flashcards/visuals:** Use the flashcard of the target number, digit side, or just write it on the board and draw an item to let them visualize the concept that the new number represents.

- **Sound out the number:** Say number **5** aloud several times, pointing to it and to the visual that represents it.
- Let the children say number **5** and repeat it several times.
- **Use counters:** Count item(s) that represent(s) the target number.
- **Listen to the audio:** Let the pupils listen to the audio while you are pointing to the screen, flashcards or poster.
- **Students number cards:** Let the children find the number that you name amongst other numbers using their number cards (*prepared earlier for the purpose*); ask them to hold it up for you to see.
- Play the lesson on the interactive board and point to the number on the screen; repeat several times for the children to listen carefully.
- Ask the students to repeat after the audio as you are pointing to the number and sounding it out.
- Follow the same steps to teach number **6**.
- **Sight-read the number words:** Use the flashcards, word side, or write the number words on the board for the children to sight-read **five** and **six**. Practise reading the words **five** and **six** as many times as needed. Make sure that each child gets the chance to read.

### Pupil's Book Session:

- Ask students to open their pupil's books on page 31 and read the lesson with them from the book. Teach them to open it from left to right, pointing to each number with the picture(s) that represent the number.
- Tell the children to point in their books as they are repeating.
- **Listen, point and say:** Pupils listen to the recording again, point in their books and repeat. Then they say the numbers (**5, 6**) as they point in their books.
- Say each number aloud, and point as you count in order. This practice connects the counting skill with a visual image of each number.
- Ask the children to count the items in their books and say the number. For example, **"How many apples are there?"** Apply this on the other picture.
- **Read the number words:** The teacher reads from flashcard the word **"five"** pointing to the digit and the representing item so the pupils relate the three parts, the word, the digit, and how many items the number represents. Students repeat several times.
- Follow the same procedure with number **6**.
- 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 lesson on the interactive board again and point to the number sound.

- Ask the students to repeat with the recording 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 and reading from the book, too.
- Walk around to help, guide, and check that they are pointing to the correct number.
- **Use counters:** Let the students count items and put them in groups of five pencils, five erasers, or five books. Apply this to the other number. Such learning by doing activities enhances learning mathematical concepts.
- Present a group of objects and ask students to count them, associating the number with the quantity.
- Use numbers in everyday activities like telling the time or asking about the age.

## Colour.

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 in the activity book.

- 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 pupil's books on page 31.
- Ask them, "**What is this number?**" "**Five.**" "**Six.**"
- Let the children say "**Five**" "**Six**" many times.
- Use the flashcards of the numbers and remind the students with the word, the digit, and how many items the number represents
- Now, ask them to colour the number **5** and **6**.

## Trace and write.

- **Sense of touch:** Use the play-dough to form the numbers, the sand tray to write the number with their fingers, or use blocks with extruded numbers to feel the number while blindfolded to guess what number it is.

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

- Draw the numbers with a dotted outline.
- Tell the kids you will trace them now.

- You need to demonstrate it on the board. Write the number with dotted lines and trace it. Describe again how you are writing the number in words as you trace.
- Call out students to trace and write the number on the board.
- Tell the students to open their pupil's books on page 31 to trace and write the letters.
- 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 trace.
- 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 arrows.

## AB/p. 38

### Count and circle the correct number.

- Give the number cards to the students and ask them to find numbers **5** and **6**.
- Make sure that all students can recognise numbers **5** and **6**.
- Show the pictures used in the exercise to the students. Name them and say, "**candies**", "**tomatoes**".
- Ask "**How many candies?**" Let's count **1, 2, 3, 4, 5, and 6**. Elicit the answer "**6**".
- Do the same with the **tomatoes**.
- Make sure that they recognise every picture and the number that it represents.
- Explain to the students what they need to do on the screen and do it with them. Call students out to do the same on the screen.
- Now, tell the students to open their activity books on page 38.
- Tell them to count the items and circle the numbers that represent the items in the pictures. Walk around to help and direct the children.

## AB/p. 38

### Trace and write the number.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

## Lesson 12

### Pupil's Book & Activity Book Session

Phonics: Consonants **s, t, p, n, c, k**

PB/pp. 32 & 33

### Listen, repeat and spell the words.

- Read the introduction before you teach these two pages under **Teaching Phonics**.
- You will need to practise reading these words orally first: **sat, sit, pan, pin, tin, tip, pip, sip, tip, nap, sack, neck**.

- Check the understanding of the meaning of the words by using picture flashcards of the words or just showing the pages on the screen. Some words are action words that you can demonstrate to the children like: **sit, sat, nap** and **sip**.
- Revise and quiz the students with the flashcards, picture side and word side. See if the students can sight-read the words so far; if not, you will need to practise reading the words again one by one, focusing on the target sound coloured in red.
- Play one of the games suggested in the introduction and add fun by varying the reading procedure.
- Show pages 32 & 33 on the screen and do the reading on the screen with the students before they open their books. Read the instruction line as well every time you do the activity "**Listen, repeat and spell the words.**"
- **Spelling:** You can do the spelling if your students have already learnt the names of the letters and can now name them Aa-Zz. If not, then leave the spelling to a later stage.
- **Sight-reading:** Read and let the class read the words with you several times (*chorus, groups, individuals*) as you point to the words on the screen. Then, invite individuals to read from the screen.
- **Listen to the audio:** Play the audio of pages 32 & 33 and let the class listen carefully many times. Then, let them repeat after the audio in the same way until they master reading the words.
- Ask the students to open their books on pages 32 & 33; you still need to help them open their books. Make certain they are all following on the same pages by pointing and asking them to point with their fingers on the words.
- Read the instruction line as well, every time you do the activity: "**Listen, repeat and spell the words.**" To make it more familiar, you can ask the children to repeat reading the instruction line after you until they memorise it.
- Now, ask them to point to each word and read it with them. Repeat this and ask individuals to read in the same way.
- Add variety by using the body language (TPR) to imitate the picture and the students guess the word. Alternatively, say the beginning sound with a gesture, and the student says the word.
- Finally, let the students get used to reading the words on their own in turn while you walk around listening to them reading from their books one by one.

## AB/p. 17

### Look at the picture and write the missing letter.

- Use the flashcards, picture side and word side.
- Ask the students to open the activity book on page 17.
- Tell them that they have to write the correct vowel in the correct blank.

- Walk around to help and direct the children.

## AB/p. 39

### Trace the words.

- Show the lesson on the screen.
- Point to the first word and say, “**sat**.”
- Point to the related picture and say, “**sat**.”
- Repeat many times and ask the children to repeat after you.
- Now, try to spell the word. You can spell now, as the children are familiar with all the letters in the words.
- Say, “**s**at” “**s**- **a**- **t**” “**sat**.”
- Do the same with other words.
- Draw the words with a dotted outline on the board.
- Tell the kids you will trace them now.
- You need to demonstrate it on the board. Write the word with dotted lines and trace it. Describe again how you are writing each letter in each word as you trace.
- Call out students to trace and write the word on the board.
- Open the book on page 39 and ask the students to trace and write the words.
- Walk around to help and direct the children towards forming the word right. Keep reminding them to start at the dot and to follow the arrows.

## AB/p. 39

### Choose and write.

- Show the lesson on the screen.
- Point to the first word and say, “**sit**.”
- Point to the related picture and say, “**sit**.”
- Repeat many times and ask the children to repeat after you.
- Now, try to spell the word. You can spell now, as the children are familiar with all the letters in the words.
- Say, “**s**it” “**s**- **i**- **t**” “**sit**.”
- Do the same with other words.
- You need to draw the four-line grid on the board and show the pupils how to write each word.
- Tell them that they have to start from the dot. You can help them and demonstrate the dots on their books.
- Describe again how you are writing each letter in each word as you trace.
- Call out students to write the word on the board.

- Open the book on page 39 and ask students to choose the correct word and write it.
- Walk around to help and direct the children towards forming the word right. Keep reminding them to start at the dot and to follow the arrows.

## Review

AB/ p. 40

### Circle the beginning sound.

The purpose of review pages is to recap what students have learned.

- Go through all the short vowel letters on the screen on page 40.
- Read the instruction line and explain the task. Tell the students that they need to name the picture and circle the sound that the picture starts it.
- Point to the **key** and say: *“What is this?”*
- Say *“key, k- e- y, key.”*
- Point to each sound under the picture of the **key** and say **/k/**, **/p/**, **/n/**. Now ask the students *“What sound does key start with?”* Get the students to answer and elicit **/k/** from them.
- Do the same with the rest of the pictures.
- Ask the students to open their activity books on page 40.
- Tell them you will circle the beginning sound of each picture again on the screen and help them do the same.

AB/ p. 41

### Say and match.

- Play the alphabet song on the screen and let the students sing along while you are pointing to the letters, sounds, and pictures.
- Start with letter **Aa, apple** on the poster and point to the picture on the poster and say, **apple, apple**. Let the children repeat the word while you are nibbling at an apple. You can use a real apple for the purpose. Now say, *“a, /a/ apple”* pointing to the beginning letter sound, **/a/** in the word **apple**. Then, teach the name of the letter. Say, *“Aa (name), /a/ (sound), apple (word example).* Remember that, here, we are working orally and fast.
- Go through all the letters on the poster/ screen in the same way.
- Use the flashcards of the pictures in the exercise, or play page 41 on the screen.
- Do the same previous steps with the pictures here.
- Point to the **snail** and say: *“What is this?”*



- Say “**snail**, **Ss**, /**s**/, **snail**.”
- Give them the flashcards of the alphabet.
- Say, “**Pp**, /**p**/, **panda**.”
- Ask them to find the matching flashcard among the flashcards they have. Do the same with other pictures.
- Ask students to open the activity book on page 41.
- Tell them you will match the capital letter with the picture with the small letter.
- Walk around to guide and help.

## AB/ p. 42

### Colour by number.

#### Do at home

- If you have time to do page 42 in the class, then read the instructions; otherwise, give it as homework, but you need to send the parents or caretakers a note to explain to them what they need to do.
- 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 that they are ready to colour the pictures in the activity book.
- Get some A3 paper and draw a large paint pot on each one. Pin the paint pot on different walls in the classroom. Model the activity; Say “**blue**,” take a blue crayon, walk over to one paint pot and colour a small part of the paint pot. Do this for each colour you plan to teach. Then, say “**blue**” to a student, and s/he should pick up the blue crayon and go over to the paint pot you coloured with blue. Let him/her colour it a little, and then call him/her back. Continue with other students until you get them colour all the paint pots.
- Sight-read the colour words many times, and ask the children to read them randomly. Use the flashcards, word side.
- Revise the numbers with the students.
- You need to stick number flashcards on the board from **1 – 6**, and beside each number, stick the colour that the kids have to choose.
- For example, stick **one** flashcard with the **yellow** colour flashcard.
- Do the same with other cards.
- Ask the children to open their activity books on page 42.
- Tell them to colour each spot depending on the number and the matching colour on the board.
- Walk around to guide and help.

## Count and write the numbers.

### Do at home

- If you have time to do page 42 in the class, then read the instructions; otherwise, give it as homework, but you need to send the parents or caretakers a note to explain to them what they need to do.
- Give the flashcards of the numbers to the students and ask them to find the flashcards of the numbers **1 - 6**.
- Make sure that all students can recognise the numbers from **1 - 6**.
- Give the flashcards of the pictures used in the exercise to the students. Say, "**panda**", "**tree**". Do the same with other pictures.
- 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 other numbers.
- Ask them, "**What is this?**" "**What is the number of the items in the picture?**"
- Make sure that they recognise every picture and the number that it represents.
- Ask the students to open the activity book on page 43.
- Tell students that you will write the figure that matches the number of the items in the pictures.
- You need to draw the four-line grid on the board and do the first one while you are saying the tracing steps.
- Tell them to count on their books and write the numbers.
- Walk around to help and direct the children.

# Unit 3

## My Toys

Pupil's Book Session pages 34 – 41

Activity Book Session pages 44 - 53

New Words	<b>Toy words:</b> <i>kite, train, car, doll, ball, LEGO</i> <b>Story words:</b> <i>please, thank you, look, play</i> <b>Numbers words:</b> <i>seven, eight</i>
Grammar	<i>"Is this a (kite)?" "Yes, it is." "Are these (buses)?" "No, they aren't."</i> Short answers with <i>Is, Are</i> .
Letter Sounds & Words	<i>(Hh: house, hammer, honey, horse), (Rr: rainbow, rat, rabbit, ring) and (Mm: monkey, mat, milk, mirror)</i>
Language Functions	Asking and answering about toys

### Outcomes

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

- Identify different examples of toys.
- Respond to yes/no questions with short answers. *"Is this a (kite)?" "Yes, it is." "Are these (buses)?" "No, they aren't."*
- Sing all letters' names and sounds.
- Identify, sound out and write the letters **Hh**, **Rr** and **Mm**, capital and small, and say four word examples that begin with the sounds /**h**/, /**r**/ and /**m**/.
- Sight-read the keywords in the unit.
- Identify numbers **7** & **8** in sequence and count items that represent the numbers.
- Listen to and follow a story prompted by pictures. Answer comprehension questions using words in the story.
- Trace and write the letters **Hh**, **Rr** and **Mm** with correct formation.

Unit Three		
My Toys		
Lesson	Session	Content and pages
Lesson 1	Pupil's Book Session	Introducing vocabulary and grammar PB/p. 34: Listen, point and repeat.
Lesson 2	Pupil's Book Session	Practicing vocabulary and grammar PB/p. 35: Ask and Answer.
Lesson 3	Activity Book Session	AB/p. 44: Look at the pictures and tick the correct words. AB/p. 45: Look at the pictures and tick the correct answers.
Lesson 4	Activity Book Session	AB/p. 45: Find the words.
Lesson 5	Pupil's Book Session	Introducing and practising the story PB/pp. 36 & 37: Listen, point and repeat.
Lesson 6	Pupil's Book Session	Introducing and practising letter <b>Hh</b> sound / <b>h</b> / PB/p. 38: Listen and repeat. PB/p. 38: Trace and write.
Lesson 7	Activity Book Session	Practise writing letter <b>Hh</b> AB/p. 46: Colour. / Trace and write. AB/p. 47: Circle the picture. / Tick the correct words.
Lesson 8	Pupil's Book Session	Introducing and practising letter <b>Rr</b> sound / <b>r</b> / PB/p. 39: Listen and repeat. PB/p. 39: Trace and write.
Lesson 9	Activity Book Session	Practise writing letter <b>Rr</b> AB/p. 48: Colour. / Trace and write. AB/p. 49: Circle the picture. / Tick the correct words.
Lesson 10	Pupil's Book Session	Introducing and practising letter <b>Mm</b> sound / <b>m</b> / PB/p. 40: Listen and repeat. PB/p. 40: Trace and write.
Lesson 11	Activity Book Session	Practise writing letter <b>Mm</b> AB/p. 50: Colour. / Trace and write. AB/p. 51: Circle the picture. / Tick the correct words.
Lesson 12	Pupil's Book & Activity Book Session	Introducing & practising numbers <b>7 &amp; 8</b> PB/p. 41: Listen, count and repeat. / Colour. / Trace and write. AB/p. 52: Complete by number then colour the picture. AB/p. 53: Count and Circle. / Trace and write.

## Lesson 1

### Pupil's Book Session

#### Introducing vocabulary & grammar

#### PB/p. 34

A warm up:

Bring toys to the class, especially the ones mentioned in the unit. Alternatively, you can write a note to the parents asking them to send certain toys with their kids to use in the lesson. It would be a rewarding experience when the little students share their toys while learning this unit.

You can start this unit by saying "**doll**", "**doll**." pointing to a doll or the picture on the screen/poster or a flashcard. Invite kids to point to toy items and say the same, **kite, train, car, ball, LEGO**. Repeat as many times with your students until you feel they get the idea.

### Listen, point and repeat.

- Show page 34 of the theme on the interactive board or use the poster and flashcards (*ordered with the books*) for the purpose.
- Talk with the class about the scene. Tell them that the characters are playing with their toys. Point to the pictures of the toys and name them.
- Repeat several times and let the children repeat (Chorus, groups, individuals). Vary the repetition drills to add fun and prevent boredom.
- Say the words as you point to the toys. Now that they have mastered the words, move on to page 35.

#### Communicative practice:

##### This includes:

- Talking about the topic. Ask the children what this toy is while the audio is playing.
- Asking and answering questions about the theme. The "what" and "who" questions are tools to help children develop comprehension skills. Start with easy yes/no questions backed by head gestures of either nodding or shaking.

## Lesson 2

### Pupil's Book Session

#### Practicing vocabulary & grammar

#### PB/p. 35

#### Ask and answer.

- Read the instruction line "**Ask and answer.**" to the class and explain the task to make it clear. Feed the question and the answer. Say, "**Is this a (kite/ doll/ train/ LEGO?)**" "**Are these (balls/ busses/cars?)**" Repeat the questions and answers several times pointing to the items in the exercise at the bottom of the page. It is important to point to the item when asking and answering. See that all students are pointing to the correct toy at the bottom.

- Provide the model answer yourself at this stage and encourage the kids to repeat it many times until they master both questions and answers. For example, "***Is this a (doll)?***" "***Yes, it is.***" "***Is this a (ball)?***" "***No, it isn't.***" / "***Yes, it is.***" "***Are these (buses)?***" "***No, they aren't.***" / "***Yes, they are.***"
- Ask what- questions: "***What is this?***" "***It is a (ball).***" Keep pointing to the item on the screen/ poster while saying the name.  
Remember that you need to stress the ***plural*** with the plural questions, "***Are these (busses)?***" "***Are these (cars)?***" Do not go into the details of explaining the plural. All you need to do is say the plural form orally, stressing the "s" in the countable plural in the questions and they will pick it up naturally as they repeat.
- **Play the audio:** Train the students to listen carefully to the audio and make it comprehensible to them by pointing to the characters on the screen every time. Repeat the audio many times until the children learn how to produce the lines in the same way with an accent if possible.
- **Sight-reading:** Show the toys flashcards with the word side up and say "***kite***", "***doll***", "***train***", "***LEGO***", "***balls***", "***cars / busses***." Teach the class to sight-read the new words (*the toys words*). Repeat and play with reading the flashcards as suggested in the introduction under sight-reading new vocabulary.
- Now give the pupils their pupil's books. You might need to teach them how to open their English books left-to-right and open on the target pages. Say, "***Open your books on pages 34 & 35.***" Walk around to help them open their books on the pages.
- 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.***
- Ask them to listen carefully to the audio again, as they point to the items; you need to do the same yourself on the screen/poster to show them how to do it correctly. Walk around to help and guide.
- **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 3

### Activity Book Session

#### AB/p. 44

#### Look at the pictures and tick the correct words.

- Quiz the students using the flashcards to assess their ability to identify the toy words they learnt and practised in the pupil's book.
- Show the items on the screen and ask them: ***“What is this?”*** Try to get the correct answers from them. If they cannot produce the correct answers, then you need to provide them and practise again.
- Do the same with all the items.
- **Test the students in reading:** Sight-read the words again and quiz the students using the flashcards word side.
- Show page 44 on the screen. Tell the students to open their activity books on the same page. Walk around to help them do so. Read the instruction line on the screen and explain the task. Read the instruction line as you point on the screen and the students point in their books.
- Tell them that they have to tick the correct item word that matches the picture. Do one example with them; then read the rest of the words with them and let them work individually.
- Walk around to help and direct the children.

#### AB/p. 45

#### Look at the pictures and tick the correct answer.

- Read the instructions and explain the task. They should be familiar with the questions and answers in this exercise. If they cannot produce the answers, then you need to give them a little more practice before they do it.
- Do the exercise orally with them on the board, and then let them work individually in their books.
- Walk around to help and direct the children.

## Activity Book Session

### Find the words.

- Show the flashcards of the toy words and keep them on display.
- Show the items on the screen and ask them: ***"What is this?" "Doll."***
- Do the same with other items.
- Practise reading the item words again.
- Display the cards on the board while the students are working and read them many times.
- Show page 45 on the screen. Read the instruction ***"Find."*** Explain the task.
- Explain that they need to look for the word they already found, ***"doll."*** The words are horizontally, vertically, or diagonally. You need to show them how to find the word and either circle the letters or colour each word on the squares with a different colour.
- Apply the steps on the screen in front of them for all the words and work orally, then erase the answers and tell them to do it in their books on their own.
- Walk around to help and direct the children.

## Lesson 5

### Pupil's Book Session

#### Introducing and practising the story

#### PB/pp. 36 & 37

#### Listen, point and repeat.

- Make the kids feel familiar with the theme of the story, ***"My Toys."***
- Before you start the story, revise the toy words with the pupils. Check their mastery of the words.
- Point to the poster/screen of the interactive board and discuss the title. Say: The title of the story is ***"My Toys."***
- Now set the scene: Show the scene of the story on the interactive board/ poster; tell the pupils that this story is about two sisters, ***Tilly*** and ***Nilly***. Tell the kids to look at the first picture and tell you what they see.
- Check their background knowledge of the theme of the story. For example, ask the children if they fight with their brothers and sisters. Try to get yes/no answers only now.
- Ask: ***"Are Tilly and Nilly happy?" "No." "What's happening?" Feed the answer, "They are fighting." "What does Tilly want?" "Nilly's doll." "Is it Tilly's doll?" "No." "What do you say when you want something?" "Can I have this, please?" "What do you say when someone gives you something?" "Thank you."***



- Ask the kids if they understand the story from the pictures. Even if they say it in their mother tongue, encourage them to make guesses.
- Remind the kids of the story by asking them the same questions you asked in the previous lesson. Ask questions to see if they still remember the meaning of "**Please**" and "**Thank you**."
- Ask them **yes/ no questions** about each the picture.
- Play the audio of the story and point to the speaking characters. Repeat it many times until the students recognise who is saying what.
- **Play the audio again:** Point to the first picture and let the children repeat after the audio several times until you feel they can produce the line easily.
- Let the children point to the speaking characters on the screen/poster first by inviting individuals one by one to come out and point to the speaking character. Ask, "**Who is speaking?**"
- In picture 3, point to the word "**please**" and in picture 6, point to the word "**thank you**." Tell the pupils that they need to be polite and use these words when they ask for something or when someone does something for them.
- Prepare the kids to listen carefully to the story several times again 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.
- Pause the audio and let the kids repeat the lines.
- **PB/pp. 36 & 37:** Now help the children open their books; 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 many times. It might be difficult at the beginning, but with practice; they will start to repeat and learn faster.
- Talk about the moral of the story: "**If you want something, say please.**" "**When someone gives you something, say thank you.**"
- In such activities, ask the students to look at the prompts of the story 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 6

### Pupil's Book session

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

**Listen and repeat.**

**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 example.

**Detailed instruction:**

**Listen, point and repeat.**

**Introducing Letter *Hh* (*house, honey, hammer* and *horse*):**

- Play letter *Hh* 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 *Hh* and the example words *house, honey, hammer* and *horse*.
- 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 four objects/pictures that start with the sound */h/*.
- First, show the letter to the children. Point out that the 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 "*house, honey, hammer* and *horse*."
- Let the puppet say the letter's name *Hh*, the letter's sound */h/* and a word example *house*.
- Repeat the name of the letter, the sound and the word *house* several times.
- Let the children repeat (*Hh, /h/, hat*) as you raise the flashcard of letter *Hh* and the picture of a *house*.
- Repeat the same procedure with other word examples: *honey, hammer* and *horse*.
- 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 each word.
- Read the word repeating the /**h**/ sound several times and then the full word: **h h h house**.
- Do the same with **honey, hammer** and **horse**. While you are reading, point to the "**Hh**" and ask the students what sound **Hh** makes.
- Let the children read the words **house, honey, hammer** and **horse** after you.
- Invite students to come out and point to the pictures. Say "Point to **house, honey, hammer** and **horse**". 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 38.
- **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.

### 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 sandpaper to feel the letter while blindfolded to guess what letter it is.
- Play the video of writing letter **Hh** on You Tube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to describe the steps 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 describing the movements you make while writing; for example, *"to write the uppercase **H**, draw a straight line down. Next, do another straight line down at the opposite side. To finish, draw a line across in 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."*
- Call out students to trace and write the letter on the board.
- Ask the students to open their books on page 38 and to trace and write the letters.
- Move around to help and check.

## Lesson 7

### Activity Book Session

Practise writing letter **Hh**

AB/p. 46

Colour.

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.

- 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 46.
- Ask them "**What is this?**" "**House**".
- Let the children say, "**Hh, /h/, house**" many times.
- Draw letter **Hh** capital and small on the board with the tracing steps numbers.
- Colour the letters following the numbers and make sure that the students understand how to colour following the tracing numbers not randomly.
- Now ask them to colour letter **Hh** capital and small following the numbers.
- Ask them to colour the **house** choosing whatever colour they want.

### Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

### AB/p. 47

#### Circle the pictures that begin with the /h/ sound.

- 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 recognise letter **Hh**.
- Give the flashcards of the pictures that start with letter **Hh** to the students. Say **Hh, /h/, /honey/, /hammer/**. Do the same with other pictures.
- Ask them "**What is this?**" "**What is the first letter?**"
- Make sure that they recognise every picture and the letter that it starts with.
- Tell students that you will only circle the picture that starts with letter **Hh**.
- Ask students to open their activity books on page 47 and circle the pictures that start with letter **Hh**.
- Walk around to help and direct the children.

#### Look at the pictures and tick (✓) the correct words.

- 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 recognise letter **Hh**.
- Give the flashcards of the pictures that start with letter **Nn** to the students. Say **Hh, /h/, horse**. Do the same with other pictures.

- Now stick the flashcard picture side of **horse** on the board and another flashcard word side of **horse** beside it. Do the same with the other picture.
- Tell students to open their activity books on page 47.
- Tell them to look at the picture flashcard with its word on the board. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

## Lesson 8

### Pupil's Book Session

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

#### PB/p. 39

##### 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 example.

##### Detailed instruction:

##### Listen, point and repeat.

##### Introducing Letter **Rr** (**rat**, **rabbit**, **rainbow** and **ring**):

- Play letter **Rr** 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 **Rr** and the example words **rat**, **rabbit**, **rainbow** and **ring**.
- 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 **Rr**. Show the four objects/pictures that start with the 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 objects that start with the letter "**Rr**", teach the words by showing them the real objects if available or the pictures of "**rat**, **rabbit**, **rainbow** and **ring**".

- Let the puppet say the letter's name **Rr**, the letter's sound **/r/** and a word example **rat**.
- Repeat the name of the letter, the sound and the word **rat** several times.
- Let the children repeat (**Rr**, **/r/**, **rat**) as you raise the flashcard of the letter **Rr** and the picture of a **rat**.
- Repeat the same procedure with other word examples **rabbit**, **rainbow**, and **ring**.
- 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 **/r/**; it should be in a different colour.
- Draw students' attention to the **/r/** sound at the beginning of the each word.
- Read the word repeating the **/r/** sound several times and then the full word: **r r r rat**.
- Do the same with **rabbit**, **rainbow** and **ring**. While you are reading, point to the "**Rr**" and ask the students what sound **Rr** makes.
- Let the children read the words **rat**, **rabbit**, **rainbow** and **ring** after you.
- Invite students to come out and point to the pictures. Say, "Point to **rat**, **rabbit**, **rainbow** and **ring**". Ask them what sound **Rr** 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 39.
- **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.

### 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 sandpaper 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 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, describing the movements you make while writing; for example, "to write the uppercase **Rr**, 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."
- Call out students to trace and write the letter on the board.

- Ask students to open their books on page 39 and ask students to trace and write the letters.
- Move around to help and check.

## Lesson 9

### Activity Book Session

#### Practise writing letter **Rr**

AB/p. 48

#### Colour.

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 in the activity book.

- 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 48.
- Ask them, "**What is this?**" "**Rainbow**".
- Let the children say "**Rr, /r/, rainbow**" many times.
- Draw letter **Rr** capital and small on the board with the tracing steps numbers.
- Colour the letters following the numbers and make sure that the students understand how to colour following the tracing numbers not randomly.
- Now ask them to colour letter **Rr** capital and small following the numbers.
- Ask them to colour the **rainbow** choosing whatever colour they want.

#### Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

AB/p. 49

#### Circle the pictures that begin with the /r/ sound.

- 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**.
- Give the flashcards of the pictures that start with letter **Rr** to the students. Say **Rr, /r/, ring/rat**. Do the same with the other pictures.
- Ask them "**What is this?**" "**What is the first letter?**"
- Make sure that they recognise every picture and the letter that it starts with.
- Tell students that you will only circle the picture that starts with letter **Rr**.

- Ask students to open the activity book on page 49 and circle the picture that starts with letter **Rr**.
- Walk around to help and direct the children.

### Look at the pictures and tick the correct words.

- 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**.
- Give the flashcards of the pictures that start with letter **Rr** to the students. Say **Rr**, /r/, **rainbow**. Do the same with other pictures.
- Now stick the flashcard picture side of **rainbow** on the board and another flashcard word side of **rainbow** beside it. Do the same with the other picture.
- Tell the students to open their activity books on page 49.
- Tell them to look at the picture flashcard with its word on the board. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

## Lesson 10

### Pupil's Book Session

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

#### PB/p. 40

##### 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 example.

##### Detailed instruction:

#### Listen, point and repeat.

##### Introducing Letter **Mm** (**mat**, **milk**, **mirror** and **monkey**):

- Play letter **Mm** 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 **Mm** and the example words **mat**, **milk**, **mirror** and **monkey**.
- 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 **Mm**. Show the four objects/pictures that start with the 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 "**mat**, **milk**, **mirror** and **monkey**".
- Let the puppet say the letter's name **Mm**, the letter's sound **/m/** and a word example **mat**.
- Repeat the name of the letter, the sound and the word **mat** several times.
- Let the children repeat (**Mm**, **/m/**, **mat**) as you raise the flashcard of the letter **Mm** and the picture of a **mat**.
- Repeat the same procedure with other word examples **milk**, **mirror** and **monkey**.
- 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 **/m/**; it should be in a different colour.
- Draw students' attention to the **/m/** sound at the beginning of each word.
- Read the word repeating the **/m/** sound several times and then the full word: **m m m mat**.
- Do the same with **milk**, **mirror** and **monkey**. While you are reading, point to the "**Mm**" and ask the students what sound **Mm** makes.
- Let the children read the words **mat**, **milk**, **mirror** and **monkey** after you.
- Invite students to come out and point to the pictures. Say "Point to **mat**, **milk**, **mirror** and **monkey**". Ask them what sound **Mm** 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 40.
- **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.

**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 sandpaper 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 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 **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, 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.”*
- Call out students to trace and write the letter on the board.
- Ask students to open their books on page 40 and ask students to trace and write the letters.
- Move around to help and check.

## Lesson 11

### Activity Book Session

#### Practise writing letter **Mm**

AB/p. 50

#### Colour.

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.

- 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 50.
- Ask them **“What is this?” “Monkey”**.
- Let the children say **“Mm, /m/, monkey”** many times.
- Draw letter **Mm** capital and small on the board with the tracing steps numbers. Colour the letters following the numbers and make sure that the students understand how to colour following the tracing numbers not randomly.
- Now ask them to colour letter **Mm** capital and small following the numbers.
- Ask them to colour the **monkey** choosing whatever colour they want.

## Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

### AB/p. 51

#### Circle the pictures that begin with the /m/ sound.

- 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**.
- Give the flashcards of the pictures that start with letter **Mm** to the students. Say **Mm**, **/m/**, **mat** / **milk**. Do the same with other pictures.
- Ask them “**What is this?**” “**What is the first letter?**”
- Make sure that they recognise every picture and the letter that starts it.
- Tell students that you will only circle the picture that starts with letter **Mm**.
- Ask students to open the activity book on page 51 and circle the picture that starts with letter **Mm**.
- Walk around to help and direct the children.

#### Look at the pictures and tick (✓) the correct words.

- 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**.
- Give the flashcards of the pictures that start with letter **Mm** to the students. Say **Mm**, **/m/**, **monkey**. Do the same with the other picture.
- Now stick flashcard picture side of **monkey** on the board and another flashcard word side of **monkey** beside it. Do the same with other picture.
- Tell students to open their activity books on page 51.
- Tell them to look at the picture flashcard with its word on the board. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

## Lesson 12

### Pupil's Book & Activity Book Session

#### Introducing & practising numbers **7 & 8**

### PB/p. 41

#### Warm-up:

- Play the numbers song in every number lesson and let the children sing along as you point to the numbers poster or cards of numbers **1- 20**. Review the numbers on the numbers poster every day in the circle; this will help build a good concept of counting in sequence.
- **Show flashcards/visuals:** Use the flashcard of the target number, digit side, or just write it on the board and draw an item to let them visualize the concept that the new number represents.
- **Sound out the number:** Say number **7** out loud several times pointing to it and to the visual that represents it.
- Let the children say number **7** and repeat it several times.
- **Use counters:** count item(s) that represent/s the target number.
- **Listen to the audio:** Let the pupils listen to the audio while you are pointing to the screen/ flashcards or poster.
- **Students number cards:** Let the children find the number that you name amongst other numbers using their number cards (*prepared earlier for the purpose*); ask them to hold it up for you to see.
- Play the lesson on the interactive board and point to the number on the screen; repeat several times for the children to listen carefully.
- Ask the students to repeat after the audio as you are pointing to the number and sounding it out.
- Follow the same steps to teach number **8**.
- **Sight-read the number words:** Use the flashcards, word side or write the number words on the board for the children to sight-read **seven** and **eight**. Practise reading the words **seven** and **eight** as many times as needed. Make sure that each child gets the chance to read.

### Listen, count and repeat.

- Ask students to open their books on page 41 and read the lesson with the children from the book; help them to open it from left to right pointing to each number with the picture(s) that represent the number.
- Tell the children to point in their books as they are repeating.
- **Listen, count and repeat:** Pupils listen to the audio again, point in their books and repeat. Then they say the numbers **7 & 8** as they point in their books.
- Say each number out loud, and point to it as you count in order. This practice connects the counting skill with a visual image of each number.
- Ask the children to count the items in their book and say the number. Ask the class **"How many rats?"** You do not need to emphasise "are there" and just use it in asking as part of the natural language. Apply this on the other picture of number **8**, **"How many rabbits?"**

- **Read the number words:** The teacher reads from the flashcard/board the word “**seven**” pointing to the digit and the representing item so the pupils relate the three parts; the word, the digit and how many items the number represents. Students repeat several times. Follow the same procedure with “**eight**”.
- Play the lesson on the interactive board again and point to the number sound.
- Ask the students to repeat with the audio, as you are pointing to the number on the interactive board and while pupils point in their books. Read the words from the book now, with the children pointing and reading in their books, too.
- 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 age.

### Colour.

- Let the children say “**7**” & “**8**” many times and check if they can identify the digits.
- Now, ask them to colour numbers **7** and **8**.
- Walk around to check and guide.

### Trace and write.

- **Sense of touch:** Use the play-dough to form the number, the sand tray to write the number with their fingers or use blocks with extruded numbers to feel the number while blindfolded to guess what number it is. Use the numbers they learnt so far for this.
- Teach the children how to write the number: You need to draw the four-line-grid on the board and show the pupils how to write the number. You can also show a video to do that (YouTube).
- Talk to your pupils describing the movements you make while writing; for example, To write number 7, *“from top straight line right a little, draw a slant line from the top down to the bottom. Do the same with number 8 but with different description on how to write it.”*
- Tell the kids you will trace them now. You need to demonstrate it on the board. Write the number with dotted lines and trace it. Describe again how you are writing the number in words as you trace.
- Invite all the students to trace and write the number on the board one by one or in twos or threes.
- Open the book on page 41 and ask students to trace and write the numbers.
- Walk around to help and direct the children towards forming the numbers right. Keep reminding them to start at the dot and to follow the arrows.

- 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 practise and master letters' names, sounds and words

## AB/p. 52

### Complete by number then colour the picture.

- Play the numbers song on the screen from 1 – 20 and sing along with the students while you are pointing to each number.
- Repeat this step many times until you make sure that students can distinguish the numbers in sequence.
- Keep the number sequence in front of the students on the board.
- Ask the students to open their activity books on page 52.
- Tell them that they need to trace the dotted line starting from number one until eight.
- Tell them to follow with the sequence in front of them on the board and do the same in their books.
- Walk around to help and check that they are working correctly.
- Now, ask them to colour the picture.

## AB/p. 53

### Count and Circle.

- Give the number cards to the students and ask them to find numbers **7 & 8**.
- Make sure that all students can recognise numbers **7 & 8**.
- Show the pictures used in the exercise to the students. Name them and say *"rats"*, *"rings"*.
- Ask *"How many rats?"* Count with them **1, 2, 3, 4, 5, 6 and 7**. Elicit the answer **"7"**. Do the same with the *rings*.
- Make sure that they recognise every picture and the number that it represents.
- Explain to the students what they need to do on the screen and do it with them. Call out students to do the same on the screen.
- Now tell the students to open their activity books on page 53.
- Tell them to count the items and circle the correct digit that represents the number of the pictures.
- Walk around to help and direct the children.

### Trace and write the number.

Follow the same tracing steps explained in the pupil's book page 41 to do the exercise.

# Unit 4

## On the Farm

Pupil's Book Session pages 42 – 51

Activity Book Session pages 54 - 67

New Words	<b>Words:</b> cow, horse, sheep, hen, rabbit, bird, duck, frog <b>Story words:</b> little, bunnies, quiet, babies, sleep, wake up, play, morning, wolf, friends, cluck, neigh, moo <b>Number words:</b> nine, ten <b>Numbers:</b> 9 & 10 <b>Story:</b> The Happy Farm Animals
Grammar	"What are these?" "They are (sheep)." "What is this?" "It' is a (frog)."
Letter Sounds & Words	<b>(Dd: deer, doll, diamond, dress), (Gg: grass, goat, glass, guitar) and (Ll: ladybug, ladder, lamp, leaf)</b> <b>Phonics: h, r, m, d, g, l</b>
Language Functions	Identifying different types of animals

### Outcomes

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

- Identify different types of animals.
- Respond to yes/no questions and questions with "What are these? They are (sheep). What is this? It' is a (frog)."
- Identify, sound out, write the letters **Dd**, **Gg** and **Ll**, capital and small, and say four word examples that begin with the sounds /**d**/ **g**/ and /**l**/.
- Sight-read the keywords in the unit.
- Identify numbers **9** & **10** in sequence and count items that represent the number. Count and say how many items there are.
- Listen to and follow a story prompted by pictures. Answer comprehension questions using words in the story.
- Trace and write the letters **Dd**, **Gg** and **Ll** in the correct formation.

Unit Four		
On the Farm		
Lesson	Session	Content and pages
Lesson 1	Pupil's Book Session	Introducing vocabulary & grammar PB/p. 42: Listen, point and repeat.
Lesson 2	Pupil's Book Session	Practicing vocabulary & grammar PB/p. 43: Ask and Answer.
Lesson 3	Activity Book Session	AB/p. 54: Look at the pictures and tick the correct words. AB/p. 55: Match and colour the picture. AB/p. 55: Look at the pictures and tick the correct answers.
Lesson 4	Pupil's Book Session	Introducing and practising the story PB/pp. 44 & 45: Listen, point and repeat.
Lesson 5	Pupil's Book Session	Introducing and practising letter <b>Dd</b> sound /d/ PB/p. 46: Listen and repeat. PB/p. 46: Trace and write.
Lesson 6	Activity Book Session	Practise writing letter <b>Dd</b> AB/p. 56: Colour. / Trace and write. AB/p. 57: Circle the picture. / Tick the correct words.
Lesson 7	Pupil's Book Session	Introducing and practising letter <b>Gg</b> sound /g/ PB/p. 47: Listen and repeat. PB/p. 47: Trace and write.
Lesson 8	Activity Book Session	Practise writing letter <b>Gg</b> AB/p. 58: Colour. / Trace and write. AB/p. 59: Circle the picture. / Tick the correct words.
Lesson 9	Pupil's Book Session	Introducing and practising letter <b>Ii</b> sound /i/ PB/p. 48: Listen and repeat. PB/p. 48: Trace and write.
Lesson 10	Activity Book Session	Practise writing letter <b>Ii</b> AB/p. 60: Colour. / Trace and write. AB/p. 61: Circle the picture. / Tick the correct words.
Lesson 11	Pupil's Book & Activity Book Session	Introducing & practising numbers <b>9 &amp; 10</b> PB/p. 49: Listen, count and repeat. / Colour. /Trace and write. AB/p. 62: Count and Circle. / Trace and write.
Lesson 12	Pupil's Book & Activity Book Session	Phonics: Revision PB/pp. 50 & 51: Listen, repeat and spell the words. AB/p. 63: Trace the words. /Choose and write. Review AB/p. 64: Circle the beginning sound. AB/p. 65: Say and match. AB/pp. 66 - 67: Give as homework.

## Lesson 1



## Pupil's Book Session

### Introducing vocabulary & grammar

PB/p. 42

#### A warm up:

The best way to start this unit is by showing the students a video about animals. Try to choose a good video that includes most of the animals in this unit.

Discuss the video and use the strategy explained in the introduction under **"Watching videos to support learning"**. Let the students watch, listen and repeat the names of the animals in the video. Talk about the animals they see in the video. Encourage the children to repeat the animals' names.

#### Listen, point and repeat.

- Play the scene and tell the students that this is a farm and these are farm animals.
- Play the interactive board on page 42. Start by saying, Bird, look!" **"This is a bird,"** pointing to the bird on the screen or the poster. Invite kids to point to the picture of the bird and say, **"This is a bird."** Do the same with the rest of the animal words. Let the children repeat the names of the animals several times.
- Play the page of the theme on the interactive board or use a poster and flashcards (ordered with the books) for the purpose. Invite students to point to animals on the screen and name them.
- Now let them open their books, and tell them to do the same in their books. Read the instruction line with the class: **"Listen, point, and repeat."**
- **Listen to the audio:** Tell the kids to listen carefully to the audio and point to their books. Walk around to see if they are pointing correctly.
- Introduce the animals in the book to the class. Say, horse/hen/duck/cow/sheep/rabbit/frog." Repeat them several times, pointing to characters on the screen or poster, and urge the children to repeat them after you. It is important to point at the animal when saying its name.
- Ask simple yes/no questions. Provide the model answer and encourage the kids to repeat it many times until they get the idea. For example, **"Is Omar happy?" "Is this a bird?" "No."** or **"Yes."**
- Ask what-question questions: **"What is this? It is a bird."** Keep pointing to the animal on the screen or poster while saying the name.
- Stress the new form, **"It is a bird,"** by repeating it many times orally and inviting children out to say the same (*talking about different animals*).
- Teach the plural in asking and answering, **"What are these?"** Answer, **"They are sheep."** Repeat the new forms and let the children repeat.

- Train children to listen carefully to the audio and make it comprehensible to your students by pointing to the character in their books every time. Repeat the audio many times until the children learn how to produce the words and sentences in the same way.
- **Sight-reading:** Show the farm animals' flashcards, word side, and say "**bird**", "**horse**", "**hen**", "**duck**", "**cow**", "**sheep**", "**rabbit** and "**frog**". Teach the students to sight-read the animal words.

## Lesson 2

### Pupil's Book Session

#### Practicing vocabulary & grammar

#### PB/p. 43

#### Ask and Answer.

- Revise the animals with the class again orally, on the screen, and in their books. Say, "**It is a bird, horse, hen, duck, cow, sheep, rabbit, or frog.**" Repeat them several times, pointing to animals on the screen or poster, and encourage the children to repeat them after you. It is important to point to the animal when naming it.
- Ask simple yes/no questions about the animals.
- Ask what-question questions: "**What is this?**" Pointing to a duck. "**It is a duck.**" Keep pointing to the animal on the screen or poster while saying the name. Ask, "**What are these?**" pointing to the sheep. Answer, "**They are sheep.**"
- Do the same with the pictures at the bottom of page 43: **ducks**, a **chicken**, a **rabbit**, **birds**, and a **cow**. Use the flashcards for the animals.
- Raise the flashcard of the first animal, "**frog**" and ask the students, "**What is this?**" "**This is a (frog).**" Raise the flashcard of the sheep and ask the students, "**What are these?**" "**These are sheep.**" You need to help them with the answer first.
- Repeat until you feel that the students have mastered the questions and the answers. Do the same with the other animals.
- Now tell the students to open their pupils' books. Say, "**Open your books on page 43.**" Walk around to help them open their books on the page.
- **Listen to the audio:** Ask them to listen carefully to the audio again while they point to the speaking characters **Kareem**, **Noor**, **Sara** and **Omar**; 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.
- Point and let the children point to the animal 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.***

### Lesson 3

#### Activity Book Session

AB/p. 54

**Look at the pictures and tick (✓) the correct words.**

- Show the farm animals names and pictures on the screen.
- Practise the “ask and answer” exercise again. Use simple yes-or-no questions. Provide the model answer yourself and encourage the kids to repeat it many times until they get the idea. For example, "***Is this animal a (bird)?***" "***No***" or "***Yes.***"
- Do the same with other farm animals' words.
- Ask what-question questions: "***What is this?***" "***This is a frog.***" "***What are these?***" "***These are sheep.***" Keep pointing to the character on the screen or poster while saying the name.
- Do the same with the other animals, one by one, until they fully recognise them.
- Use the flashcards for the animals.
- Raise the flashcard of the first figure, (horse)," and ask the students, "***What is this?***" "***This is a horse.***"
- Do the same with the other animals.
- Show the exercise on the screen, point to the picture, and raise the same question, "***What is this?***"
- Do the same with the other flashcards.
- Tell students to open their activity books on page 54.
- Tell them to look at the screen and tick the right word. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

AB/p. 55

## Match and colour the picture.

### Sight-reading:

- Use the flashcards of the farm animals word side and sight-read them again with the class one by one (you have done sight-reading when you introduced the names 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 (**rabbit**). 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 of animal names (**duck, frog, and bird**). Use the cards, picture side, and ask, "**What is this?**" to see if they recognise the family names. Practise reading the names again if they still cannot.
- Now invite the children to match the farm animals' names with the right pictures on the board one by one. Stress understanding the meaning of the word "**match**." Next, tell them to match in their activity books, then colour the pictures. Walk around to help and guide.

## Look at the pictures and tick the correct answers.

- Show the farm animals' words and pictures on the screen.
- Practice the "ask and answer" exercise again. Use simple yes/no questions. Provide the model answer yourself and encourage the kids to repeat it many times until they get the idea. For example, "**Is this animal a (bird)?**" "**No**" or "**Yes**."
- Do the same with other farm animals' words.
- Ask what-question questions: "**What is this?**" "**This is a (frog).**" "**What are these?**" "**These are sheep.**" Keep pointing to the character on the screen or poster while saying the name.
- Do the same with the other animals, one by one, until they fully recognise them.
- Use the animal flashcards.
- Raise the flashcard of the first animal, (horse)," and ask the students, "**What is this?**" "**This is a (horse).**"
- Do the same with the other animals.
- Show the exercise on the screen, point to the picture, and raise the same question, "**What is this?**"
- Point to the sheep and say, "**This is a sheep.**"
- Do the same with the other picture.
- Tell students to open their activity books on page 55.

- Tell them to look at the screen and tick the right answer. Make sure they understand that they have to tick the correct answer that matches the question.
- Walk around to help and direct the children.

## Lesson 4

### Pupil's Book Session

#### Introducing and practising the story

#### PB/pp.44 & 45

#### Listen, point and repeat.

- Make the kids feel familiar with the theme of the story: ***"If you want to live happily, take care of each other."***
- Before you start the story, revise the animals' names with the pupils. Check their mastery of the animals' names.
- Point to the poster or the screen of the interactive board and discuss the title. Say: The title of the story is ***"The Happy Farm Family."***
- Now set the scene: Show the scene of the story on the interactive board or poster; tell the pupils that this story is about a happy farm family who take care of each other. The animals (the cow, the horse, the duck, and ***Olga*** the hen) want to play with the little bunnies, but they are sleeping. The animals wait until the morning. When the wolf (***Rohan***) tries to eat the bunnies, all the farm animals help to save the little bunnies.
- Point to the pictures and name the animals 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 take care of their families and friends. Try to get yes/no answers only now.
- Ask them yes/no questions about the pictures. For example, ***"Are the farm animals happy with the bunnies?"*** 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 the farm animals are happy with each other. Point to the animals in the second picture and say, ***"The farm animals want to play with the little bunnies."*** They say, ***"Hello bunnies."*** Now go on the same way with the rest of the pictures: ***"The cow tells the animals, "Shhh! Quiet! Ruby and the babies are sleeping." "Olga the hen says: "Wake them up!" "The cow says, "No, Olga! You can play with the bunnies in the "" "The horse shouts and says, wake up every one! Rohan the wolf will eat the bunnies." "The cow says "Mooo", the horse says, "Neigh," and the hen says, "Cluck, cluck!" "The bunnies' mother says, "Thank you, my friends.""***
- In the last picture, point to the farm animals and ask, ***"Are the farm animals happy?"*** Get answers from the kids and ask, ***"Why are the farm animals happy?"*** Give a model answer: ***"Because they take care of each other and save the little bunnies."***

- 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 44 & 45; 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 give:  
*"What do the farm animals say to the little bunnies?" "Hello bunnies."*  
*"What do the farm animals want?" "To play with the bunnies."*  
*"Why does the cow tell other animals to be quiet?" "Because the bunnies are sleeping."*  
*"What does the hen want?" "To awaken the bunnies."*  
*"Does the cow agree to awaken the bunnies?" "No."*  
*"Why does the horse shout and awaken the farm animals?" "Because the wolf will eat the little bunnies."*  
*"What do the farm animals do?" "They shout at the wolf."*
- Talk about the moral of the story: "**Take care of each other to live happily.**"
- **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 5

### Pupil's Book Session

PB/p. 46

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.

### Detailed instruction:

#### Listen, point and repeat.

#### Introducing Letter **Dd** (**doll**, **diamond**, **deer** and **dress**):

- Play the letter **Dd** 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 **Dd** and the example words **doll**, **diamond**, **deer** and **dress**.
- 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 **Dd**. Show the four objects /pictures that start with the letter 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 the letter "**d**". Teach the words by showing them the real objects, if available, or the pictures of "**doll**, **diamond**, **deer** and **dress**."
- Let the puppet say the letter's name, **Dd**, the letter's sound, **/d/** and say a word example, **doll**.
- Repeat the name of the letter, the sound, and the word **doll** several times.
- Let the children repeat (**Dd**, **/d/**, **doll**) as you raise the flashcard of letter **Dd** and the picture of a **doll**.
- Repeat the same procedure with other word examples: **diamond**, **deer** and **dress**.
- Now let the children repeat again and quiz them with the four word examples.
- Show the words 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 the each word.
- Read the word repeating the **/d/** sound several times and then the full word: **d d d doll**.
- Do the same with **diamond**, **deer** and **dress**. While you are reading, point to the "**Dd**" and ask the students what sound **Dd** makes.
- Let the children read the words **doll**, **diamond**, **deer** and **dress** after you.



- Invite students to come out and point to the pictures. Say "Point to **doll, diamond, deer** and **dress**". Ask them what sound **Dd** 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.
- **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.

### 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 left and close"*.
- Draw letter **Dd**, small and capital, with a dotted outline.
- 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 again how you are writing the letter in words as you trace.
- Call out students to trace and write the letter on the board.
- Open the book on page 46 and ask students to trace and write the letters.
- 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 **Dd**

AB/p. 56

Colour.



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.

- 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 56.
- Ask them, "**What is this?**" "**Deer.**"
- Let the children say "**Dd**, /**d**/, **deer**" many times.
- Draw letter **Dd**, capital and small, on the board with the tracing steps. Colour the letters following the numbers, and make sure that the students understand how to colour following the tracing numbers not randomly.
- Now ask them to colour letter **Dd** capital and small following the numbers.
- Ask them to colour the **deer**, choosing whatever colour they want.

### Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

### AB/p. 57

#### Circle the pictures that begin with the /d/ sound.

- 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**.
- Give the flashcards of the pictures that start with letter **Dd** to the students. Say, "**Dd**, /**d**/, **doll**/ **diamond**." Do the same with other pictures.
- Ask them, "**What is this?**" "**What is the first letter?**"
- Make sure that they recognise every picture and the letter that starts it.
- Tell students that you will only circle the picture that starts with letter **Dd**.
- Ask students to open the activity book on page 57 and circle the picture that starts with letter **Dd**.
- Walk around to help and direct the children.

#### Look at the pictures and tick (✓) the correct words.

- 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**.
- Give the flashcards of the pictures that start with letter **Dd** to the students. Say, **Dd**, /**d**/, **dress**. Do the same with other pictures.

- Now stick the flashcard, picture side, of **dress** on the board and another flashcard word side of **dress** beside it. Do the same with the other picture.
- Tell students to open their activity books on page 57.
- Tell them to look at the picture flash card with its word on the board. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

## Lesson 7

### Pupil's Book Session

**PB/p. 47**

#### 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** (**goat, glass, grass** and **guitar**):

- Play the letter **Gg** 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 **Gg** and the example words **goat, glass, grass** and **guitar**.
- 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 **Gg**. Show the four 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 the letter "**g**". Teach the words by showing them the real objects, if available, or the pictures of "**goat, glass, grass** and **guitar**."

- Let the puppet say the letter's name, **Gg**, the letter's sound, /g/ and say a word example, **goat**.
- Repeat the name of the letter, the sound and the word **goat** several times.
- Let the children repeat (**Gg**, /g/, **goat**) as you raise the flashcard of letter **Gg** and the picture of a **goat**.
- Repeat the same procedure with other word examples: **glass**, **grass** and **guitar**.
- Now let the children repeat again and quiz them with the four 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 say the full word: **g g g goat**.
- Do the same with **glass**, **grass** and **guitar**. While you are reading, point to the "**Gg**" and ask the students what sound **Gg** makes.
- Let the children read the words **goat**, **glass**, **grass** and **guitar** after you.
- Invite students to come out and point to the pictures. Say "Point to **goat**, **glass**, **grass** and **guitar**." Ask them what sound **Gg** makes.
- Play a game: Put 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 47.
- **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.

### 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, and 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.
- 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 again how you are writing the letter in words as you trace. Invite the children to do the same on the board.
- Call out students to trace and write the letter on the board.
- Open the book on page 47 and ask students to trace and write the letters.
- 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

#### Practising writing letter **Gg**

**AB/p. 58**

#### Colour.

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.

- 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 58.
- Ask them, "**What is this?**" "**Grass.**"
- Let the children say "**Gg, /g/, grass**" many times.
- Draw letter **Gg**, capital and small, on the board with the tracing steps. Colour the letters following the numbers, and make sure that the students understand how to colour following the tracing numbers not randomly.
- Now ask them to colour letter **Gg**, capital and small, following the numbers.
- Ask them to colour the **grass**, choosing whatever colour they want.

#### Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

**AB/p. 59**

#### Circle the pictures that begin with the /g/ sound.

- 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 recognise letter **Gg**.
- Give the flashcards of the pictures that start with letter **Gg** to the students. Say, **Gg**, /g/, **glass/ goat**. Do the same with other pictures.
- Ask them, “**What is this?**” “**What is the first letter?**”
- Make sure that they recognise every picture and the letter that starts it.
- Tell students that you will only circle the picture that starts with letter **Gg**.
- Ask students to open the activity book on page 59 and circle the picture that starts with letter **Gg**.
- Walk around to help and direct the children.

### Look at the pictures and tick (✓) the correct words.

- 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 recognise letter **Gg**.
- Give the flashcards of the pictures that start with letter **Gg** to the students. Say **Gg**, /g/, **goat**. Do the same with other pictures.
- Now stick the flashcard picture side of **goat** on the board and another flashcard word side of **goat** beside it. Do the same with the other picture.
- Tell students to open their activity books on page 59.
- Tell them to look at the picture flash card with its word on the board. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

## Lesson 9

### Pupil's Book Session

#### PB/p. 48

#### Introducing and practising letter **Ll** sound **//**

##### 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 **L** (*leaf*, *ladder*, *ladybug* and *lamb*):

- Play letter **L** 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 **L** and the example words *leaf*, *ladder*, *ladybug* and *lamb*.
- 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 **L**. Show the four 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 "*leaf*, *ladder*, *ladybug* and *lamb*."
- Let the puppet say the letter's name, **L**, the letter's sound, **/l/** and say a word example, *leaf*.
- Repeat the name of the letter, the sound and the word *leaf* several times.
- Let the children repeat (**L**, **/l/**, *leaf*) as you raise the flashcard of the letter **L** and the picture of a *leaf*.
- Repeat the same procedure with other word examples, *ladder*, *ladybug* and *lamb*.
- Now let the children repeat again and quiz them with the four word examples.
- Show the word flashcards of each picture and stress the initial sound **/l/**; it should be in a different colour.
- Draw students' attention to the **/l/** sound at the beginning of each word.
- Read the word, repeating the **/l/** sound several times, and then the full word: **l l l leaf**.
- Do the same with *ladder*, *ladybug* and *lamb*. While you are reading, point to the "**L**" and ask the students what sound **L** makes.
- Let the children read the words *leaf*, *ladder*, *ladybug* and *lamb* after you.
- Invite students to come out and point to the pictures. Say, "Point to *leaf*, *ladder*, *ladybug* and *lamb* Ask them what sound **L** 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 48.
- **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.

### 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 **Ll** 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 **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 **Ll**, small and capital, with a dotted outline.
- Tell the kids you will trace it now.
- Call out students to trace and write the letter on the board.
- Open the book on page 48 and ask students to trace and write the letters.
- 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 **Ll**

#### AB/p. 60

#### Colour.

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.

- 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 60.
- Ask them, *“What is this?” “Ladybug.”*
- Let the children say *“**Ll**, **ll**, **ladybug**”* many times.

- Draw letter **ll**, capital and small, on the board with the tracing steps. Colour the letters following the numbers, and make sure that the students understand how to colour following the tracing numbers, not randomly.
- Now ask them to colour letter **ll**, capital and small, following the numbers.
- Ask them to colour the **ladybug**, choosing whatever colour they want.

### Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

### AB/p. 61

#### Circle the pictures that begin with the /l/ sound.

- 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**.
- Give the flashcards of the pictures that start with letter **ll** to the students. Say, "**ll**, **ll**, **leaf**/**lamp**." Do the same with other pictures.
- Ask them, "**What is this?**" "**What is the first letter?**"
- Make sure that they recognise every picture and the letter that starts it.
- Tell students that you will only circle the picture that starts with letter **ll**.
- Ask students to open the activity book on page 61 and circle the picture that starts with letter **ll**.
- Walk around to help and direct the children.

#### Look at the pictures and tick (✓) the correct words.

- 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**.
- Give the flashcards of the pictures that start with letter **ll** to the students. Say "**ll**, **ll**, **ladder**." Do the same with other pictures.
- Now stick the flashcard picture side of **ladder** on the board and another flashcard word side of **ladder** beside it. Do the same with the other picture.
- Tell students to open their activity books on page 61.
- Tell them to look at the picture flash card with its word on the board. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

### Lesson 11



## Pupil's Book & Activity Book Session

### Introducing & practising numbers **9** & **10**

PB/p. 49

Warm-up:

A song

- Play the numbers song in every number lesson and let the children sing along as you point to the numbers poster or cards of numbers **1–20**. Review the numbers on the number poster every day in the circle; this will help build a good concept of counting in sequence.
- **Show flashcards or visuals:** Use the flashcard of the target number (digit side) or just write it on the board and draw an object to let them visualise the concept that the new number represents.
- **Sound out the number:** Say number **9** aloud several times, pointing to it and to the visual that represents it.
- Let the children say the number **9** and repeat it several times.
- **Use counters:** Count item(s) that represent the target number.
- **Listen to the audio:** Let the pupils listen to the audio while you are pointing to the screen, flashcards or poster.
- **Students number cards:** Let the children find the number that you name amongst other numbers using their number cards (*prepared earlier for the purpose*); ask them to hold it up for you to see.
- Play the lesson on the interactive board and point to the number on the screen. Repeat several times for the children to listen carefully.
- Ask the students to repeat after the audio as you are pointing to the number and sounding it out.
- Follow the same steps to teach number **10**.
- **Sight-read the number words:** Use the flashcards, word side, or write the number words on the board for the children to sight-read them, **nine** and **ten**. Practise reading the words **nine** and **ten** as many times as needed. Make sure that each child gets the chance to read.

### Listen, count and repeat.

- Ask students to open their book on page 49 and read the lesson with the children from the book; teach them to open it from left to right, pointing to each number with the picture(s) that represent the number.
- Tell the children to point in their pupils' books as they are repeating.
- **Listen, point and say:** Pupils listen to the audio again, point to numbers in their books, and repeat. Then they point and say the numbers **9** & **10**.

- Say each number aloud and point as you count in order. This practice connects the counting skill with a visual image of each number.
- Ask children to count the items in their book and say the number. Ask, "**How many jewels or glasses?**" Elicit **9** and **10**, respectively.
- **Sight-reading:** Read the number words "**nine**" and "**ten**," pointing to the digit and the representing pictures so the pupils relate the three parts: the word, the digit, and how many items the number represents. Students repeat several times.
- Follow the same procedure with number **10**.
- Play the lesson on the interactive board again and point to 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 and reading from the book, too.
- Use numbers in everyday activities like telling the time or asking for an age.

### Colour.

- 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 49.
- Ask them, "**What is this number?**" "**Nine.**" "**Ten.**"
- Let the children say "**Nine**" and "**Ten**" many times.
- Use the flashcards of the numbers and remind the students with the word, the digit and how many items the number represents
- Now ask them to colour the numbers **9** and **10**.

### Trace and write the number.

- **Sense of touch:** Use the play-dough to form the number, the sand tray to write the number with their fingers, or use blocks with extruded numbers to feel the number while blindfolded to guess what number it is.

Teach the children how to trace and write the number. You need to draw the four-line grid on the board and show the pupils how to write the number. Talk to your pupils about the movements you make while writing; for example, *"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 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."*

- Draw the numbers with dotted outlines. Tell the kids you will trace them now.
- You need to demonstrate it on the board. Write the number with dotted lines and trace it. Describe again how you are writing the number in words as you trace.

- Call out students to trace and write the number on the board.
- Tell them to open their pupil's books on page 49 and ask the students to trace and write the letters.
- 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 arrows.

## AB/p. 62

### Count and Circle the correct number.

- Give the number cards to the students and ask them to find numbers **9** and **10**.
- Make sure that all students can recognise numbers **9** and **10**.
- Show the pictures used in the exercise to the students. Name them and say **"stars"** or **"diamonds"**.
- Ask, **"How many stars?"** Let's count **1, 2, 3, 4, 5, 6, 7, 8, 9** and **10**. Elicit the answer **"10"**.
- Do the same with the **diamonds**.
- Make sure that they recognise every picture and the number that it represents.
- Explain to the students what they need to do on the screen, and do it together with them. Call students out to do the same on the screen.
- Now tell the students to open their activity books on page 62.
- Tell them to count the items and circle the number that represents the items in the pictures. Walk around to help and direct the children.

### Trace and write the number.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

## Lesson 12

### Pupil's Book & Activity Book Session

Phonics: Consonants **h, r, m, d, g, l**

PB/pp. 50 & 51

### Listen, repeat and spell the words.

Read the introduction before you teach these two pages under **Teaching Phonics**.

- You will need to practise reading these words orally first: **hat, rat, mat, dam, mad, mug, rug, bug, hug, dip, dog, log, dig**. Check the understanding of the meaning of the words by using picture flashcards of the words or just showing the pages on the screen. Some words are action words that you can demonstrate to the children, like **mad, hug, and dig**. Revise and quiz the students using the flashcards, picture side, and by doing the actions and asking them to say the action word. See if the students can read the words (sight-reading) so far; if not, you will need to practise reading the words again one by one,

focusing on the target sound coloured in red. Let them repeat after you, then quiz them by flashing the cards and testing them to see if they can read.

- Play one of the games suggested in the introduction and add fun by varying the reading procedure.
- Show pages 50 & 51 on the screen and do the reading on the screen with the students before they open their books. Read the instruction line as well every time you do the activity: "**Listen, repeat and spell the words.**" You can spell the words only if your students have already learnt the names of the letters in level 1, and they can now name them from Aa-Zz. If not, leave the spelling to a later stage.
- Read and let the class read the words with you several times (*chorus, groups, individuals*) as you point to the pictures. Then, invite students to read on the screen.
- Play the audio of pages 50 & 51 and let the class listen carefully many times. Then, let them repeat the audio in the same way until they master reading the words.
- Ask the students to open their books on pages 50 and 51; you still need to help them open their books. Make certain they are all on the same page by pointing and asking them to point with their fingers at the words.
- Read the instruction line as well every time you do the activity: "**Listen, repeat and spell the words.**" To make it more familiar, you can ask the children to repeat reading the instruction line after you until they memorise it.
- Now ask them to point to each word and read it with them. Repeat this and ask individuals to read in the same way.
- Add variety by using body language (TPR) to imitate the picture and having the students guess the word. Alternatively, say the beginning sound with a gesture, and the student says the word.
- Finally, let the students get used to reading the words on their own in turn while you walk around listening to them read from their books one by one.

## AB/p. 63

### Trace the words.

- Show the lesson on the screen.
- Point to the first word and say "**hat.**"
- Point to the related picture and say "**hat.**"
- Repeat many times, and ask children to repeat after you.
- Now try to spell the word. You can spell now as the children are familiar with all the letters in the words.
- Say, "**hat**" "**h- a- t,**" "**hat.**"
- Do the same with other words.
- Draw the words with a dotted outline on the board.

- Tell the kids you will trace them now.
- You need to demonstrate it on the board. Write the word with dotted lines and trace it. Describe again how you are writing each letter in each word as you trace. Invite the children to do the same on the board.
- Call out students to trace and write the word on the board.
- Open the book on page 63 and ask students to trace and write the words.
- Walk around to help and direct the children towards forming the word right. Keep reminding them to start at the dot and to follow the arrows.

### Choose and write.

- Show the lesson on the screen.
- Point to the first word and say “**mat.**”
- Point to the related picture and say “**mat.**”
- Repeat many times, and ask children to repeat after you.
- Use the picture flashcards. Point to each picture and say its word.
- Repeat the word many times.
- Now try to spell the word. You can spell now as the children are familiar with all the letters in the words.
- Say, “**mat,**” “**m- a- t,**” “**mat.**”
- Do the same with other words.
- You need to draw the four-line grid on the board and show the pupils how to write each word.
- Tell them that they have to start from the dot. You can help them by demonstrating the dots on their books.
- Describe again how you are writing each letter in each word as you trace. Invite the children to do the same on the board.
- Call out students to write the word on the board.
- Open the book on page 63 and ask students to choose the correct word and write it.
- Walk around to help and direct the children towards forming the word right. Keep reminding them to start at the dot and to follow the arrows.

### Review

**AB/ p. 64**

### Circle the beginning sound.

**The purpose of review pages is to recap what students have learned.**

- Go through all the short vowel letters on the screen on page 64.

- Read the instructions and explain the task. Tell the students that they need to name the picture and circle the sound that the picture starts it.
- Point to the axe and say, **"What is this?"**
- Say, **"Milk, m- i- l- k, milk."**
- Point to each sound under the picture of the **milk** and say **/h/, /r/, /m/**; now ask the students, **"What sound does key start with?"** Get the students to answer and elicit **/m/** from them.
- Do the same with the rest of the pictures.
- Ask students to open their activity books on page 64.
- Tell them you will circle the beginning sound of each picture again on the screen and help them do the same.

## AB/ p. 65

### Say and match.

- Play the alphabet song on the screen and let the students sing along while you point to the letters, sounds, and pictures.
- Start with letter **Aa apple** on the poster, point to the picture on the poster, and say **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 here orally and quickly.
- Go through all the letters on the poster or screen in the same way.
- Use the flashcards of the pictures in the exercise or play page 65 on the screen.
- Do the same previous steps with the pictures here.
- Point to the egg and say, **"What is this?"**
- Say **"doll, Dd, /d/ doll."**
- Give them the flashcards of the alphabet.
- Say **Rr, /r/, ring**.
- Ask them to find the matching flashcard among the flashcards they have. Do the same with other pictures.
- Ask students to open the activity book on page 65.
- Tell them you will match the capital letter with the picture of the small letter.
- Walk around to guide and help.

## AB/ p. 66

## Complete by number then colour the picture.

### Do at home

If you have time to do page 66 in class, then read the instructions; otherwise, give it as homework, but you need to send the parents or caretakers a note to explain to them what they need to do.

- Play the numbers song on the screen from 1 to 20 and sing along with the students while you are pointing to each number.
- Repeat this step many times until you make sure that students can distinguish the numbers in sequence.
- Keep the number sequence in front of the students on the board.
- Ask students to open the activity book on page 66.
- Tell them that they need to trace the dotted line starting from number one until sixteen.
- Tell them to follow the sequence in front of them on the board.
- Walk around to help and check that they did it correctly.
- Now ask them to colour the picture.
- Tell them you will match the capital letter with the picture with of small letter.
- Walk around to guide and help.

### AB/ p. 67

## Count and write the numbers.

### Do at home

- Give the flashcards of the numbers to the students and ask them to find the flashcards of the numbers **1-10**.
- Make sure that all students can recognise the numbers from **1-10**.
- Give the flashcards of the pictures used in the exercise to the students. Say **“pulp”** then **“doll”**. Do the same with other pictures.
- Read the number words: The teacher reads from the flashcard the word **“one,”** pointing to the digit and the representing object, so the pupils relate the three parts: the word, the digit and how many items the number represents. Students repeat several times.
- Follow the same procedure with other numbers.
- Ask them, **“What is this?” “What is the number of the items in the picture?”**
- Make sure that they recognise every picture and the number that it represents.
- Ask students to open the activity book on page 67.
- Tell students that you will write the number that matches the number of the items in the pictures.

- You need to draw the four-line grid on the board and do the first one while you are explaining the tracing steps.
- Tell them to count on their books and write the numbers.
- Walk around to help and direct the children.



# Unit 5

## Sports

Pupil's Book Session pages 52 – 59

Activity Book Session pages 68 – 79

New Words	<b>Words:</b> tennis, swimming, basketball, volleyball, running, football <b>Song words:</b> pool, school, field Number words: eleven, twelve <b>Numbers:</b> 11 & 12, adding within 12 <b>Song:</b> Sports Song
Grammar	<i>"Can you play (football)?" "Yes, I can." "Can you play (tennis)?" "No, I can't."</i>
Letter Sounds & Words	<b>(Ff: frog, fan, fruits, fish), (Bb: bear, balloon, bread, boat) and (Jj: jam, jump, jelly, jug)</b> <b>Phonics: f, b, j</b>
Language Functions	Talking about sports

### Outcomes

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

- Identify sports. Talk about the sports that they can play.
- Respond to yes/no questions, *"Can you play (football)? Yes, I can. Can you play (tennis)? No, I can't."*
- Sing all letters' names and sounds song (A-Z).
- Identify, sound out and write the letters **Ff**, **Bb** and **Jj**, capital and small, and sounds and say four word examples that start with **/f/**, **/b/** and **/j/**.
- Sight-read the keywords in the unit.
- Sing along the "Sports" song.
- Identify numbers 11 & 12 in sequence. Count items that represent the new numbers and add within 12.
- Trace and write the letters **Ff**, **Bb** and **Jj** with correct formation.

Unit five		
Sports		
Lesson	Session	Content and pages
Lesson 1	Pupil's Book Session	Introducing vocabulary & grammar PB/p. 52: Listen, point and repeat.
Lesson 2	Pupil's Book Session	Practicing vocabulary & grammar PB/p. 53: Ask and Answer.
Lesson 3	Pupil's Book Session	PB/p. 53: Introducing and practising the Sports song
Lesson 4	Activity Book Session	AB/p. 68: Look at the pictures and tick the correct words. AB/p. 69: Find the words. AB/p. 69: Circle your favourite sport and say which one it is.
Lesson 5	Pupil's Book Session	Introducing and practising letter <b>Ff</b> sound /f/ PB/p. 54: Listen and repeat. PB/p. 54: Trace and write.
Lesson 6	Activity Book Session	Practise writing letter <b>Ff</b> AB/p. 70: Colour. / Trace and write. AB/p. 71: Circle the picture. / Tick the correct words.
Lesson 7	Pupil's Book Session	Introducing and practising letter <b>Bb</b> sound /b/ PB/p. 55: Listen and repeat. PB/p. 55: Trace and write.
Lesson 8	Activity Book Session	Practise writing letter <b>Bb</b> AB/p. 72: Colour. / Trace and write. AB/p. 73: Circle the picture. / Tick the correct words.
Lesson 9	Pupil's Book Session	Introducing and practising letter <b>Jj</b> sound /j/ PB/p. 56: Listen and repeat. PB/p. 56: Trace and write.
Lesson 10	Activity Book Session	Practise writing letter <b>Jj</b> AB/p. 74: Colour. / Trace and write. AB/p. 75: Circle the picture. / Tick the correct words.
Lesson 11	Pupil's Book & Activity Book Session	Introducing & practising numbers <b>11 &amp; 12</b> PB/p. 57: Listen, count and repeat. /Count and add. AB/pp. 76 & 77: Trace and write. /Count and add. AB/p. 78: Complete by number then colour the picture.
Lesson 12	Pupil's Book & Activity Book Session	Phonics: Revision PB/pp. 58 & 59: Listen, repeat and spell the words. AB/p. 79: Trace the words. Choose and write.

## Lesson 1

### Pupil's Book Session

#### Introducing vocabulary & grammar

#### PB/p. 52

#### A warm up:

**Show a video:** Select a good video to play for the students to introduce the different sports. If you cannot find a video that has all the sports, do a slide show for the different

sports presented in this unit. Repeat the sport words many times. Ask the children what their favourite sport is and why they like it.

### Listen, point and repeat.

- You can start this unit with the (TPR) strategy; acting out the different sports. Start running around the class saying, "***I am running.***" Now pretend you are swimming and say, "***I am swimming.***" And so on with the rest of the sports.
- Tell the children to look at the screen and say, "***Sara is playing tennis.***" Repeat the sentence but stop at ***tennis*** and let the children say it. Say, "***Look! Noor is running.***" pointing to Noor on the screen/ poster. Do the same with the rest of the pictures. Point and say, "***Omar is playing football.***" "***Noor is playing volleyball.***" ***Karam is swimming.***" Each time, stop before you say the sport word and let the students say it.
- Invite kids to point to the sport of (running) and say, "***running.***"
- 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 practising different types of sports.
- Introduce the different types of sports in the book to the class. Say, "***Running/ tennis/ football/ volleyball/ swimming/ basketball.***" Repeat them several times pointing to pictures on the screen/ poster and urge the children to repeat after you. It is important to point to the picture when saying its word.
- Ask simple yes/no questions. At this stage, you might need to provide the model answer yourself and encourage the kids to repeat it many times until they get the idea. For example, "***Is Omar happy?***" "***Yes.***" "***Can you play football?***" "***No***" or "***Yes.***"
- Ask what-questions: "***What sport is this?***" "***Running.***" Keep pointing to the pictures on the screen/ poster while saying the name.
- Stress the new forms "***Can you play (football)? Yes, I can. No, I can't.***" by repeating them many times orally and inviting children out to say the same (*talking about different sports*).
- Train the children to listen carefully to the audio and make it comprehensible to them by pointing to the sports 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 sports types' flashcards and say, "***running, tennis, football, volleyball, swimming, and basketball.***" Teach class to sight-read new words (*the sports' words*).

## Lesson 2

### Pupil's Book Session

#### Practicing vocabulary & grammar

**Ask and Answer.**

- Revise the different types of sports in the book to the class. Say, "**Running/ tennis/ football/ volleyball/ swimming/ basketball.**" Repeat them several times pointing to family members on the screen/ poster, and let the children repeat after you. It is important to point to the picture when saying its word.
- Ask simple yes/no questions. At this stage, you might need to provide the model answer yourself and encourage the kids to repeat it many times until they get the idea. For example, "**Is Omar happy?**" "**Yes.**" "**Can you play football?**" "**No**" or "**Yes.**"
- Ask what-questions: "**What sport is this?**" "**Running.**" Keep pointing to the pictures on the screen/ poster while saying the name.
- Do the same with the other sport words.
- Use the flashcards of the sport words.
- Raise the flashcard of the first sport word "**Football**" and raise the question: "**Can you play football?**" **Point to Omar in the picture and explain that he is happy so he can play football; "Yes, I can."**
- Raise the flashcard of the sport word "**Tennis**" and raise the question: "**Can you play tennis?**" **Point to Noor in the picture and explain that she is worried because she cannot play tennis; "No, I can't."**
- Repeat until you feel that the students have mastered them.
- Do the same with the other pictures.
- Now, ask the students to open their books. Say, "**Open your pupil's books on page 53.**" Walk around to help them open their books on the pages.
- **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, such as 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:**

- Talking about the topic: Ask the children what this sport is, 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/no questions backed by head gestures of either nodding or shaking.

## **Lesson 3**

### **Pupil’s Book Session**

#### **PB/p. 53**

#### **Introducing and practising the Sports song**

- Before you play the audio to sing a song, teach them the words of the song, or practise them if they have already learnt them in the main theme, as they probably did so as key words in the unit.
- Point to the prompts of the song on the screen and use the pictures shown on it while saying the words of the song.
- 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 53. Play the audio. Let them listen and point in their books to follow with the song.
- Now, play the audio again and let them sing along the lyrics.
- Lastly, the children sing along many times until they memorise the song.

## **Lesson 4**

### **Activity Book Session**

#### **AB/p. 68**

#### **Look at the pictures and tick the correct words.**

- Show the sport words and pictures on the screen.
- Practise ask-and-answer exercise again. Use simple yes/no questions. Provide the model answer yourself and encourage the kids to repeat it many times until they get the idea.  
***"Is Omar happy?" "Yes." "Can you play football?" "No" or "yes."***
- Ask what-questions: ***"What sport is this?" "Running."*** Keep pointing to the character on the screen/ poster while saying its name.

- Stress the new forms, "***Can you play (football)? Yes, I can. No, I can't,***" by repeating them many times orally and inviting children out to say the same (*talking about different sports*).
- Do the same with the other sports, one by one, until they fully recognise them.
- Use the flashcards of the sports.
- Raise the flashcard of the first sport "***(football)***" and ask the students, "***What is this sport?***" "***This is football.***"
- Do the same with the other sports.
- Show the exercise on the screen, point to the picture, and raise the same question "***what is this?***"
- Do the same with the other flashcards.
- Tell the students to open their activity books on page 68.
- Ask them to look at the screen and tick the right word. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

## **AB/p. 69**

### **Find the words.**

- Show the items on the screen and ask them, "***What is this sport?***" "***This is (tennis).***"
- Do the same with other sport words.
- Practise reading the sport words again.
- Give the sport word flashcards to the students.
- Write each word on the board and read it many times. For example, "***tennis.***"
- Ask the students to find the related flashcard of the word "***tennis.***"
- Play page 69 on the screen.
- Explain that they need to look for the word that matches the flashcard that they've already found, "***tennis.***" You can find the word hidden horizontally, vertically, or diagonally.
- When they find a word, they can raise their hands or call it out.
- Apply the steps on the screen in front of them. Tell them that when they find the word they have to circle it.
- Do the same with other words.
- Walk around to help and direct the children.

### **Circle your favourite sport and say which one it is.**

- Show the sport flashcards and say, "***running, tennis, football, volleyball, swimming, and basketball.***"
- Tell students to repeat after you.
- Make sure that they can recognise each sport name.

- Now, choose one of the flashcards and say, ***“My favourite sport is (football).”***
- Give the flashcards to the students and ask each one to pick his/her favourite sport(s).
- Ask each student to raise the flashcard(s) and say, ***“My favourite sport is (football).”***
- Ask the students to open the activity book on page 69 and circle their favourite sport picture(s).
- Walk around to help and direct the children.

## Lesson 5

### Pupil's Book Session

#### PB/p. 54

#### 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.

##### Detailed instruction:

##### Listen, point and repeat.

##### Introducing Letter **Ff** (***fan, frog, fruits*** and ***fish***):

- Play letter **Ff** 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 **Ff** and the example words ***fan, frog, fruits*** and ***fish***.
- 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 **Ff**.
- Show the four 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 the letter **"Ff"**. Teach the words by showing them the real objects if available or the pictures of ***fan, frog, fruits*** and ***fish***.



- Let the puppet say the letter's name **Ff**, the letter's sound **/f/** and say a word example **fan**.
- Repeat the name of the letter, the sound and the word **fan** several times.
- Let the children repeat (**Ff**, **/f/**, **fan**) as you raise the flashcard of letter **Ff** and the picture of a **fan**.
- Repeat the same procedure with other word examples: **frog**, **fruits** and **fish**.
- 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 the 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 fan**.
- Do the same with **frog**, **fruits** and **fish**. While you are reading, point to the **"Ff"**, and ask the students what sound **Ff** makes.
- Let the children read the words **fan**, **frog**, **fruits** and **fish** after you.
- Invite students to come out and point to the pictures. Say "Point to **fan**, **frog**, **fruits** and **fish**." 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 54.
- **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.

### 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 sandpaper 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 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 **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 with a dotted outline.



- 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 again how you are writing the letter in words as you trace.
- Invite students to trace and write the letter on the board.
- Ask your students to open their books on page 54, to trace and write the letters.
- 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 trace.
- 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 **Ff**

**AB/p. 70**

#### Colour.

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 in their activity books.

- 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 70.
- Ask them, "**What is this?**" "**Frog.**"
- Let the children say, "**Ff, /f/, frog**" many times.
- Draw letter **Ff**, capital and small, on the board with the tracing steps' numbers. Colour the letters following the numbers, and make sure that the students understand how to colour following the tracing numbers, not randomly.
- Now, ask them to colour letter **Ff**, capital and small, following the numbers.
- Ask them to colour the **frog** choosing whatever colour they want.

#### Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

**AB/p. 71**

#### Circle the pictures that begin with the /f/ sound.

- 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**.

- Give the flashcards of the pictures that start with letter **Ff** to the students. Say, "**Ff**, /f/, **fan/ fruits**." Do the same with other pictures.
- Ask them "**What is this?**" "**What is the first letter?**"
- Make sure that they recognise every picture and the letter that it starts with.
- Tell the students that you will only circle the picture that starts with letter **Ff**.
- Ask the students to open the activity book on page 71 and circle the picture that starts with letter **Ff**.
- Walk around to help and direct the children.

### Look at the pictures and tick (✓) the correct words.

- 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**.
- Give the flashcards of the pictures that start with letter **Ff** to the students. Say, "**Ff**, /f/, **fan/ fruits**." Do the same with other pictures.
- Now stick flashcard picture side of **fish** on the board and another flashcard word side of **fish** beside it. Do the same with other picture.
- Tell the students to open their activity books on page 71.
- Ask them to look at the picture flash card with its word on the board. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

## Lesson 7

### Pupil's Book Session

PB/p. 55

### Introducing and practising 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** (*bear, balloon, bread and boat*):

- Play letter **Bb** 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 **Bb** and the example words *bear, balloon, bread* and *boat*.
- 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 **Bb**.
- Show the four 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 the letter **"Bb"**. Teach the words by showing them the real objects if available or the pictures of *"bear, balloon, bread and boat."*
- Let the puppet say the letter's name, **Bb**, the letter's sound, **/b/**, and a word example, *bear*.
- Repeat the name of the letter, its sound, and the word *nest* several times.
- Let the children repeat (**Bb, /b/, bear**) as you raise the flashcard of letter **Bb** and the picture of a *bear*.
- Repeat the same procedure with other word examples: *balloon, bread* and *boat*.
- Now, let the children repeat again and quiz them with the four 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 the each word.
- Read the word repeating the **/b/** sound several times and then the full word: *b b b bear*.
- Do the same with *balloon, bread* and *boat*. While you are reading, point to the **"Bb"**, and ask the students what sound **Bb** makes.
- Let the children read the words *bear, balloon, bread*, and *boat* after you.
- Invite students to come out and point to the pictures. Say "Point to *bear, balloon, bread* and *boat*. "Ask them what sound **Bb** 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.
- **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.

## 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 sandpaper 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 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 **B**, draw a straight line down. Back to the top and 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, with a dotted outline.
- 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 again how you are writing the letter in words as you trace.
- Invite students to trace and write the letter on the board.
- Ask your students to open their books on page 28, to trace and write the letters.
- 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 trace.
- 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 **Bb**

**AB/p. 72**

#### Colour.

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 in their activity books.

- 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 72.

- Ask them, *“What is this?” “Bear.”*
- Let the children say *“Bb, /b/, bear”* many times.
- Draw letter **Bb**, capital and small, on the board with the tracing steps' numbers. Colour the letters following the numbers, and make sure that the students understand how to colour following the tracing numbers, not randomly.
- Now, ask them to colour letter **Bb**, capital and small, following the numbers.
- Ask them to colour the **bear** choosing whatever colour they want.

### Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

## AB/p. 73

### Circle the pictures that begin with the /b/ sound.

- 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**.
- Give the flashcards of the pictures that start with letter **Bb** to the students. Say, *“Bb, /b/, bread/ boat.”* Do the same with other pictures.
- Ask them, *“What is this?” “What is the first letter?”*
- Make sure that they recognise every picture and the letter that it starts with.
- Tell the students that you will only circle the picture that starts with letter **Bb**.
- Ask the students to open the activity book on page 73 and circle the picture that starts with letter **Bb**.
- Walk around to help and direct the children.

### Look at the pictures and tick (✓) the correct words.

- 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**.
- Give the flashcards of the pictures that start with letter **Bb** to the students. Say, *“Bb, /b/, bear.”* Do the same with other pictures.
- Now, stick flashcard picture side of **bear** on the board and another flashcard word side of **bear** beside it. Do the same with other picture.
- Tell the students to open their activity books on page 73.
- Ask them to look at the picture flash card with its word on the board. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

## Lesson 9

### Pupil's Book Session

PB/p. 56

#### Introducing and 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' names, sounds, and word examples.

##### Detailed instruction:

##### Listen, point and repeat.

##### Introducing Letter **Jj** (**jam, jelly, jump and jug**):

- Play letter **Jj** 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 **Jj** and the example words **jam, jelly, jump** and **jug**.
- 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 **Jj**.
- Show the four 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 the letter **"Jj"**. Teach the words by showing them the real objects if available or the pictures of **jam, jelly, jump** and **jug**.
- Let the puppet say the letter's name **Jj**, the letter's sound /j/ and say a word example **jam**.
- Repeat the name of the letter, the sound and the word **jam** several times.
- Let the children repeat (**Jj, /j/, jam**) as you raise the flashcard of letter **Jj** and the picture of a **jam**.
- Repeat the same procedure with other word examples: **jelly, jump** and **jug**.
- Now, let the children repeat again and quiz them with the four word examples.

- Show the word flashcards of each picture and stress the initial sound /j/; it should be in a different colour.
- Draw the 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 jam**.
- Do the same with **jelly, jump** and **jug**. While you are reading, point to the "j", and ask the students what sound **Jj** makes.
- Let the children read the words **jam, jelly, jump** and **jug** after you.
- Invite students to come out and point to the pictures. Say, "Point to **jam, jelly, jump** and **jug**." Ask them what sound **Jj** 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 56.
- **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.

### 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 sandpaper 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 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 **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 **Nn**, small and capital, with a dotted outline.
- 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 again how you are writing the letter in words as you trace.
- Invite students to trace and write the letter on the board.
- Ask your students to open their books on page 65, to trace and write the letters.
- 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 trace.

- 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 **Jj**

AB/p. 74

#### Colour.

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 in their activity books.

- 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 74.
- Ask them, **"What is this?" "Jam."**
- Let the children say, **"Jj, /j/, jam"** many times.
- Draw letter **Jj**, capital and small, on the board with the tracing steps' numbers. Colour the letters following the numbers, and make sure that the students understand how to colour following the tracing numbers, not randomly.
- Now, ask them to colour letter **Jj**, capital and small, following the numbers.
- Ask them to colour the **jam** choosing whatever colour they want.

#### Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

AB/p. 75

#### Circle the pictures that begin with the **/j/** sound.

- 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 recognise letter **Jj**.
- Give the flashcards of the pictures that start with letter **Jj** to the students. Say, **"Jj, /j/, jug/ jelly."** Do the same with other pictures.
- Ask them **"What is this?" "What is the first letter?"**
- Make sure that they recognise every picture and the letter that starts it.
- Tell the students that you will only circle the picture that starts with letter **Jj**.
- Ask the students to open the activity book on page 75 and circle the picture that starts with letter **Jj**.



- Walk around to help and direct the children.

### Look at the pictures and tick (✓) the correct words.

- 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 recognise letter **Jj**.
- Give the flashcards of the pictures that start with letter **Jj** to the students. Say, "**Jj**, **/j/**, **jump**." Do the same with other pictures.
- Now, stick flashcard picture side of **jump** on the board and another flashcard word side of **jump** beside it. Do the same with other picture.
- Tell the students to open their activity books on page 75.
- Ask them to look at the picture flash card with its word on the board. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

## Lesson 11

### Pupil's Book & Activity Book Session

#### Introducing & practising numbers **11** & **12**

**PB/p. 57**

**Warm-up:**

**A song**

- Play the numbers song in every number lesson and let the children sing along as you point to the numbers poster or cards of numbers **1 - 20**. Review the numbers on the number poster every day in the circle; this will help build a good concept of counting in sequence.
- **Show flashcards/visuals:** Use the flashcard of the target number, digit side, or just write it on the board and draw an item to let them visualize the concept that the new number represents.
- **Sound out the number:** Say number **11** aloud several times, pointing to it and to the visual that represents it.
- Let the children say number **11** and repeat it several times.
- **Use counters:** Count item(s) that represent(s) the target number.
- **Listen to the audio:** Let the pupils listen to the audio while you are pointing to the screen, flashcards or poster.
- **Students number cards:** Let the children find the number that you name amongst other numbers using their number cards (*prepared earlier for the purpose*); ask them to hold it up for you to see.

- Play the lesson on the interactive board and point to the number on the screen; repeat several times for the children to listen carefully.
- Ask the students to repeat after the audio as you are pointing to the number and sounding it out.
- Follow the same steps to teach number **12**.
- **Sight-read the number words:** Use the flashcards, word side, or write the number words on the board for the children to sight-read **eleven** and **twelve**. Practise reading the words **eleven** and **twelve** as many times as needed. Make sure that each child gets the chance to read.
- **Addition:** To teach the students to add, check they can identify number digits **1-20**. Start with addition within small numbers **1-10**.

Prepare many counters for the students to use in adding up.

Addition is the first big mathematical step after early learners build basic number sense, and like all first steps, it can be tough to take (and equally tough to teach), but it does not have to be so. Here is a 7-step process for teaching addition that creates easier lesson plans for you and better understanding for your students.

- **Use countable manipulatives:** Concrete counters are much easier to understand. It is important to use variety so students begin to understand the concept independent of what they are counting. Start by using your fingers to count; then, for a kind of movement, put students in small groups and have them join up, counting out the total number of students once more are added.
- **Use apples to add:** Put seven apples together and separate four and three apples apart. Say these are four apples and these are three apples; 4 plus 3 equals 7. Explain that we can represent apples as numbers. Write the digits on the board for them to visualize.
- **Use a number line:** At this stage, most students will still be adding by counting out every number in a sum to reach the total solution. **A number line;** however, removes the need to count out the first number in the sum. If the sum is  $4 + 3$ , for example, students can put their finger on the four to start with, and then, count up to three places to reach "7". They no longer need to count out the "4" first to reach the solution.
- **"Counting up":** Once students know how to use a number line, you will want them to use the same **"counting up"** strategy in their heads (mental math). Then, you can have them practice this by counting aloud on their fingers. They start with a closed fist and then they extend their fingers as they add numbers.
- At the end, we want students to be able to add quickly and accurately in their heads. This procedural fluency is very important, but with young learners, it takes time; they move onto problems that are more complex and there is no way to get there without memorizing every single digit addition fact.

## Listen, count and repeat.

- Ask students to open their book on page 57 and read the lesson with the children from the book; teach them to open it from left to right pointing to each number with the picture(s) that represent the number.
- Tell the children to point in their books as they are repeating.
- **Listen to the audio:** Pupils listen to the audio again, point in their books and repeat. Then they say the numbers **11 & 12** as they point in their books.
- Say each number aloud, and point as you count in order. This practice connects the counting skill with a visual image of each number.
- Ask children to count the items in their book and say the number. For example, "**How many balloons/loaves are there?**"
- **Sight-reading:** Read the number words: The teacher reads the flashcard word side, the word "**eleven**," pointing to the digit and the representing object, so the pupils relate the three parts: the word, the digit and how many items the number represents. Students repeat several times. Follow the same procedure with number **12**.
- **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.
- Let the students open their books on page 57. Play the lesson on the interactive board again and point to the number's digits and the number words.
- **Listen to the audio:** 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 on the screen with the children while they are pointing and reading in their books.
- Walk around to help, guide and check that they are pointing to the correct number.
- **Use counters:** Let the students count items and put them in groups of **eleven** pencils, erasers or books. Apply this to the other number.
- Present a group of objects and ask the students to count them, associating the number with the quantity.
- Use numbers in everyday activities like telling the time or asking for an age. Learning by doing activities enhances learning mathematical concepts.

## Count and add.

- Use counters first to add up and let them feel what they are adding.
- Then use pictures on the board and demonstrate to the children how you add up. Here, you need to teach the word **plus** and point to the sign (+).
- Say, **1 + 2 = 3** "**one plus two equals three.**"

- Keep repeating and trying different single digits until you feel they have grasped the concept. Remember that you need to vocalize the sum every time you write one and say, for example, *“One plus one equals two.”*
- Match the picture sums with the number sums.
- Let the students count the items in the first sum. Say, *“one plus three equals four.”* Write the digits of the sum under the picture sum on the board and read it again to the class.
- Show more picture and number sums for the students to do.
- Now that the children have had enough practice orally and visually adding up on the board, let them try it in their books. Explain to them what they need to do, sit with them at their desks and let them try to add.
- Let the students open their pupil’s books on page 57.
- Now, let the class count the *jars* and add them up.
- Tell them to match the picture sums to the number sums; *four plus four equals eight.*
- They do the same with the other sum.
- Walk around to help and guide.

## Lesson 7

### Activity Book Session

AB/p. 76

#### Trace and write the number.

- **Sense of touch:** Use the play-dough to form the number, the sand tray to write the number with their fingers or use blocks with extruded numbers to feel the number while blindfolded to guess what number it is.

Teach the children how to write the number: You need to draw the four-line grid on the board and show the pupils how to write the number. Talk to your pupils about the movements you make while writing; for example, *“To write number 11, you have to write number 1, the tens, and number 1 again, the units: From the top of the middle line, draw a slant line up. From the top, draw a straight line down to the bottom. Repeat this step to write the units. To write number 12, you have to write number 1, the tens, and number 2 again, the units: From the top of the middle line, draw a slant line up. From the top, draw a straight line down to the bottom. Now write number 2, the units. 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.”*

- Draw the numbers with a dotted outline.
- Tell the kids you will trace them now.

- You need to demonstrate it on the board. Write the number with dotted lines and describe again how you write the number in words as you are tracing it. Invite the children to do the same on the board.
- Call out students to trace and write the number on the board.
- Ask your students to open their books on page 76 to trace and write the numbers.
- 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 write the number in words as you are tracing it.
- 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 arrows.

### Count and add.

- Use counters again to add up and let them feel what they are adding.
- Then, use pictures on the board and demonstrate to the children how you add up. Here, you need to teach the word **plus** and point to the sign (+).
- Say **1 + 2 = 3 (one plus two equals three)**.
- Keep repeating and trying different single digits until you feel they have grasped the concept. Remember that you need to vocalise the sum every time you write one, and say, for example, **"one plus one equals 2."**
- Match the picture sums with the number sums.
- Let the students count the balls in the first sum. Say, **"two plus four equals six."** Write the digits of the sum on the board and read it again to the class.
- Show more picture and number sums for the students to do.
- Now that the children have had enough practice orally and visually adding up on the board, let them try it in their books. Explain to them what they need to do, sit with them at their desks, and let them try to add.
- Let the students open their pupil's books on pages 76 & 77.
- Now let the class count the cups/ ladybugs/ lollipops and hats and add them up.
- Tell them to match the picture sums to the number sums.
- Walk around to help and guide.

### AB/p. 78

#### Complete by number then colour the picture.

- Play the numbers song on the screen **1 - 20** and sing along with the students while you are pointing to each number.
- Repeat this step many times until you make sure that students can distinguish the numbers in sequence.

- Keep the number sequence in front the students on the board.
- Ask the students to open the activity book on page 78.
- Tell them that they need to trace the dotted line starting from number **1** to **16**.
- Tell them to follow with the sequence in front of them on the board.
- Walk around to help and check that they did it correctly.
- Now, ask them to colour the picture.
- Tell them you will match the capital letter with the picture with the small letter.
- Walk around to guide and help.

## Lesson 12

### Pupil's Book & Activity Book Session

**Phonics: Consonants *f, b, j***

**PB/pp. 58 & 59**

**Listen, repeat and spell the words.**

Read the introduction before you teach these two pages under **Teaching Phonics**.

- You will need to practise reading these words orally first: ***fan, fog, fig, bug, bat, back, bin, big, jar, jam, jet, jacket.***
- Check the understanding of the meaning of the words by using picture flashcards of the words or just showing the pages on the screen. Some words are action words that you can demonstrate to the children like: ***fan, big, jet, and jacket.***
- Revise and quiz the students with the flashcards, picture side and word side. See if the students can sight-read the words so far; if not, you will need to practise reading the words again one by one, focusing on the target sound coloured in red.
- Play one of the games suggested in the introduction and add fun by varying the reading procedure.
- Show pages 58 & 59 on the screen and do the reading on the screen with the students before they open their books. Read the instruction line as well every time you do the activity ***"Listen, repeat and spell the words."***
- **Spelling:** You can do the spelling if your students have already learnt the names of the letters and can now name them Aa-Zz. If not, then leave the spelling to a later stage.
- **Sight-reading:** Read and let the class read the words with you several times (*chorus, groups, individuals*) as you point to the words on the screen. Then, invite individuals to read from the screen.
- **Listen to the audio:** Play the audio of pages 58 & 59, and let the class listen carefully many times. Then, let them repeat after the audio in the same way until they master reading the words.

- Ask the students to open their books on pages 58 and 59; you still need to help them open their books. Make certain they are all following on the same pages by pointing and asking them to point with their fingers on the words.
- Read the instruction line as well, every time you do the activity: **"Listen, repeat and spell the words."** To make it more familiar, you can ask the children to repeat reading the instruction line after you until they memorise it.
- Now, ask them to point to each word and read it with them. Repeat this and ask individuals to read in the same way.
- Add variety by using the body language (TPR) to imitate the picture and the students guess the word. Alternatively, say the beginning sound with a gesture, and the student says the word.
- Finally, let the students get used to reading the words on their own in turn while you walk around listening to them reading from their books one by one.

## AB/p. 79

### Trace the words.

- Show the lesson on the screen.
- Point to the first word and say, "**f**an."
- Point to the related picture and say, "**f**an."
- Repeat many times and ask the children to repeat after you.
- Now, try to spell the word. You can spell now, as the children are familiar with all the letters in the words.
- Say, "**f**an" "**f**- **a**- **n**" "**f**an."
- Do the same with other words.
- Draw the words with a dotted outline on the board.
- Tell the kids you will trace them now.
- You need to demonstrate it on the board. Write the word with dotted lines and trace it. Describe again how you are writing each letter in each word as you trace.
- Call out students to trace and write the word on the board.
- Open the book on page 79 and ask the students to trace and write the words.
- Walk around to help and direct the children towards forming the word right. Keep reminding them to start at the dot and to follow the arrows.

## AB/p. 79

### Choose and write.

- Show the lesson on the screen.
- Point to the first word and say, "**f**og."

- Point to the related picture and say, “**fog**.”
- Repeat many times and ask children to repeat after you.
- Use the flashcards of the pictures. Point to each picture and say its word.
- Repeat the word many times.
- Now, try to spell the word. You can spell now, as the children are familiar with all the letters in the words.
- Say, “**fog**” “**f- o- g**” “**fog**.”
- Do the same with other words.
- You need to draw the four-line grid on the board and show the pupils how to write each word.
- Tell them that they have to start from the dot. You can help them and demonstrate the dots on their books.
- Describe again how you are writing each letter in each word as you trace.
- Call out students to write the word on the board.
- Open the book on page 79 and ask students to choose the correct word and write it.
- Walk around to help and direct the children towards forming the word right. Keep reminding them to start at the dot and to follow the arrows.



# Unit 6

## Hobbies

Pupil's Book Session pages 60 – 69

Activity Book Session pages 80 - 89

New Words	<b>Words:</b> <i>reading, painting, dancing, singing, riding a bike, skateboarding, taking photos</i> <b>Song words:</b> <i>stories, together, spider-man</i> <b>Numbers:</b> <i>13 &amp; 14, adding within 14</i> <b>Story:</b> <i>My Hobbies</i>
Grammar	<i>"Do you like singing?" "Yes, I do." "Do you like dancing?" "No, I don't."</i>
Letter Sounds & Words	<b>(Zz: Zoo, zipper, zigzag, zero), (Ww: Whale, worm, wagon, wheat) and (Vv: Vase, vulture, van, vegetables)</b> <b>Phonics:</b> <i>/z/ , /w/ , /v/</i> <b>Long vowels:</b> <i>(ai: train, plain), (oa: boat, coat), (ie: pie, tie) and (ee: beet, feet)</i>
Language Functions	Talking about hobbies

### Outcomes

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

- Identify hobbies. Talk about the hobbies that they have.
- Respond to yes/no questions like *"Do you like singing?" "Yes, I do." "Do you like dancing?" "No, I don't."*
- Sing all letters' names and sounds in song (A-Z).
- Identify, sound out, and write the letters **Zz**, **Ww** and **Vv**, capital and small, and sounds and say four word examples that start with **/z/**, **/w/** and **/v/**.
- Sight-read the keywords in the unit.
- Listen to and follow a story prompted by pictures. Answer comprehension questions using words in the story.
- Identify numbers 13-14 in sequence. Count the items that represent the new numbers and add within 14.
- Trace and write the letters **Zz**, **Ww** and **Vv**, and the long vowel words **/ai/**, **/oa/**, **/ie/** and **/ee/** with correct formation.

Unit Six		
Hobbies		
Lesson	Session	Content and pages
Lesson 1	Pupil's Book Session	Introducing vocabulary & grammar PB/pp. 60: Listen, point and repeat.
Lesson 2	Pupil's Book Session	Practicing vocabulary & grammar PB/p. 61: Ask and Answer.
Lesson 3	Activity Book Session	AB/p. 80: Look at the pictures and tick the correct words. AB/p. 81: Find the words. AB/p. 81: Read and draw.
Lesson 4	Pupil's Book Session	PB/p. 62 & 63: Introducing and practicing the Story
Lesson 5	Pupil's Book Session	Introducing and practising letter <b>Zz</b> sound / <b>z</b> / PB/p. 64: Listen and repeat. PB/p. 64: Trace and write.
Lesson 6	Activity Book Session	Practice writing letter <b>Zz</b> AB/p. 82: Colour. / Trace and write. AB/p. 83: Circle the pictures. / Tick the correct words.
Lesson 7	Pupil's Book Session	Introducing and practising letter <b>Ww</b> sound / <b>w</b> / PB/p. 65: Listen and repeat. PB/p. 65: Trace and write.
Lesson 8	Activity Book Session	Practice writing letter <b>Ww</b> AB/p. 84: Colour. / Trace and write. AB/p. 85: Circle the pictures. / Tick the correct words.
Lesson 9	Pupil's Book Session	Introducing and practising letter <b>Vv</b> sound / <b>v</b> / PB/p. 66: Listen and repeat. PB/p. 66: Trace and write.
Lesson 10	Activity Book Session	Practice writing letter <b>Vv</b> AB/p. 86: Colour. / Trace and write. AB/p. 87: Circle the pictures. / Tick the correct words.
Lesson 11	Pupil's Book & Activity Book Session	Introducing & practising numbers 13 & 14 PB/p. 67: Listen, count and repeat. /Count and add. AB/p. 88 Trace and write. /Count and add.
Lesson 12	Pupil's Book & Activity Book Session	Phonics: Revision PB/pp. 68 & 69: Listen, repeat and spell the words. AB/p. 89: Trace the words. /Choose and write.

## Pupil's Book Session

### Introducing vocabulary & grammar

#### PB/p. 60

#### A warm up:

- You can start this unit by saying, **“Look!” “I am painting.”** Act the process of painting with paint and a brush. Tell them that painting is a hobby. A hobby is an activity you like doing when you have free time. Then do the same with **“reading”** Hold a book, open it, and say, **“Look!” “I am reading.”** Repeat the word **“reading.”** Go on imitating the hobbies on PB/p.

60. Repeat the new words several times: ***reading, dancing, singing, riding a bike, skateboarding*** and ***taking photos***.

**Game:** Play a guessing game. Imitate a hobby and let the children guess what hobby it is, but you need to have practised the hobbies a little in the previous step for them to be able to say the words. Not all of them will be able to guess. If they cannot try it again later, after they had enough practice.

### Listen, point and repeat.

- Play page 60 on the interactive board or use the poster. Point to Sara and say, "***Look!***" "***Painting***" "***Sara is painting.***" pointing to Sara.
- Ask, "***What is Sara's hobby?***" Feed the answer and say "***Painting***"
- Do the same with the rest of the characters and their hobbies: ***Omar/reading, Noor/dancing, Karam/riding a bike, Sara/singing, Omar/skateboarding*** and ***taking photos***.
- Play the page of the theme on the interactive board or use a poster and flashcards for the purpose.
- Talk with the students about the scene. Tell them that each character is practising her or his favourite hobby. Explain the meaning of "***hobby***" again and *what you like to do when you have free time*. Say the meaning in English, but say it in their mother tongue if you have to.
- Introduce the hobbies that the characters are practising to the class. Say, ***painting, reading, dancing, riding a bike, singing, skateboarding, or taking photos.***" Repeat the hobbies several times, pointing to them and who is practising them on the screen or poster, and encourage the children to repeat them after you. It is important to point to the hobby when saying the word.
- Talk about yourself and say, "***I like singing.***" "***Singing is my hobby.***" Then say, "***I don't like skateboarding.***"
- Draw happy faces on the hobbies you like and sad faces on the ones you do not like. Start making sentences with "***I like... or I don't like...***" Let the students repeat while you are pointing to the happy faces for yes or no answers.
- **Play the audio:** Let the students listen as you point at the screen. Then invite them to point at the screen.
- **Sight-reading:** Use the hobbies flashcards and say "***painting, reading, dancing, riding a bike, skateboarding, taking photos, and singing.***" Teach the class to sight-read new words.

## Lesson 2

### Pupil's Book Session

## Practicing vocabulary & grammar

PB/p. 61

### Ask and Answer.

- Introduce the hobbies that the characters are practising in the book to the class again. Say, "**(Sara) is painting.**" **Apply this with reading, dancing, riding a bike, singing, skateboarding, and taking photos.**" Repeat the hobbies several times, pointing to characters who are practising them on the screen or poster, and urge the children to repeat them after you. It is important to point to the hobby when saying its words.
- Ask simple yes/no questions. You might need to provide the model answer yourself and encourage the kids to repeat it many times until they get the idea. Ask, "**Is (Sara) happy?**" "**Yes**". "**Does she like singing?**" "**Yes**"
- Now practise the questions and answers with the kids in the class: "**Do you like dancing, reading, or singing?**" "**Yes, I do. No, I don't.**" Feed the answers if you have to until they are all able to give short answers with "**do**".
- Stress the new forms. "**Do you like riding a bike?**" "**Yes, I do / No, I don't**" by repeating it many times orally and inviting children out to ask and answer.
- Now tell the students to open their pupil's books on page 60. Say, "**Open your books on page 61.**" Walk around to check if they opened their books on the page.
- **Listening to the audio:** Ask them to listen carefully to the audio again as they point to the questions and answers; you need to do the same yourself on the screen or poster to show them how to do it correctly.
- Play the audio many times, especially in the beginning lessons; this aids their learning by heart, and the students can easily take part when acting out the scene at a later point. Play it again and let them say the questions and the answers.
- **Sight-reading:** Tell the students to follow in their books and read the questions and answers with you. You need to read several times before asking students to do the same.
- Asking and answering questions about the theme are tools to help the children develop comprehension skills. Always start with yes/no questions backed by head gestures of either nodding or shaking.
- To do questions 1–5 at the bottom of the page, you need to explain the task and tell the students that they need to answer about themselves.
- **Pair-work:** Divide the class into pairs and tell them to take turns asking and answering about them and what hobbies they like doing.

## Lesson 3

### Activity Book Session

## AB/p. 80

### Look at the pictures and tick (✓) the correct words.

- Show the hobby words and pictures on the screen.
- Introduce the hobbies that the characters are practising in the book to the class again. Say, "**(Sara) is painting, reading, dancing, riding a bike, singing, skateboarding, or taking photos.**" Repeat the hobbies several times, pointing to characters who are practising them on the screen or poster, and urge the children to repeat them after you. It is important to point to the hobby when saying its 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, "**Is Sara happy?**" "**Yes.**" "**Do you like singing?**" "**Yes, I do; / No, I don't.**"
- Ask what questions: "**What is Sara's hobby?**" "**(Painting).**" Keep pointing to the named hobby on the screen or poster while saying the name.
- Stress the new forms. "**Do you like (singing)?**" "**Yes, I do / No, I don't**" by repeating it many times orally and inviting children out to say the same (*using their names*).
- Do the same with the other hobbies, one by one, until they fully recognise them.
- Use the flashcards for the hobbies.
- Raise the flashcard of the first hobby, "**(painting)**" and ask the students, "**What is Sara doing?**" "**Painting.**"
- Do the same with the other hobbies.
- Show the exercise on the screen, point to the picture, and raise the same question: "**What is (Omar) doing?**"
- Do the same with the other flashcards.
- Tell students to open their activity books on page 80.
- Tell them to look at the screen and tick the right word. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

## AB/p. 81

### Find the words.

- Give the flashcards of the hobby words to the students.
- Show the items on the screen and ask them, "**What is this hobby?**" "**This is (singing).**"
- Do the same with other sport words.
- Practise reading the hobby words again.
- Give the hobby word flashcards to the students.
- Write each word on the board and read it many times. For example, "**singing.**"
- Ask the students to find the related flashcard for the word "**singing.**"
- Do the same with the verbs.

- You need to explain the verb forms of each gerund word. Say, “**sing**” and “**singing**.” Do the same with other words.
- Show the verb words and play page 81 on the screen.
- Explain that they need to look for the word that matches the flashcard that they already found, “**sing**”. You can find the word hidden horizontally, vertically, or diagonally.
- When they find a word, they can raise their hands or call it out.
- Apply the steps on the screen in front of them. Tell them that when they find the word, they have to circle it.
- Do the same with other words.
- Walk around to help and direct the children.

### Read and draw 😊 or ☹️.

- Show the hobby flashcards and say “**reading**”, “**singing**”, “**dancing**”, “**painting**”, “**riding a bike**”, and “**taking photos**.”
- Tell students to repeat after you.
- Make sure that they can recognise each sport’s name.
- Now choose one of the flashcards; for example, “**singing**,” and draw a happy face on the board and say, “**I like singing**.”
- Draw a sad face and say, “**I don’t like singing**.”
- Stress that “**like**” relates to the happy face and “**don’t like**” relates to a sad face.
- Give the flashcards to the students and ask each one to say what they like or do not like.
- Play the lesson on the screen, point to each sentence, and repeat it.
- Ask students to open the activity book on page 81 and draw a happy smile if they agree with the sentence and a sad smile if they do not.
- Walk around to help and direct the children.

## Lesson 4

### Pupil’s Book Session

PB/pp. 62 & 63

#### Introducing and practising the story

#### Listen, point and repeat.

- Make the kids feel familiar with the theme of the story, “**Be yourself**.”
- Before you start the story, review the different examples of hobbies with the pupils. Check their mastery of the hobbies’ names.
- Point to the poster or the screen of the interactive board and discuss the title. Say: The title of the story is “**My Hobbies**.”

- Now set the scene: Show the scene of the story on the interactive board or poster; tell the pupils that this story is about two friends. Each one talks about the hobbies he likes. One of them lies and pretends that he has the same hobbies as the other.
- Point to the pictures and name the different hobbies 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 have hobbies or not. Try to get yes/no answers only now.
- Ask them yes/no questions about the pictures. For example, **"Do both of them like swimming?"** 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 Bitsy wants to play with other animals. Point to the friends in the second picture and say: **"The first boy says, 'I like riding a bicycle.' Then, point to the second boy and say, 'He pretends' and says, 'I like riding a bicycle, too.'"** Now go on the same way with the rest of the pictures: **"The first boy says, 'I like singing.' 'The second boy pretends and says, 'I like singing, too.' 'The first boy says: 'I like reading Spider-Man stories.' 'The second boy says, 'I like reading Spider-Man stories, too.' 'The first boy says, 'Let's read the story together.'"**
- Grab students' attention to the second boy in the pictures and explain how he pretends.
- In the last picture, point to them and say, **"Are the two friends happy?"** Get answers from the kids. In addition, ask, **"Why are the two friends happy?"** Give a model answer: **"Because they are reading the spider-man story."**
- 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 62 & 63; 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 give:  
**"Do the two friends have the same hobbies?" "No."**  
**"Can Omar swim?" "No."**

**"Can Omar ride a bicycle?" "No."**

**"Can Omar sing?" "No."**

**"What hobby do they want to do together?" "Reading the Spider-Man story."**

- Talk about the moral of the story: **"Be yourself; don't pretend to be someone else."**
- **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 5

### Pupil's Book Session

**PB/p. 64**

**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 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 **Zz** (**zoo**, **zipper**, **zero** and **zigzag**):**

- Play letter **Zz** 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 **Zz** and the example words **zoo**, **zipper**, **zero** 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 four 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 "**zoo, zipper, zero and zigzag.**"

- Let the puppet say the letter's name, **Zz**, the letter's sound, **/z/** and say a word example, **zoo**.
- Repeat the name of the letter, the sound and the word **zoo** several times.
- Let the children repeat (**Zz, /z/, zoo**) as you raise the flashcard of letter **Zz** and the picture of a **zoo**.
- Repeat the same procedure with other word examples, **zipper, zero and zigzag**.
- Now let the children repeat again and quiz them with the four 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 zoo**.
- Do the same with **zipper, zero and zigzag**. While you are reading, point to the "**Zz**" and ask the students what sound **Z** makes.
- Let the children read the words **zoo, zipper, zero and zigzag** after you.
- Invite students to come out and point to the pictures. Say, "Point to **zoo, zipper, zero and zigzag**." Ask them what sound **Zz** 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 64.
- **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.

### 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 about 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.
- 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 again how you are writing the letter in words as you trace. Invite the children to do the same on the board.
- Call out students to trace and write the letter on the board.
- Open the book on page 64 and ask students to trace and write the letters.
- 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 Zz

**AB/p. 82**

#### Colour.

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.

- 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 82.
- Ask them, "**What is this?**" "**Zoo.**"
- Let the children say "**Zz, /z/, zoo**" many times.
- Draw letter **Zz**, capital and small, on the board with the tracing steps. Colour the letters following the numbers and make sure that the students understand how to colour following the tracing numbers not randomly.
- Now ask them to colour letter **Zz**, capital and small, following the numbers.
- Ask them to colour the **zoo**, choosing whatever colours they want.

#### Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

**AB/p. 83**

#### Circle the pictures that begin with the /z/ sound.

- 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**.
- Give the flashcards of the pictures that start with letter **Zz** to the students. Say **Zz**, **/z/**, **zipper/ zigzag**. Do the same with other pictures.
- Ask them, *“What is this?” “What is the first letter?”*
- Make sure that they recognise every picture and the letter that starts it.
- Tell students that you will only circle the picture that starts with letter **Zz**.
- Ask students to open the activity book on page 83 and circle the picture that starts with letter **Zz**.
- Walk around to help and direct the children.

### Look at the pictures and tick (✓) the correct words.

- 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**.
- Give the flashcards of the pictures that start with letter **Zz** to the students. Say **Zz**, **/z/**, **zero**. Do the same with other pictures.
- Now stick the flashcard picture side of **zero** on the board and another flashcard word side of **zero** beside it. Do the same with the other picture.
- Tell students to open their activity books on page 83.
- Tell them to look at the picture flash card with its word on the board. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

## Lesson 7

### Pupil's Book Session

#### PB/p. 55

#### 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 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 **Ww** (**worm**, **wagon**, **whale** and **wheat**):

- Play the letter **Ww** 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 **Ww** and the example words **worm**, **wagon**, **whale** and **wheat**
- Tell the students that the puppet will teach them a new sound today. Try to make a 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 **Ww**. Show the four 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 "**worm**, **wagon**, **whale** and **wheat**."
- Let the puppet say the letter's name, **Ww**, the letter's sound, **/w/** and say a word example, **worm**.
- Repeat the name of the letter, the sound and the word **worm** several times.
- Let the children repeat (**Ww**, **/w/**, **worm**) as you raise the flashcard of the letter **Ww** and the picture of a **worm**.
- Repeat the same procedure with other word examples **wagon**, **whale** and **wheat**.
- Now let the children repeat again and quiz them with the four 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 worm**.
- Do the same with **worm**, **wagon**, **whale** and **wheat**. While you are reading, point to the "**Ww**" and ask the students what sound **W** makes.
- Let the children read the words **worm**, **wagon**, **whale** and **wheat** after you.
- Invite students to come out and point to the pictures. Say, "Point to **worm**, **wagon**, **whale** and **wheat**. Ask them what sound **Ww** 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 65.

- **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.

### 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 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 **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. Again, from the middle, 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.
- 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 again how you are writing the letter in words as you trace.
- Call out students to trace and write the letter on the board.
- Open the book on page 65 and ask students to trace and write the letters.
- 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 Ww

**AB/p. 84**

#### Colour.

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.

- 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 84.
- Ask them, “**What is this?**” “**Whale.**”
- Let the children say, “**Ww, /w/, whale**” many times.
- Draw letter **Ww**, capital and small, on the board with the tracing steps numbers. Colour the letters following the numbers, and make sure that the students understand how to colour following the tracing numbers not randomly.
- Now ask them to colour letter **Ww**, capital and small, following the numbers.
- Ask them to colour the **whale**, choosing whatever colour they want.

### Trace and write.

- Follow the same tracing steps explained in the pupil’s book to do the exercise.

### AB/p. 85

#### Circle the pictures that begin with the /w/ sound.

- 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**.
- Give the flashcards of the pictures that start with letter **Ww** to the students. Say **Ww, /w/, wagon/ worm**. Do the same with other pictures.
- Ask them, “**What is this?**” “**What is the first letter?**”
- Make sure that they recognise every picture and the letter that starts it.
- Tell students that you will only circle the picture that starts with letter **Ww**.
- Ask students to open the activity book on page 85 and circle the picture that starts with letter **Ww**.
- Walk around to help and direct the children.

#### Look at the pictures and tick (✓) the correct words.

- 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**.
- Give the flashcards of the pictures that start with letter **Ww** to the students. Say **Ww, /w/, wheat**. Do the same with other pictures.
- Now stick the flashcard picture side of **wheat** on the board and another flashcard word side of **wheat** beside it. Do the same with the other picture.
- Tell students to open their activity books on page 85.

- Tell them to look at the picture flash card with its word on the board. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

## Lesson 9

### Pupil's Book Session

PB/p. 66

#### 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 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 **Vv** (**van**, **vase**, **vulture** and **vegetables**):

- Play the letter **V** 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 **Vv** and the example words **van**, **vase**, **vulture** and **vegetables**.
- 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 **Vv**. Show the four 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 the letter "**v**". Teach the words by showing them the real objects if available or the pictures of "**van**, **vase**, **vulture** and **vegetables**."
- Let the puppet say the letter's name, **Vv**, the letter's sound, /v/ and say a word example, **van**.
- Repeat the name of the letter, the sound and the word **van** several times.
- Let the children repeat (**Vv**, /v/, **van**) as you raise the flashcard of letter **Vv** and the picture of a **van**.



- Repeat the same procedure with other word examples **vase, vulture** and **vegetables**.
- Now let the children repeat again and quiz them with the four word examples.
- Show the word flashcards of each picture and stress the initial sound /v/; it should be in a different colour.
- Draw students' attention to the /v/ sound at the beginning of each word.
- Read the word, repeating the /v/ sound several times, and then the full word: **v v v van**.
- Do the same with **vase, vulture** and **vegetables**. While you are reading, point to the "Vv" and ask the students what sound **V** makes.
- Let the children read the words **van, vase, vulture** and **vegetables** after you.
- Invite students to come out and point to the pictures. Say, "Point to **van, vase, vulture** and **vegetables**." Ask them what sound **Vv** 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 66.
- **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.

### 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 **V** 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 **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.
- 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 again the how you are writing the letter in words as you trace.
- Call out students to trace and write the letter on the board.
- Open the book on page 66 and ask students to trace and write the letters.



- 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 Vv

AB/p. 86

#### Colour.

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.

- 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 86.
- Ask them, "**What is this?**" "**Van.**"
- Let the children say "**Vv, /v/, van**" many times.
- Draw letter **Vv**, capital and small, on the board with the tracing steps. Colour the letters following the numbers, and make sure that the students understand how to colour following the tracing numbers not randomly.
- Now ask them to colour letter **Vv**, capital and small, following the numbers.
- Ask them to colour the **van**, choosing whatever colour they want.

#### Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

AB/p. 87

#### Circle the pictures that begin with the /v/ sound.

- 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**.
- Give the flashcards of the pictures that start with letter **Vv** to the students. Say **Vv, /v/, van/ vegetables**. Do the same with other pictures.
- Ask them, "**What is this?**" "**What is the first letter?**"
- Make sure that they recognise every picture and the letter that starts it.
- Tell students that you will only circle the picture that starts with letter **Vv**.
- Ask students to open the activity book on page 87 and circle the picture that starts with letter **Vv**.

- Walk around to help and direct the children.

### Look at the pictures and tick (✓) the correct words.

- 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**.
- Give the flashcards of the pictures that start with letter **Vv** to the students. Say **Vv**, **/v/**, **vulture**. Do the same with other pictures.
- Now stick the flashcard picture side of **vulture** on the board and another flashcard word side of **vulture** beside it. Do the same with the other picture.
- Tell students to open their activity books on page 87.
- Tell them to look at the picture flash card with its word on the board. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

## Lesson 11

### Pupil's Book & Activity Book Session

#### Introducing & practising numbers **13** & **14**

#### PB/p. 67

#### Warm-up:

#### A song

- Play the numbers song in every number lesson and let the children sing along as you point to the numbers poster or cards of numbers **1- 20**. Review the numbers on the number poster every day in the circle; this will help build a good concept of counting in sequence.
- **Show flashcards or visuals:** Use the flashcard of the target number (digit side) or just write it on the board and draw an object to let them visualise the concept that the new number represents.
- **Sound out the number:** Say number **13** aloud several times, pointing to it and to the visual that represents it.
- Let the children say number **13** and repeat it several times.
- **Use counters:** count the item(s) that represent the target number.
- **Listen to the audio:** Let the pupils listen to the audio while you are pointing to the screen, flashcards, or poster.
- **Students' number cards:** Let the children find the number that you name amongst other numbers using their number cards (*prepared earlier for the purpose*); ask them to hold it up for you to see.

- Play the lesson on the interactive board and point to the number on the screen. Repeat several times for the children to listen carefully.
- Ask the students to repeat after the audio as you are pointing to the number and sounding it out.
- Follow the same steps to teach number **14**.
- **Sight-read the number words:** Use the flashcards, word side, or write the number words on the board for the children to sight-read them, **thirteen** and **fourteen**. Practice reading the words **thirteen** and **fourteen** as many times as needed. Make sure that each child gets the chance to read.
- **Addition:** Read the part about **addition** in unit 5 before you start with sums in unit 6.

### Listen, count and repeat.

- Ask students to open their book on page 67 and read the lesson with the children from the book; teach them to open it from left to right pointing to each number with the picture(s) that represent the number.
- Tell the children to point in their books as they are repeating.
- **Listen to the audio:** Pupils listen to the audio again, point in their books, and repeat. Then they say the numbers **13** & **14** as they point in their books.
- Say each number aloud and point as you count in order. This practice connects the counting skill with a visual image of each number.
- Ask children to count the items in their book and say the number. For example, "**How many balloons or loaves are there?**"
- **Sight-reading:** Read the number words. The teacher reads the flashcard word side, the word "**thirteen**" pointing to the digit and the representing object, so the pupils relate the three parts: the word, the digit, and how many items the number represents. Students repeat several times. Follow the same procedure with number **14**.
- **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.
- Let the students open their books on page 67. Play the lesson on the interactive board again and point to the number digits and the number words.
- **Listen to the audio:** 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 on the screen with the children while they are pointing and reading in their books.
- Walk around to help, guide and check that they are pointing to the correct number.
- Use counters: Let the students count items and put them in groups of thirteen pencils, thirteen erasers, or thirteen books. Apply this to the other number. Learning by doing activities enhances learning mathematical concepts.

- Present a group of objects and ask students to count them, associating the number with the quantity.
- Use numbers in everyday activities like telling the time or asking for an age.

### Count and add.

- Use counters first to add up, and let them feel what they are adding.
- Then use pictures on the board and demonstrate to the children how you add up. Here you need to teach the word **plus** and point to the sign (+).
- Say **1 + 2 = 3 (one plus two equals three)**.
- Keep repeating and trying different single digits until you feel they have grasped the concept. Remember that you need to vocalise the sum every time you write one and say, for example, "**one plus one equals 2.**"
- Match the picture sums with the number sums.
- Let the students count the vultures in the first sum. Say, "**three plus four equals seven.**" Write the digits of the sum under the picture sum on the board and read it again to the class.
- Show more picture and number sums for the students to do.
  - Now that the children have had enough practice orally and visually adding up on the board, let them try it in their books. Explain to them what they need to do, sit with them at their desks, and let them try to add.
- Let the students open their pupil's books on page 67.
- Now, let the class count the tomatoes and add them up.
- Tell them to match the picture sums to the number sums; five plus three equals eight.
- They do the same with the other sum.
- Walk around to help and guide.

### AB/p. 88

#### Trace and write the number.

- **Sense of touch:** Use the play-dough to form the number, the sand tray to write the number with their fingers, or use blocks with extruded numbers to feel the number while blindfolded to guess what number it is.

Teach the children how to write the number. You need to draw the four-line grid on the board and show the pupils how to write the number. Talk to your pupils about the movements you make while writing; for example, *"To write number 13, you have to write number 1, the tens, and number 3, the units: From top of the middle line, draw a slant line up. From the top, draw a straight line down until the bottom. 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 14, you have to write number 1, the tens, and number 4, the units: From top of the middle line, draw a*

*slant line up. From the top, draw a straight line down until the bottom. Now write number 4 the units. 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 the top, draw a straight line to the bottom.”*

- Draw the numbers with a dotted outline.
- Tell the kids you will trace them now.
- You need to demonstrate it on the board. Write the number with dotted lines and trace it. Describe again how you are writing the number in words as you trace.
- Call out students to trace and write the number on the board.
- Open the book on page 88 and ask students to trace and write the letters.
- Walk around to help and direct the children towards forming the number right. Keep reminding them to start at the dot and to follow the arrows.

### Count and add.

- Use counters again to add up and let them feel what they are adding.
- Then use pictures on the board and demonstrate to the children how you add up. Here you need to teach the word **plus** and point to the sign **/+ /**.
- Say **1 + 2 = 3 (one plus two equals three)**.
- Keep repeating and trying different single digits until you feel they have grasped the concept. Remember that you need to vocalise the sum every time you write one and say, for example, **one plus one equals 2**.
- Match the picture sums with the number sums.
- Let the students count the ice cream in the first sum. Say, **“five plus two equals seven.”** Write the digits of the sum on the board and read it again to the class.
- Show more pictures and number sums for the students to do.
- Now that the children have enough practice orally and visually adding up on the board, let them try it in their books. Explain to them what they need to do, sit with them and let them try to add.
- Let the students open their activity books on page 88.
- Now let the class count the juice and add them up.
- Tell them to match the picture sums to the number sums.
- Walk around to help and guide.

## Lesson 12

### Pupil’s Book & Activity Book Session

PB/p. 68

Listen, repeat and spell the words.

## Consonants **z, w, v**

Read the introduction before you teach these two pages under **Teaching Phonics**.

- You will need to practise reading these words orally first: **zero, zoo, wig, wing, van and vet. zero, zoo, wig, wing, van and vet.** Check the understanding of the meaning of the words by using picture flashcards of the words or just showing the pages on the screen. Revise and quiz the students using the flashcards, picture side, and by doing the actions and asking them to say the action word. See if the students can read the words (sight-reading) so far; if not, you will need to practise reading the words again one by one, focusing on the target sound coloured in red. Let them repeat after you, and then quiz them by flashing the cards and testing them to see if they can read.
- Play one of the games suggested in the introduction and add fun by varying the reading procedure.
- Show page 68 on the screen and do the reading on the screen with the students before they open their books. Read the instruction line as well every time you do the activity: "**Listen, repeat, and spell the words.**" You can spell the words only if your students have already learnt the names of the letters in level 1, and they can now name them from Aa-Zz. If not, leave the spelling to a later stage.
- Read and let the class read the words with you several times (*chorus, groups, individuals*) as you point to the pictures. Then, invite students to read on the screen.
- Play the audio of page 68 and let the class listen carefully many times. Then, let them repeat the audio in the same way until they master reading the words.
- Ask the students to open their books on page 68; you still need to help them open their books. Make certain they are all on the same page by pointing and asking them to point with their fingers at the words.
- Read the instruction line as well every time you do the activity: "**Listen, repeat and spell the words.**" To make it more familiar, you can ask the children to repeat reading the instruction line after you until they memorise it.
- Now ask them to point to each word and read it with them. Repeat this and ask individuals to read in the same way.
- Add variety by using body language (TPR) to imitate the picture and having the students guess the word. Alternatively, say the beginning sound with a gesture, and the student says the word.
- Finally, let the students get used to reading the words on their own in turn while you walk around listening to them read from their books one by one.

## PB/p. 69

### Listen, repeat and spell the words.

Long vowels **ai, oa, ie, ee**

- You will need to practise reading these words orally first: **train, plain, coat, boat, pie, tie beet and feet**. Draw the attention of the students to how you say the long vowels by saying the sound aloud several times as you are pointing to it on the board. Check the understanding of the meaning of the words by using picture flashcards of the words or just showing the page on the screen. Revise and quiz the students using the flashcards, the picture side, and by doing actions and asking them to say the word. See if the students can read the words (sight-reading) so far; if not, you will need to practise reading the words again one by one, focusing on the target sound coloured in red. Let them repeat after you, and then quiz them by flashing the cards and testing them to see if they can read.
- Play one of the games suggested in the introduction and add fun by varying the reading procedure.
- Show page 69 on the screen and do the reading on the screen with the students before they open their books. Read the instruction line as well every time you do the activity: "**Listen, repeat, and spell the words.**" You can spell the words only if your students have already learnt the names of the letters in level 1, and they can now name them from Aa-Zz. If not, leave the spelling to a later stage.
- Read and let the class read the words with you several times (*chorus, groups, individuals*) as you point to the pictures. Then, invite students to read on the screen.
- Play the audio of page 69 and let the class listen carefully many times. Then, let them repeat the audio in the same way until they master reading the words.
- Ask the students to open their books on page 69; you still need to help them open their books. Make certain they are all on the same page by pointing and asking them to point with their fingers at the words.
- Read the instruction line as well every time you do the activity: "**Listen, repeat and spell the words.**" To make it more familiar, you can ask the children to repeat reading the instruction line after you until they memorise it.
- Now ask them to point to each word and read it with them. Repeat this and ask individuals to read in the same way.
- Add variety by using body language (TPR) to imitate the picture and having the students guess the word. Alternatively, say the beginning sound with a gesture, and the student says the word.
- Finally, let the students get used to reading the words on their own in turn while you walk around listening to them read from their books one by one.

## AB/p. 89

### Trace the words.

- Show the lesson on the screen.
- Point to the first word and say "**zoo.**"
- Point to the related picture and say "**zoo.**"



- Repeat many times, and ask children to repeat after you.
- Now try to spell the word. You can spell now, as the children are familiar with all the letters in the words.
- Say “**zoo**,” “**z- o- o**,” “**zoo**.”
- Do the same with other words.
- Draw the words with a dotted outline on the board.
- Tell the kids you will trace them now.
- You need to demonstrate it on the board. Write the word with dotted lines and trace it. Describe again how you are writing each letter in each word as you trace. Invite the children to do the same on the board.
- Call out students to trace and write the word on the board.
- Open the book on page 89 and ask students to trace and write the words.
- Walk around to help and direct the children towards forming the word right. Keep reminding them to start at the dot and to follow the arrows.

### Choose and write.

- Show the lesson on the screen.
- Point to the first word and say “**wing**.”
- Point to the related picture and say “**wing**.”
- Repeat many times, and ask children to repeat after you.
- Use the flashcards of the pictures. Point to each picture and say its word.
- Repeat the word many times.
- Now try to spell the word. You can spell now, as the children are familiar with all the letters in the words.
- Say “**wing**,” “**w- i- n- g**,” “**wing**.”
- Do the same with other words.
- You need to draw the four-line grid on the board and show the pupils how to write each word.
- Tell them that they have to start from the dot. You can help them by demonstrating the dots on their books.
- Describe again how you are writing each letter in each word as you trace. Invite the children to do the same on the board.
- Call out students to write the word on the board.
- Open the book on page 89 and ask students to choose the correct word and write it.  
Walk around to help and direct the children towards forming the word right. Keep reminding them to start at the dot and to follow the arrows.



# Unit 7

## I Like / I Don't Like

Pupil's Book Session pages 70 – 77

Activity Book Session pages 90 – 103

New Words	<b>New Words, Grammar and Language Functions</b> <b>Words:</b> <i>carrot, tomato, apple, strawberry, banana, cake, ice-cream, burger</i> <b>Number words:</b> <i>fifteen, sixteen</i> <b>Numbers:</b> <b>15</b> & <b>16</b> , <i>subtracting within 16</i> <b>Song:</b> Food Song
Grammar	<i>"Do you like (apples)?" "Yes, I do." "Do you like (burgers)?" "No, I don't."</i>
Letter Sounds & Words	<b>(Yy: yoyo, yarn, yacht, yoghurt), (Xx: six, mix, box, fox) and (Qq: quilt, queue, quill, quiz)</b> <b>Phonics:</b> /y/, /x/, /q/ <b>Long vowels:</b> ( <b>oo:</b> <i>foot, book, look, boots, roots</i> ) and ( <b>ng:</b> <i>wing, ring</i> )
Language Functions	Describing food one likes or dislikes

### Outcomes

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

- Identify (food) and be able to express what they like or dislike.
- Respond to yes/no questions, *"Do you like (apples)? Yes, I do. Do you like (burgers)? No, I don't."*
- Sing all letters' names and sounds in song (A-Z).
- Identify, sound out and write the letters **Yy**, **Xx** and **Qq**, capital and small, and sounds, and say four word examples that start with /y/, /x/ and /q/. In addition, identify, sound out, write long vowel words /oo/ and /ng/, and give two or more word examples that have the sounds.
- Sight-read the keywords in the unit.
- Sing along with the "Food Song."
- Say the numbers **15** & **16** in sequence.
- Trace and write the new sound words: **Yy**, **Xx** and **Qq** and the long vowel words /oo/ and /ng/ in the correct formation.

Unit Seven		
I Like / I Don't Like		
Lesson	Session	Content and pages
Lesson 1	Pupil's Book Session	Introducing vocabulary & grammar PB/p. 70: Listen, point and repeat.
Lesson 2	Pupil's Book Session	Practicing vocabulary & grammar PB/p. 71: Ask and Answer.
Lesson 3	Pupil's Book Session	PB/p. 71: Introducing and practising the Food song
Lesson 4	Activity Book Session	AB/p. 90: Look at the pictures and tick the correct words. AB/p. 91: Find the words. AB/p. 91: Circle the correct answer.
Lesson 5	Pupil's Book Session	Introducing and practising letter <b>Yy</b> sound /y/ PB/p. 72: Listen and repeat. PB/p. 72: Trace and write.
Lesson 6	Activity Book Session	Practise writing letter <b>Yy</b> AB/p. 92: Colour. / Trace and write. AB/p. 93: Circle the pictures. / Tick the correct words.
Lesson 7	Pupil's Book Session	Introducing and practising letter <b>Xx</b> sound /x/ PB/p. 73: Listen and repeat. PB/p. 73: Trace and write.
Lesson 8	Activity Book Session	Practise writing letter <b>Xx</b> AB/p. 94: Colour. / Trace and write. AB/p. 95: Circle the pictures. / Tick the correct words.
Lesson 9	Pupil's Book Session	Introducing and practising letter <b>Qq</b> sound /q/ PB/p. 74: Listen and repeat. PB/p. 74: Trace and write.
Lesson 10	Activity Book Session	Practise writing letter <b>Qq</b> AB/p. 96: Colour. / Trace and write. AB/p. 97: Circle the pictures. / Tick the correct words.
Lesson 11	Pupil's Book & Activity Book Session	Introducing & practising numbers 15 & 16 PB/p. 75: Listen, count and repeat. Count and subtract. AB/p. 98: Trace and write. Count and subtract.
Lesson 12	Pupil's Book & Activity Book Session	Phonics: Revision PB/pp. 76 & 77: Listen, repeat and spell the words. AB/p. 99: Trace the words. Choose and write. Review AB/p. 100: Circle the beginning sound. AB/p. 101: Say and match. AB/pp. 102 & 103: Do as homework.

## Pupil's Book Session

### Introducing vocabulary & grammar

PB/p. 70

A warm up:

Play a video about food; select a good video that includes the food items presented in this unit. Point out the names of the food items and let the kids repeat them after you. Ask the children about their favourite food.

### Listen, point and repeat.

You can start this unit by saying, "*I like apples.*" "*Do you like apples?*" Pointing to a real apple or a flashcard or poster that has a picture of an apple. Encourage them to repeat and say, "*Yes, I like apples.*" Do the same with other food items.

- Play page 70 on the interactive board or use a poster and flashcards. Talk with the students about the food. Tell them that we have pictures of different kinds of food.
- Introduce the food items in the book to the class. Say, "***This is an apple, carrot, tomato, strawberry, banana, cake, burger, or ice cream.***" Repeat them several times, pointing to food items on the screen or poster, and urge the children to repeat them after you (*chorus, groups, and individuals*). It is important to point to the food item as the relevant word.
- Ask the target questions and provide the model answers: Do you like carrots? "***No, I don't.***" / "***Yes, I do.***" The focus is on the words, not the questions and answers, but it is good to practise both now.
- **Listen to the audio:** Point to the pictures and train children to listen carefully to the audio. Make it comprehensible to your students by pointing to the items on the screen every time. Repeat the audio many times until the children learn how to produce the words in the same way.
- **Sight-reading:** Show the flashcards, word side, and say "***apple***", "***carrot***", "***tomato***", "***strawberry***", "***burger***", "***banana***", cake," and "***ice-cream.***" Teach the class to sight-read the words.

## Lesson 2

### Pupil's Book Session

#### Practicing vocabulary & grammar

PB/p. 71

#### Ask and Answer.

- Revise the food types in the book for the class again. Say, "***This is an apple, carrot, tomato, strawberry, banana, burger, or ice cream.***" Repeat the names several times, pointing to food items on the screen or poster, and urge the children to repeat after you. It is important to point to the food item when saying its name.
- Ask simple yes/no questions. 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 (carrot)?***" "***No***" "***Yes.***" "***Is this an (apple)?***" "***No***" "***Yes.***"

- Use the flashcards word side and ask the students to read the words.
- To teach the question and the answers, raise the flashcard of a food item and say, "**Apples, Yummy!**" say, "**I like apples!**" Now ask, "**Do you like apples?**" Elicit the answer from those who know it. Let all the kids repeat.
- Raise the picture flashcard of the "**burger**" and raise the question, "**Do you like burgers?**" Elicit answers "**No, I don't.**" Repeat the **Yes, I do or No, I don't** answers.
- Repeat until you feel that the students have mastered the question and the answer.
- Tell the students to open their pupil's books on page 71. 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 71.**" Walk around to check that they have all opened their books on this page.
- Explain to the students that Noor and Sara are asking each other about the foods they like. Tell them to say "**yes**" if they see a happy face and "**no**" if the face is sad.
- Point to Noor I on the screen and let them point in their books. Read what Noor is asking: "**Do you like (apples)?**" Then point to Sara and read, "**Yes, I do.**"
- **Listen to the audio:** Ask them to listen carefully to the audio again as they point to the food item; you need to do the same yourself on the screen or poster to show them.
- Vary the practice with your creative ideas for repetition drills.
- Play the audio many times. The teacher might need to say the sentences herself in a slower mode to support students' good and correct production.
- **Variation:** Divide the class into competing groups. The winning group is the one that asks and answers accurately and fluently. Be patient and accept whatever they produce, and if they need more practice, prepare a mini-lesson for the purpose but with a new procedure.
- **Pair-work:** Draw the students' attention to the food pictures 1–6. Explain to the students that they need to take turns asking and answering questions about each food item. Walk around to listen to the students asking and answering questions. Help and guide them when they need it.

### Listen and sing along.

- Before you play the audio to sing a song, pre-teach any words needed to understand the song: Revise the food items they have already learned in the main theme because they 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 interactive board as you read the words of the song, pointing to the illustrations.
- Use gestures and body language to teach the song.
- Read the lyrics of the song with the class many times as you point to the words this time.
- **Listen to the audio:** Tell the children to open their books on page 71. Play the audio. 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.
- Lastly, the children sing the song many times until they memorise the lyrics.

## Lesson 4

### Activity Book Session

#### AB/p. 90

#### Look at the pictures and tick the correct words.

- Show the food words and pictures on the screen.
- Introduce the food types in the book to the class. Say, "***This is an apple, a carrot, a tomato, a strawberry, a banana, a burger, or ice cream.***" Repeat the names several times, pointing to food items on the screen or poster, and urge the children to repeat after you. It is important to point to the food item when saying its name.
- Ask a 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 (carrot)?***" "***No,***" "***Yes.***" "***Is this an (apple)?***" "***No,***" "***Yes.***"
- Ask what-questions: "***What food item is this?***" "***Carrot.***" Keep pointing to the named character on the screen or poster while saying the name.
- Stress the new forms. "***Do you like (apples)?***" "***Yes, I do/ No, I don't***" by repeating them many times orally and inviting children out to say the same.
- Do the same with the other food words, one by one, until they fully recognise them.
- Use the flashcards for the food words.
- Raise the flashcard of the first food word, "***(cake)***" and ask the students, "***What is this?***" "***Cake.***"
- Do the same with the other food words.
- Show the exercise on the screen, point to the picture, and raise the same question: "***What is this?***"
- Do the same with the other flashcards.
- Tell students to open their activity books on page 90.
- Tell them to look at the screen and tick the right word. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

#### AB/p. 91

#### Find the words.

- Give the flashcards of the hobby words to the students.
- Show the items on the screen and ask them, "***What is this food word?***" "***This is (apple).***"
- Do the same with other food words.
- Practise reading the food words again.

- Give the food word flashcards to the students.
- Write each word on the board and read it many times. For example, “**apple.**”
- Ask the students to find the related flashcard for the word “**apple.**”
- Play page 81 on the screen.
- Explain that they need to look for the word that matches the flashcard that they already found, “**apple.**” You can find the word hidden horizontally, vertically, or diagonally.
- When they find a word, they can raise their hands or call it out.
- Apply the steps on the screen in front of them. Tell them that when they find the word, they have to circle it.
- Do the same with other words.
- Walk around to help and direct the children.

### Circle the correct answer.

- Show the food words and pictures on the screen.
- Practise ask and answer exercise again. Use simple yes/no questions. Provide the model answer yourself and encourage the kids to repeat it many times until they get the idea. For example, “**Is this a (carrot)?**” “**No,**” “**Yes.**” “**Is this an (apple)?**” “**No,**” “**Yes.**”
- Ask what-questions, “**Do you like (apples)?**” “**Yes, I do.**” Keep pointing to the item on the screen or poster while saying the name.
- Do the same with the other items, one by one, until they fully recognise them.
- Use the flashcards for the food words.
- Raise the flashcard of the first food word “**(apple)**” and ask the students “**Do you like apples?**” “**Yes, I do.**”
- Do the same with the other items.
- Show the exercise on the screen, point to the picture, and raise the same question “**Do you like cakes?**”
- Point to the sheep and say, “**No, I don’t.**”
- Do the same with the other picture.
- Tell students to open their activity books on page 91.
- Tell them to look at the screen and tick the right answer. Make sure they understand that they have to tick the correct answer that matches the question.
- Walk around to help and direct the children.

## Lesson 5

### Pupil's Book Session

#### PB/p. 72

#### 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 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 **Yy** (**yarn**, **yoyo**, **yoghurt** and **yacht**):

- Play the letter **Y** 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 **Yy** and the example words **yarn**, **yoyo**, **yoghurt** 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 four 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 the letter "**y**". Teach the words by showing them the real objects if available or the pictures of "**yarn**, **yoyo**, **yoghurt** 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 letter **Yy** and the picture of a **yarn**.
- Repeat the same procedure with other word examples **yoyo**, **yoghurt** and **yacht**.
- Now let the children repeat again and quiz them with the four 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 each word.
- Read the word repeating the **/y/** sound several times and then the full word: **y y y yarn**.
- Do the same with **yoyo**, **yoghurt** 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, yoyo, yoghurt** and **yacht** after you.
- Invite students to come out and point to the pictures. Say, "Point to **yarn, yoyo, yoghurt** and **yacht**." Ask them what sound **Yy** 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 72.
- **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.

### 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 sandpaper 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 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 **Y**, start at the top, and draw a slanting line down to the right then 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.
- 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 again how you are writing the letter in words as you trace. Invite the children to do the same on the board.
- Call out students to trace and write the letter on the board.
- Open the book on page 72 and ask students to trace and write the letters.
- 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 **Yy**



## AB/p. 92

### Colour.

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.

- 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 92.
- Ask them, "**What is this?**" "**Yoyo.**"
- Let the children say "**Yy, /y/, yoyo**" many times.
- Draw letter **Yy**, capital and small, on the board with the tracing steps. Colour the letters following the numbers, and make sure that the students understand how to colour following the tracing numbers, not randomly.
- Now ask them to colour letter **Yy**, capital and small, following the numbers.
- Ask them to colour the **yoyo** choosing whatever colours they want.

### Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

## AB/p. 93

### Circle the pictures that begin with the /y/ sound.

- 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**.
- Give the flashcards of the pictures that start with letter **Yy** to the students. Say **Yy, /y/, yarn/ yoghurt**. Do the same with other pictures.
- Ask them, "**What is this?**" "**What is the first letter?**"
- Make sure that they recognise every picture and the letter that starts it.
- Tell students that you will only circle the picture that starts with letter **Yy**.
- Ask students to open the activity book on page 93 and circle the picture that starts with letter **Yy**.
- Walk around to help and direct the children.

### Look at the pictures and tick (✓) the correct words.

- 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**.

- Give the flashcards of the pictures that start with letter **Yy** to the students. Say **Yy**, **/y/**, **yacht**. Do the same with other pictures.
- Now stick the flashcard picture side of **yacht** on the board and another flashcard word side of **yacht** beside it. Do the same with the other picture.
- Tell students to open their activity books on page 93.
- Tell them to look at the picture flashcard with its word on the board. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

## Lesson 7

### Pupil's Book Session

PB/p. 73

#### 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 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 **Xx** (**mix**, **box**, **fox** and **six**):

- Play letter **X** 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 **Xx** and the example words **mix**, **box**, **fox** 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 four objects/pictures that start with the 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 letter "**x**"; teach the words by showing them the real objects if available or the pictures of "**mix**, **box**, **fox** and **six**."

- Let the puppet say the letter's name **Xx**, the letter's sound **/x/** and say a word example **mix**.
- Repeat the name of the letter, the sound and the word **mix** several times.
- Let the children repeat (**Xx**, **/x/**, **mix**) as you raise the flashcard of letter **Xx** and the picture of a **mix**.
- Repeat the same procedure with other word examples **box**, **fox** and **six**.
- Now let the children repeat again and quiz them with the four 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 mix**.
- Do the same with **mix**, **box**, **fox** and **six**. While you are reading, point to the "**Xx**" and ask the students what sound **X** makes.
- Let the children read the words **mix**, **box**, **fox** and **six** after you.
- Invite students to come out and point to the pictures. Say "Point to **mix**, **box**, **fox** and **six**". Ask them what sound **Xx** 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 73.
- **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.

### 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 sandpaper 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 describing the movements you make while writing; for example, *"to write the uppercase **X**, from the top, draw a slanting line to the right. In addition, 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.

- 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 the how you are writing the letter in words as you trace. Invite the children to do the same on the board.
- Call out students to trace and write the letter on the board.
- Open the book on page 73 and ask students to trace and write the letters.
- 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 8

### Activity Book Session

#### Practise writing letter **Xx**

**AB/p. 94**

#### Colour.

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.

- 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 94.
- Ask them "**What is this?**" "**Six.**"
- Let the children say "**Xx, /x/, six**" many times.
- Draw letter **Xx** capital and small on the board with the tracing steps numbers. Colour the letters following the numbers and make sure that the students understand how to colour following the tracing numbers not randomly.
- Now ask them to colour letter **Xx** capital and small following the numbers.
- Ask them to colour the **six** choosing whatever colour they want.

#### Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

**AB/p. 95**

#### Circle the pictures that begin with the **/x/** sound.

- 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**.
- Give the flashcards of the pictures that start with letter **Xx** to the students. Say **Xx**, /**x**/, **box**/ **fox**. Do the same with other pictures.
- Ask them *“What is this?” “What is the first letter?”*
- Make sure that they recognise every picture and the letter that starts it.
- Tell students that you will only circle the picture that starts with letter **Xx**.
- Ask students to open the activity book on page 95 and circle the picture that starts with letter **Xx**.
- Walk around to help and direct the children.

### Look at the pictures and tick (✓) the correct words.

- 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**.
- Give the flashcards of the pictures that start with letter **Xx** to the students. Say **Xx**, /**x**/, **box**. Do the same with other pictures.
- Now stick the flashcard picture side of **box** on the board and another flashcard word side of **box** beside it. Do the same with other picture.
- Tell students to open their activity books on page 95.
- Tell them to look at the picture flashcard with its word on the board. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

## Lesson 9

### Pupil's Book Session

#### PB/p. 74

#### Introducing and practising letter **Qq** sound /**q**/

##### 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 example.

## Detailed instruction:

### Listen, point and repeat.

#### Introducing Letter **Qq** (**quiz**, **quill**, **queue** and **quilt**):

- Play letter **Q** 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 **Qq** and the example words **quiz**, **quill**, **queue** and **quilt**.
- 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 **Qq**. Show the four objects/pictures that start with the letter sound **/q/**.
- First, show the letter to the children. Point out that the letter sound is **/q/** (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 "**quiz**, **quill**, **queue** and **quilt**."
- Let the puppet say the letter's name **Qq**, the letter's sound **/q/** and say a word example **quiz**.
- Repeat the name of the letter, the sound and the word **quiz** several times.
- Let the children repeat (**Qq**, **/q/**, **quiz**) as you raise the flashcard of letter **Qq** and the picture of a **quiz**.
- Repeat the same procedure with other word examples **quill**, **queue** and **quilt**.
- Now let the children repeat again and quiz them with the four word examples.
- Show the word flashcards of each picture and stress the initial sound **/q/**; it should be in a different colour.
- Draw students' attention to the **/q/** sound at the beginning of the each word.
- Read the word repeating the **/q/** sound several times and then the full word: **q q q quiz**.
- Do the same with **quill**, **queue** and **quilt**. While you are reading, point to the "**Qq**" and ask the students what sound **Q** makes.
- Let the children read the words **quill**, **queue** and **quilt** after you.
- Invite students to come out and point to the pictures. Say "Point to **quiz**, **quill**, **queue** and **quilt**." Ask them what sound **Qq** 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 74.
- **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.

## 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 sandpaper 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 describing 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.
- 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 again how you are writing the letter in words as you trace. Invite the children to do the same on the board.
- Call out students to trace and write the letter on the board.
- Open the book on page 74 and ask students to trace and write the letters.
- 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. 96

#### Colour.

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.

- 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 96.
- Ask them **“What is this?” “Quilt.”**
- Let the children say, **“Qq, /q/, quilt”** many times.
- Draw letter **Qq** capital and small on the board with the tracing steps numbers. Colour the letters following the numbers and make sure that the students understand how to colour following the tracing numbers not randomly.
- Now ask them to colour letter **Qq** capital and small following the numbers.
- Ask them to colour the **quilt** choosing whatever colour they want.

### Trace and write.

- Follow the same tracing steps explained in the pupil’s book to do the exercise.

### AB/p. 97

#### Circle the pictures that begin with the /q/ sound.

- 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**.
- Give the flashcards of the pictures that start with letter **Qq** to the students. Say **Qq, /q/, quiz/ queue**. Do the same with other pictures.
- Ask them **“What is this?” “What is the first letter?”**
- Make sure that they recognise every picture and the letter that starts it.
- Tell students that you will only circle the picture that starts with letter **Qq**.
- Ask students to open the activity book on page 97 and circle the picture that starts with letter **Qq**.
- Walk around to help and direct the children.

#### Look at the pictures and tick (✓) the correct words.

- 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**.
- Give the flashcards of the pictures that start with letter **Qq** to the students. Say **Qq, /q/, quilt**. Do the same with other pictures.
- Now stick the flashcard picture side of **quilt** on the board and another flashcard word side of **quilt** beside it. Do the same with other picture.
- Tell students to open their activity books on page 97.
- Tell them to look at the picture flashcard with its word on the board. Make sure they understand that they have to tick the correct word that matches the picture.



- Walk around to help and direct the children.

## Lesson 11

### Pupil's Book & Activity Book Session

#### Introducing & practising numbers **15** & **16**

#### PB/p. 75

#### Warm-up:

#### A song

- Play the numbers song in every number lesson and let the children sing along as you point to the numbers poster or cards of numbers **1- 20**. Review the numbers on the number poster every day in the circle; this will help build a good concept of counting in sequence.
- **Show flashcards/visuals:** Use the flashcard of the target number (digit side) or just write it on the board and draw an object to let them visualise the concept that the new number represents.
- **Sound out the number:** Say number **15** out loud several times pointing to it and to the visual that represents it.
- Let the children say number **15** and repeat it several times.
- **Use counters:** count item(s) that represent/s the target number.
- **Listen to the audio:** Let the pupils listen to the audio while you are pointing to the screen/ flashcards or poster.
- **Students' number cards:** Let the children find the number that you name amongst other numbers using their number cards (*prepared earlier for the purpose*); ask them to hold it up for you to see.
- Play the lesson on the interactive board and point to the number on the screen, repeat several times for the children to listen carefully.
- Ask the students to repeat after the audio as you are pointing to the number and sounding it out.
- Follow the same steps to teach number **16**.
- **Sight-read the number words:** Use the flashcards, word side or write the number words on the board for the children to sight- read them **fifteen** and **sixteen**. Practise reading the words **fifteen** and **sixteen** as many times as needed. Make sure that each child gets the chance to read.

#### Subtraction:

#### Four Strategies for Teaching Subtraction to Beginners

- Put a few apples on the table in front of your child.
- Count them one, two, three, four.
- Explain that we can represent apples as numbers – four apples equals 4.

- Take away two apples.
- Count the remaining fruit once again: one, two. Write the subtraction with digits on the board.

### Listen, count and repeat.

- Ask students to open their book on page 75 and read the lesson with the children from the book; teach them to open it from left to right pointing to each number with the picture(s) that represent the number.
- Tell the children to point in their books as they are repeating.
- **Listen to the audio:** Pupils listen to the audio again, point in their books and repeat. Then they say the numbers **15** & **16** as they point in their books.
- Say each number aloud, and point as you count in order. This practice connects the counting skill with a visual image of each number.
- Ask children to count the objects in their book and say the number. For example, “**How many keys are there?**”
- **Sight-reading:** Read the number words: The teacher reads the flashcard word side, the word “**fifteen**” pointing to the digit and the representing item so the pupils relate the three parts; the word, the digit and how many items the number represents. Students repeat several times. Follow the same procedure with number **16**.
- **Use a number card.** Choose a number, say its name aloud, and ask each child to find the same number between the cards that they already have. Have each child practise saying the number.
- Let the students open their books on page 75. Play the lesson on the interactive board again and point to the number digits and the number words.
- **Listen to the audio:** Ask the students to repeat with the audio as you are pointing to the number on the interactive board and the pupils pointing in their books. Read the words on the screen with the children while they are pointing and reading in their books.
- Walk around to help, guide and check that they are pointing to the correct number.
- Use counters: Let the students count items and put them in groups of fifteen pencils, fifteen erasers or fifteen books. Apply this with the other number. Learning by doing activities enhances learning mathematical concepts.
- Present a group of objects and ask students to count them, associating the number with the quantity.
- Use numbers in everyday activities like telling the time or asking for age.

### Count and subtract.

- Start with simple subtraction stories.

- Give each student three coloured items and then they take away a certain number of items to make a simple subtraction problem.
- Call out the students to remove two items from six. Then write the problem on the board  **$6 - 3 = 3$**  for the students to see.
- Repeat and each time call different students out to remove an item, write the subtraction problem on the board, and read it with the students in this way; **six take away three equals three.**
- Let the students open their pupil's books on page 75.
- Now let the class count the yarn balls and boxes.
- Tell them to match the pictures to the numbers.
- Draw five yarn balls on the board. Tell the children you are going to take away 3 and erase 3 items and ask them **"How many objects left?"**; they need to count with you the remaining items.
- Next, you write  **$5 - 3 = 2$**  on the board and say, **"five take away three equals 2."**
- Teach them the minus symbol (**-**) as you say take away.
- Point to the digits and the minus symbol (**-**) as you are reading the problem.
- Do more subtraction on the board with the children calling them out to erase items and say how many left.
- You need to read the problem with them every time you do one with them on the board.
- Tell the children each time to take away or cross out one, two, or three and ask them **"How many left?"**
- Let the children count the items left with no crosses on them.
- They do the same with the other problem.
- Walk around to help and guide.

## Activity Book Session

**AB/p. 98**

### Trace and write the number.

- **Sense of touch:** Use the play-dough to form the number, the sand tray to write the number with their fingers or use blocks with extruded numbers to feel the number while blindfolded to guess what number it is.

Teach the children how to write the number: You need to draw the four-line-grid on the board and show the pupils how to write the number. Talk to your pupils describing the movements you make while writing; for example, *"To write number **15**, you have to write number 1, the tens, and number 5, the units: From top of the middle line, draw a slant line up. From the top, draw a straight line down until 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. To write number **16**,*

*you have to write number 1, the tens, and number 6, the units: From top of the middle line, draw a slant line up. From the top, draw a straight line down until the bottom. Now write number 6 the units. 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.”*

- Draw the numbers with a dotted outline.
- Tell the kids you will trace them now.
- You need to demonstrate it on the board. Write the number with dotted lines and trace it. Describe again the how you are writing the number in words as you trace. Invite the children to do the same on the board.
- Call out students to trace and write the number on the board.
- Open the book on page 98 and ask students to trace and write the letters.
- 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.
- Walk around to help and direct the children towards forming the number right. Keep reminding them to start at the dot and to follow the arrows.

### **Count and subtract.**

- Use counters again to subtract and let them feel what they are subtracting.
- Start with simple subtraction stories.
- Give each student three coloured items and then they take away a certain number of items to make a simple subtraction problem.
- Call out the students to remove two items from four. Then write the problem on the board  **$4-2=2$**  for the students to see.
- Repeat and each time call different students out to remove an item, write the subtraction problem on the board, and read it with the students in this way: ***four take away two equals 2.***
- Let the students open their activity books on page 98.
- Now let the class count the sandwiches and subtract.
- Tell them to match the pictures to the numbers.
- Draw 6 sandwiches on the board. Tell the children you are going to take away 2 and erase 2 items and ask them ***“How many objects left?”*** they need to count with you the remaining items.
- Next, you write  $6 - 2=4$  on the board and say ***“six take away 2 equals four”***.
- Let the students open their activity books on page 98.
- Now let the class count the wheels and subtract them.
- Tell them to match the picture subtract to the number subtract; nine subtract six equals three.

- Walk around to help and guide.

## Lesson 12

### Pupil's Book & Activity Book Session

PB/p. 76

#### Listen, repeat and spell the words.

Consonants **y, x, q**

Read the introduction before you teach these two pages under *Teaching Phonics*.

- You will need to practise reading these words orally first: **yarn, yacht, yes, ox, box, six, queen, quill**. Check the understanding of the meaning of the words by using picture flashcards of the words or just showing the pages on the screen. Revise and quiz the students using the flashcards, picture side, and asking them to say the word. See if the students can read the words (sight-reading) so far, if not, you will need to practise reading the words again one by one, focusing on the target sound coloured in red. Let them repeat after you then quiz them by flashing the cards and test them if they can read.
- Play one of the games suggested in the introduction and add fun by varying the reading procedure.
- Show page 76 on the screen and do the reading on the screen with the students before they open their books. Read the instruction line as well every time you do the activity "**Listen, repeat and spell the words.**" You can spell the words only if your students had already learnt the names of the letters in level 1 and they can now name them from **Aa-Zz**. If not, leave the spelling to a later stage.
- Read and let the class read the words with you several times (*Chorus, Groups, Individuals*) as you point to the pictures. Then, invite students to read on the screen.
- Play the audio of page 76, let the class listen carefully many times. Then, let them repeat after the audio in the same way until they master reading the words.
- Ask the students to open their books on page 76; you still need to help them open their books. Make certain they are all following on the same pages by pointing and asking them to point with their fingers on the words.
- Read the instruction line as well every time you do the activity "**Listen, repeat and spell the words.**" To make it more familiar, you can ask the children to repeat reading the instruction line after you until they memorise it.
- Now ask them to point to each word and read it with them. Repeat this and ask individuals to read in the same way.
- Add variety by using the body language (TPR) to imitate the picture and the students guess the word. Alternatively, say the beginning sound with a gesture, and the student says the word.

- Finally, let the students get used to reading the words on their own in turn while you walk around listening to them reading from their books one by one.

## PB/p. 77

### Listen, repeat and spell the words.

#### Long vowels *oo, ng*

Read the introduction before you teach the long vowels.

- You will need to practise reading these words orally first: *foot, book, look, boots, roots, wing*, and *ring*. Draw the attention of the students on how you say the long vowels by saying the sound aloud several times, as you are pointing to it on the board. Check the understanding of the meaning of the words by using picture flashcards of the words or just showing the pages on the screen. Revise and quiz the students using the flashcards, picture side, and by doing actions and asking them to say the word. See if the students can read the words (sight-reading) so far, if not, you will need to practise reading the words again one by one, focusing on the target sound coloured in red. Let them repeat after you then quiz them by flashing the cards and test them if they can read.
- Play one of the games suggested in the introduction and add fun by varying the reading procedure.
- Show page 77 on the screen and do the reading on the screen with the students before they open their books. Read the instruction line as well every time you do the activity "**Listen, repeat and spell the words.**" You can spell the words only if your students had already learnt the names of the letters in level 1 and they can now name them from Aa-Zz. If not, leave the spelling to a later stage.
- Read and let the class read the words with you several times (*Chorus, Groups, Individuals*) as you point to the pictures. Then, invite students to read on the screen.
- Play the audio of page 77, let the class listen carefully many times. Then, let them repeat after the audio in the same way until they master reading the words.
- Ask the students to open their books on page 77; you still need to help them open their books. Make certain they are all following on the same pages by pointing and asking them to point with their fingers on the words.
- Read the instruction line as well every time you do the activity "**Listen, repeat and spell the words.**" To make it more familiar, you can ask the children to repeat reading the instruction line after you until they memorise it.
- Now ask them to point to each word and read it with them. Repeat this and ask individuals to read in the same way.
- Add variety by using the body language (TPR) to imitate the picture and the students guess the word. Alternatively, say the beginning sound with a gesture, and the student says the word.

- Finally, let the students get used to reading the words on their own in turn while you walk around listening to them reading from their books one by one.

## **AB/p. 99**

### **Trace the words.**

- Show the lesson on the screen.
- Point to the first word and say “**yes**.”
- Point to the related picture and say “**yes**.”
- Repeat many times and ask children to repeat after you.
- Now try to spell the word. You can spell now, as the children are familiar with all the letters in the words.
- Say “**yes**” “**y- e- s**” “**yes**.”
- Do the same with other words.
- Draw the words with a dotted outline on the board.
- Tell the kids you will trace them now.
- You need to demonstrate it on the board. Write the word with dotted lines and trace it. Describe again the how you are writing the each letter in each word as you trace. Invite the children to do the same on the board.
- Call out students to trace and write the word on the board.
- Open the book on page 99 and ask students to trace and write the words.
- Walk around to help and direct the children towards forming the word right. Keep reminding them to start at the dot and to follow the arrows.

### **Choose and write.**

- Show the lesson on the screen.
- Point to the first word and say “**queen**.”
- Point to the related picture and say “**queen**.”
- Repeat many times and ask children to repeat after you.
- Use the flashcards of the pictures. Point to each picture and say its word.
- Repeat the word many times.
- Now try to spell the word. You can spell now, as the children are familiar with all the letters in the words.
- Say “**queen**” “**q- u- e- e- n**” “**queen**.”
- Do the same with other words.
- You need to draw the four-line-grid on the board and show the pupils how to write each word.



- Tell them that they have to start from the dot. You can help them and demonstrate the dots on their books.
- Describe again how you are writing the each letter in each word as you trace. Invite the children to do the same on the board.
- Call out students to write the word on the board.
- Open the book on page 99 and ask students to choose the correct word and write it.
- Walk around to help and direct the children towards forming the word right. Keep reminding them to start at the dot and to follow the arrows.

## Review

### AB/ p. 100

#### Circle the beginning sound.

The purpose of review pages is to recap what students have learned.

- Go through all the short vowel letters on the screen on page 100.
- Read the instruction line and explain the task. Tell the students that they need to name the picture and circle the sound that the picture starts it.
- Point to the axe and say: ***“What is this?”***
- Say, ***“Jar, j- a- r, jar.”***
- Point to each sound under the picture of the ***jar*** and say ***/j/***, ***/v/***, ***/q/***; now ask the students ***“What sound does key start with?”*** Get the students to answer and elicit ***/j/*** from them.
- Do the same with the rest of the pictures.
- Ask students to open their activity books on page 100.
- Tell them you will circle the beginning sound of each picture again on the screen and help them do the same.

### AB/ p. 101

#### Say and match.

- Play the alphabet song on the screen and let the students sing along while you are pointing to the letters, sounds and pictures.
- Start with letter ***Aa apple*** on the poster and point to the picture on the poster and say ***apple, apple***. Let the children repeat the word while you are acting nibbling at an apple. You can use a real apple for the purpose. Now say ***/a/***, ***/a/ apple*** pointing to the beginning letter sound, ***/a/*** in the word ***apple***. Then teach the name of the letter, say



"**Aa** (name), /**a**/ (sound), **apple** (word example). Remember that we are working orally here and fast.

- Go through all the letters on the poster/ screen in the same way.
- Use the flashcards of the pictures in the exercise or play page 101 on the screen.
- Do the same previous steps with the pictures here.
- Point to the egg and say: "**What is this?**"
- Say "**fan, Ff, /f/ fan.**"
- Give them the flashcards of the alphabet.
- Say **Bb, /b/, box.**
- Ask them to find the matching flashcard among the flashcards they have. Do the same with other pictures.
- Ask students to open the activity book on page 101.
- Tell them you will match the capital letter with the picture with the small letter.
- Walk around to guide and help.

## **AB/ p. 102**

### **Count and add.**

#### **Do at home**

If you have time to do page 102 in class then read the instructions, otherwise give it as homework but you need to send the parents/caretakers a note to explain to them what they need to do.

- Use the pictures on the screen and demonstrate to the children how you add up. Count the boxes and say **five plus five equals ten.**"
- Let the students count the items in the first sum and add five more items. Say "**five plus five equals ten.**" Write the digits of the sum on the board and read it again to the class.
- Do the sums of the yoyos and the tomatoes on the board with them and let them do it after that in their activity books.
- Now that the children have had enough practice orally and visually on adding up on the board, let them try it in their books.
- Explain to them what they need to do and sit with them and let them try to add.
- Tell the students to open their activity books on page 102.
- Now let the class count the boxes and add them up.
- Tell them to match the picture sums to the number sums; five plus five equals ten.
- Tell them to count and write the answers in their books.
- Walk around to help and guide.

## **AB/ p. 103**

## Count and subtract.

### Do at home

If you have time to do page 42 in class then read the instructions, otherwise give as homework but you need to send the parents/caretakers a note to explain to them what they need to do.

- Use picture sums and number sums on the board and demonstrate to the children how you add up. Remind the children of the word **take away** and point to the sign **/-/**.
- Match the picture subtraction with the number subtraction.
- Let the students count the balloons in the first subtraction. Say, "**four take away two equals two.**" Write the digits of subtraction on the board and read it again to the class.
- Show more picture and number subtractions for the students to do.
- Do the subtraction of the jars and the pins on the board with them and let them do it after that in their activity books.
- Now that the children have had enough practice orally and visually on subtraction on the board, let them try it in their books. Explain to them what they need to do and sit with them and let them subtract.
- Let the students open their activity books on page 103.
- Now let the class count the balloons and subtract.
- Walk around to help and guide.

# Unit 8

## The Four Seasons

Pupil's Book Session pages 78 - 83

Activity Book Session pages 104 - 107

New Words	<b>Words:</b> <i>spring, summer, autumn, winter, fine, sunny, windy, snowy, rain, snow, wind, warm, cold, hot</i> <b>Story words:</b> <i>butterfly, wings, colours, catch, lucky</i> <b>Number words:</b> <i>seventeen, eighteen</i> <b>Numbers:</b> <i>17 &amp; 18, adding within 18, subtracting within 18</i> <b>Story:</b> The Black Butterfly
Grammar	"What's your favourite season?" "My favourite season is (winter)."
Letter Sounds & Words	<b>Phonics</b> ( <b>ch</b> : <i>chicken, chair</i> ), ( <b>sh</b> : <i>sheet, sheep</i> ) and ( <b>th</b> : <i>thin, thick, feather, weather</i> )
Language Functions	Talking about seasons

### Outcomes

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

- Identify the seasons and the students' favourite preferences.
- Respond to the Wh question, "What's your favourite season? My favourite season is (winter)."
- Sing all the letters' names and sounds in the song (A-Z).
- Identify, sound out and write **ch**, **sh** and **th** and give two word examples that have the sounds /**ch**/, /**sh**/ and /**th**/.
- Sight-read the keywords in the unit.
- Count numbers in tens. Add within **18** and subtract within **18**.
- Listen to and follow a story prompted by pictures. Answer comprehension questions using words in the story.
- Trace and write **ch**, **sh** and **th** in correct formation.

Unit Eight		
The Four Seasons		
Lesson	Session	Content and pages
Lesson 1	Pupil's Book Session	Introducing vocabulary & grammar PB/p. 78: Listen, point and repeat.
Lesson 2	Pupil's Book Session	Practicing vocabulary & grammar PB/p. 79: Ask and answer.
Lesson 3	Activity Book Session	AB/p. 104: Look at the pictures and tick the correct words. AB/p. 105: Trace the season words then colour the pictures.
Lesson 4	Pupil's Book Session	PB/pp. 80 & 81: Introducing the story
Lesson 5	Pupil's Book Session	PB/pp. 80 & 81: Practising the story and acting it out
Lesson 6	Pupil's Book Session	Introducing & practising numbers <b>17 &amp; 18</b> PB/p. 82: Listen, count and repeat. / Add and subtract.
Lesson 7	Activity Book Session	AB/p. 106: Trace and write. /Count and subtract.
Lesson 8	Pupil's Book Session	Phonics: Revision PB/p. 83: Read and spell the words.
Lesson 9	Activity Book Session	AB/p. 107: Trace the words. /Choose and write.
Lesson 10	Phonics Practice	Appendix
Lesson 11	Activity Session	An activity: The four seasons calendar
Lesson 12	Assessment	Oral Assessment

## Lesson 1

### Pupil's Book Session

#### Introducing vocabulary & grammar

#### PB/p. 78

#### A warm up:

For this unit about the four seasons (**spring, summer, autumn, and winter**), it would be nice and more attractive to **start with a video**. Select an easy but exciting video to show the students. It is important to stop the show and introduce each season and its weather words: **rain, snow, wind, warm, cold** and **hot**. Show the meaning of the words in the video. Repeat the season words and the weather words several times. You can use posters for the same purpose.

Tell the students that your favourite season is \_\_\_\_\_. Ask them, "**What is your favourite season?**" "**Why?**" Give simple reasons, like saying, "**I like summer because I can swim in summer.**" Do not expect them to give good or correct answers, but it is a way to build a good conversation with them about the topic.

#### Listen, point and repeat.

- You can start this unit by saying, "**It is sunny today.**" "**Look at the sun in the sky.**" Say, "**In summer, it's sunny.**" pointing outside the window to show the weather. Do the same with

the other seasons but stress the season first and the words related to that season. **Spring** is *fine with some rain*. **Summer** is *hot and sunny*. **Autumn** is *windy and cool*. **Winter** is *cold and snowy*. Use gestures to express the weather words (TPR). Act as if you feel cold or hot.

- Play page 78 on the interactive board or use a poster and flashcards (*ordered with the books*) for the purpose.
- Talk with the students about the scene. Ask them, "**Who is playing outside the house?**" Elicit the answer "**Sara**". Say, "**She is playing outside in all pictures.**" Talk about each picture in the same way and ask them what clothes Sara is wearing in the pictures and why. Use weather words in this conversation about Sara. Talk about what Sara is doing in each picture. "**It's spring.**" "**Look at the flowers.**" "**Sara is watering the flowers.**" In the second picture, say, "**Look! It's summer.**" "**Sara is flying a kite.**" In the third picture, say, "**It's autumn.**" "**It's windy.**" "**Look at Sara in the wind!**" In the last picture, say, "**Look! It's winter.**" "**It's snowy.**" "**Sara is pointing to a snowman.**" Remember that you do not need to teach words here other than what they have in the book, but it is necessary to use roughly tuned language to keep them involved in a natural conversation.
- Introduce the four seasons and each season's characteristics and weather words. Say, "**In spring, it's fine.**" "**In summer, it's sunny.**" "**In autumn, it's windy.**" "**In winter, it's snowy.**" Repeat the questions and answers several times, pointing to pictures on the screen/poster and urge the children to repeat after you. It is important to point to the related picture when speaking.
- Ask the children, "**What's your favourite season?**" Feed them the answer, "**My favourite season is (spring).**" Keep pointing to the related picture on the screen /poster while saying the sentence.
- Stress the new form, "**My favourite season is (spring),**" by repeating it many times orally. Ask the students to tell their favourite seasons when you ask them the same question.
- **Listen to the audio:** Train the children to listen carefully to the audio and make it comprehensible to them by pointing to the related picture on the screen every time. Repeat the audio many times and let the children repeat the words and sentences in the same way.
- **Sight-reading:** Show the season flashcards, word side, and read, "**spring**", "**summer**", "**autumn**" and "**winter**." Teach the class to sight-read the four seasons' words.

## Lesson 2

### Pupil's Book Session

#### Practicing vocabulary & grammar

#### PB/p. 79

#### Ask and answer.

- Revise the four seasons and each season's characteristics with the class again. Say, "***In spring, it's fine.***" "***In summer, it's sunny.***" "***In autumn, it's windy.***" "***In winter, it's snowy.***" Repeat the sentences several times, pointing at the screen (p. 78). Let the children repeat with you.
- Let the children try to ask each other the question, "***What is your favourite season?***" Pick other students to answer; for example, "***spring.***" Then swap turns asking and answering so that all the students get the chance to ask and answer.
- Raise the flashcard of the first season, word side, "***spring***" and raise the question: "***What's your favourite season?***" Now give the full answer, "***My favourite season is spring.***" Do the same with the other seasons' flashcards.
- **Sight-reading:** Write the questions and answers on the board for the students to read. They should be able to read them by now. If you feel it is still difficult, read them together and quiz your students to read the sentences again.
- Now, tell the students to open their pupil's books on page 79. Say, "***Open your books on page 79***". Walk around to check if they opened their books on the page.
- **Listen to the audio:** Ask them to listen carefully to the audio, again, as they point to the related picture; you need to do the same yourself on the screen/poster to show them how to do it correctly.
- Play the audio many times; the teacher will sometimes need to say the sentences herself in a slower mode to help.
- **Variation:** Vary your techniques in drilling new language to make it more fun, such as dividing the class into competing groups. The winning group is the one that best reflects accuracy and fluency in repetition.

### Learn these weather words.

- Show the weather words on the screen.
- Use the weather flashcards, picture side, and quiz the students. Let them tell you which season each weather word is connected with. For example, when they say "***rain***", say, "***It rains in....***" Let them fill in the season. Do the same with the rest of the weather words.
- **Game:** Vary your ways of using the weather words in questions and answers. You can play a game of guessing which season it is by using the weather words: "***It's hot and sunny!***" The students must guess the season.

## Lesson 3

### Activity Book Session

AB/p. 104

### Look at the pictures and tick (✓) the correct words.

- Show the season words and pictures on the screen.

- Revise the four seasons and each season's characteristics with the students. Say, **"In spring, it's fine."** **"In summer, it's sunny."** **"In autumn, it's windy."** **"In winter, it's snowy."** Repeat the structures several times, pointing to characters on the screen/poster and urge the children to repeat them after you. It is important to point to the related picture when saying its word.
- Ask simple yes/no questions. At this stage, you might need to provide the model answer yourself and encourage the kids to repeat it many times until they get the idea. For example, **"Is Sara happy?"** **"Yes."** **"Is (spring) (fine)?"** **"Yes."**
- Ask what-questions: **"What's your favourite season?"** **"My favourite season is (spring)."** Keep pointing to the related picture on the screen/poster while saying the name.
- Stress the new form, **"My favourite season is (spring)."** by repeating it many times orally and inviting children out to say the same.
- Do the same with the other season words, one by one, until they fully recognise them.
- Use the flashcards for the season words.
- Raise the flashcard of the first season word **"(winter)"** and ask the students, **"What is this?"** **"Winter."**
- Do the same with the other season words.
- Show the exercise on the screen, point to the picture, and raise the same question, **"What is this?"**
- Do the same with the other flashcards.
- Tell students to open their activity books on page 104.
- Tell them to look at the screen and tick the right word. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

## **AB/p. 105**

### **Trace the season words then colour the pictures.**

- Show the lesson on the screen.
- Point to the first word and say **"spring."**
- Point to the related picture and say **"spring."**
- Repeat many times and ask children to repeat after you.
- Now, as the children are familiar with all the letters in the words, you can spell the word.
- Say **"spring," "s- p- r- i- n- g," "spring."**
- Do the same with other words.
- Draw the words with a dotted outline on the board.
- Tell the kids you will trace them now.
- You need to demonstrate it on the board. Describe again how you are writing each letter in each word as you trace. Invite the children to do the same on the board.
- Call out students to trace and write the word on the board.

- Ask the students to open their books on page 105 and to trace and write the words.
- Ask them to colour the pictures with the appropriate colours.
- Walk around to help and direct the children towards forming the word right. Keep reminding them to start at the dot and to follow the arrows.

## Lesson 4

### Pupil's Book Session

#### PB/pp. 80 & 81

#### Introducing the story

#### The Black Butterfly

#### Listen, point and repeat.

- Make the kids feel familiar with the theme of the story, ***"There's nothing wrong with being different."*** Explain that we are different; we are not all the same.
- Before you start the story, revise the four seasons with the pupils. Check their mastery of the four seasons, especially spring and its features. Tell the children that story time is in the spring. We know that it is spring from the colours of the flowers and because there are butterflies.
- Play the story pages, point to the screen on the interactive board/poster, and discuss the title. Say, the title of the story is ***"The Black Butterfly."*** Ask one student to come out and point to the black butterfly. Ask the students, ***"Do you see other butterflies in the picture?"*** Elicit ***"yes"*** for an answer. Ask, ***"Are they black butterflies?"*** Elicit ***"no"*** for an answer.

Ask the class, ***"Does the black butterfly look happy?" "Why?"***

- **Now set the scene:** Show the scene of the story on the interactive board/poster; tell the pupils that this story is about a black butterfly who feels sad that she is different and does not have beautiful colours. Other coloured butterflies bully the black one and brag that they have beautiful colours. The black butterfly turns out to be the luckiest one, as the hunter did not take her away.
- Point to the first picture on the screen and let the students describe the different butterflies one by one. Let the children identify their colours.
- Check their background knowledge of the story theme. For example, ask the children if they bully people who are different from them. Try to get yes/no answers only.
- Ask them yes/no questions about the pictures too. Tell them to look at the first picture; then ask, ***"Are the butterflies sad?"*** Elicit ***"no"*** from them. Say, ***"They are happy."*** While pointing to the second picture, ask, ***"Is the black butterfly sad?"*** Get the kids to say ***"yes."*** Ask them, ***"Why do you think she is sad?"*** Let them make guesses.



- Now, ask simple questions about the rest of the pictures. Pre-teach all the new words by pointing to the pictures on the screen. Point to the first coloured butterfly in the first picture and say, ***"I have red and blue colours on my wings."*** In the same picture, the second butterfly says, ***"I have green and yellow wings."*** Point to the coloured butterflies in the second picture and explain how the coloured butterflies bully the black one. They say, ***"Look at that butterfly! It is black. It hasn't got beautiful colours!"*** Then, point to the black butterfly that says, ***"I wish I had beautiful colours like these butterflies."*** Now, go on the same way with the rest of the pictures. The hunter says, ***"I want to catch the beautiful butterflies with the beautiful colours."*** The white butterfly tells the black one, ***"You are a lucky butterfly!"*** Explain the words ***hunter*** and ***lucky***.
- In the last picture, point to the black butterfly and ask, ***"Is the black butterfly happy?"*** Elicit answers from the kids. Ask, ***"Why is the black butterfly happy?"*** See if they can tell why now. Provide the correct answer, ***"She is lucky the hunter will not take her because she is black."***
- **Listen to the audio:** Tell the kids to listen carefully to the story. Play it several times while pointing to the pictures or the talking butterfly.
- Ask the children ***who is saying what*** while the story is playing.
- Invite individuals out and let them point to the speaking characters on the screen/poster. Ask, ***"Who is speaking?"***
- Ask the children to open their pupil's books on pages 80 & 81. Play the story again and let them point in their books and repeat the lines after the audio.
- 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 and always give a model answer; let them repeat it many times. It might be difficult at the beginning, but with practice, they will start to repeat and learn faster.

## Lesson 5

### Pupil's Book Session

#### PB/pp. 80 & 81

#### Practising the story

#### The Black Butterfly

- Revise the story with the students on the screen. Remind them of the sequence of the story. See who can remember what happened in the story. Point to the scenes on the screen and ask, ***"What does this butterfly say?"*** Allow them to read the lines from the screen to answer.

- Ask more questions and always provide simple answers. Let them repeat the answers you gave. If they cannot, you provide the answers and let them repeat.  
*"What colours does the first butterfly have?" "Red and blue."*  
*"What colours does the second butterfly have?" "Green and yellow."*  
*"Why do the coloured butterflies bully the black one?" "Because it does not have beautiful colours."*  
*"What does the black butterfly wish for?" "She had beautiful colours."*  
*"What does the hunter want to catch?" "The beautiful coloured butterflies."*  
*"What does the white butterfly tell the black one?" "The black one is lucky."*  
*"Why is the black butterfly lucky?" "Because the hunter will not choose to catch it."*
- Talk about the moral of the story: ***"We are all different and that's beautiful."***
- **Group work:** Photocopy four of the pictures from the story. Divide the class into four groups and explain the task. Tell them that they need to put the story events in order. Mix the pictures and ask the four groups to start putting them in order without looking at the screen or in their books. The winner is the group that finishes correctly first.
- **Acting out the story:** In such activities, ask the students to look at the prompts of the story and try to pretend they are 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 6

### Pupil's Book Session

#### Introducing & practising numbers **17 & 18**

#### PB/p. 82

#### Warm-up:

- Play the numbers song in every number lesson and let the children sing along while you point to the numbers poster or cards of numbers **1-20**. Review the numbers on the number poster every day in the circle; this will help build a good concept of counting in sequence.
- **Show flashcards/visuals:** Use the flashcard of the target number, digit side, or just write it on the board and draw an item to let them visualise the concept that the new number represents.
- **Sound out the number:** Say the number **17** out loud several times pointing to it and to the visual that represents it.
- Let the children say number **17** and repeat it several times.
- **Use counters:** Count the item(s) that represent the target number.

- **Listen to the audio:** Let the pupils listen to the audio while you are pointing to the screen, flashcards or poster.
- **Students' number cards:** Let the children find the number that you name amongst other numbers using their number cards (*prepared earlier for the purpose*); ask them to hold it up for you to see.
- Play the lesson on the interactive board and point to the number on the screen. Repeat several times for the children to listen carefully.
- Ask the students to repeat after the audio while you are pointing to the number and sounding it out.
- Follow the same steps to teach number **18**.
- **Sight-read the number words:** Use the flashcards, word side, or write the number words on the board for the children to sight-read **seventeen** and **eighteen**. Practise reading the words **seventeen** and **eighteen** as many times as needed. Make sure that each child gets the chance to read.

### **Addition and subtraction:**

- **Addition:** To teach the students to add and subtract, check that they can identify number digits 1-20. Start with addition within small numbers 1-10.
- Prepare many counters for the students to use when adding up.  
Addition is the first big mathematical step after early learners build basic number sense, and like all first steps, it can be tough to take (and equally tough to teach), but it does not have to be so. Here is a 7-step process for teaching addition that creates easier lesson plans for you and better understanding for your students.
- **Use countable manipulatives:** Concrete counters are much easier to understand. It is important to use variety so students begin to understand the concept independent of what they are counting. Start by using your fingers to count; then, for a kind of movement, put students in small groups and have them join up, counting out the total number of students once more are added.
- **Use apples to add:** Put seven apples together and separate four and three apples apart. Say these are four apples and these are three apples; 4 plus 3 equals 7. Explain that we can represent apples as numbers. Write the digits on the board for them to visualize.
- **Use a number line:** At this stage, most students will still be adding by counting out every number in a sum to reach the total solution. **A number line**; however, removes the need to count out the first number in the sum. If the sum is  $4 + 3$ , for example, students can put their finger on the four to start with, and then, count up to three places to reach "7". They no longer need to count out the "4" first to reach the solution.
- **"Counting up":** Once students know how to use a number line, you will want them to use the same "**counting up**" strategy in their heads (mental math). Then, you can have them

practice this by counting aloud on their fingers. They start with a closed fist and then they extend their fingers as they add numbers.

- At the end, we want students to be able to add quickly and accurately in their heads. This procedural fluency is very important, but with young learners, it takes time; they move onto problems that are more complex and there is no way to get there without memorizing every single digit addition fact.

### **Subtraction:**

#### **Four Strategies for teaching subtraction to Beginners**

- Put a few apples on the table in front of your child.
- Count them one, two, three and four.
- Explain that we can represent apples as numbers; four apples equal 4.
- Take away two apples.
- Count the remaining fruit once again: one, two. Write the subtraction with digits on the board.

### **Listen, count and repeat.**

- Ask the students to open their books on page 82 and read the lesson with the children from the book; teach them to open it from left to right, pointing to each number with the picture(s) that represent the number.
- Tell the children to point to their books as they are repeating.
- **Listen to the audio:** Pupils listen to the audio again, point to their books and repeat. Then they say the numbers **17 & 18** as they point in their books.
- Say each number out loud and point as you count in order. This practice connects the counting skill with a visual image of each number.
- Ask the children to count the items in their books and say the number. For example, ***“How many eagles are there?”***
- **Sight-reading:** Read the number words; the teacher reads the flashcard, word side, the word ***“seventeen,”*** pointing to the digit and the representing item, so the pupils relate the three parts: the word, the digit and how many items the number represents. Students repeat several times. Follow the same procedure with number **18**.
- **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.
- Let the students open their books on page 82. Play the lesson on the interactive board again and point to the numbers’ digits and words.
- **Listen to the audio:** 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 on the screen with the children while they are pointing and reading in their books.

- Walk around to help, guide and check that they are pointing to the correct number.
- **Use counters:** Let the students count items and put them in groups of **seventeen** pencils, **seventeen** erasers or **seventeen** books. Apply this to the other number.
- Present a group of objects and ask the students to count them, associating the number with the quantity.
- Use numbers in everyday activities like telling the time or asking for an age. Learning by doing activities enhances learning mathematical concepts.

### Add and subtract.

- Use counters first to add up and let them feel what they are adding.
- Then use pictures on the board and demonstrate to the children how you add up. Here, you need to teach the word **plus** and point to the sign (+).
- Say, **1 + 2 = 3** "**one plus two equals three.**"
- Keep repeating and trying different single digits until you feel they have grasped the concept. Remember that you need to vocalize the sum every time you write one and say, for example, "**One plus one equals two.**"
- Match the picture sums with the number sums.
- Let the students count the items in the first sum. Say, "**Four plus four equals eight.**" Write the digits of the sum under the picture sum on the board and read it again to the class.
- Show more picture and number sums for the students to do.
- Now that the children have had enough practice orally and visually adding up on the board, let them try it in their books. Explain to them what they need to do, sit with them at their desks and let them try to add.
- Let the students open their pupil's books on page 82.
- Now, let the class count the onions again and add them up.
- Tell them to match the picture sums to the number sums; four plus four equals eight.
- Then do the same with the other sum.
- Now, move to the subtraction and start with simple subtraction stories.
- Give each student three coloured items; then, they take away a certain number of items to make a simple subtraction problem.
- Call out the students to remove four items from six. Then, write the problem on the board **6 - 4 = 2** for the students to see.
- Repeat, and call different students out to remove items each time. Write the subtraction problem on the board, and read it with the students in this way; "**Six take away four equals two.**"
- Let the students open their pupil's books on page 82.
- Now, let the class count the vans and subtract.
- Tell them to match the pictures to the numbers.

- Draw six vans on the board. Tell the children you are going to take away 2 items; then, erase 2 items and ask them, **“How many items are left?”** They need to count with you the remaining items.
- Next, you write  $6 - 4 = 2$  on the board, again, and say, **“Six take away four equals two.”**
- Teach them the minus symbol (-), as you say, **“take away.”**
- Point to the digits and the minus symbol (-) while reading the problem.
- Do more subtraction on the board with the children, calling them out to erase items and saying how many are left.
- You need to read the problem with them every time you do one with them on the board.
- Tell the children each time to take away or cross out one, two, or three and ask them **“How many are left?”**
- Let the children count the items left with no crosses on them.
- They do the same with the other problem.
- Walk around to help and guide.

## Lesson 7

### Activity Book Session

**AB/p. 106**

#### Trace and write the number.

- **Sense of touch:** Use the play-dough to form the number, the sand tray to write the number with their fingers or use blocks with extruded numbers to feel the number while blindfolded to guess what number it is.

Teach the children how to write the number; you need to draw the four-line grid on the board and show the pupils how to write the number. Talk to your pupils about the movements you make while writing; for example, *“To write number 17, you have to write number 1, the tens, and number 7, the units: From the top of the middle line, draw a slant line up. From the top, draw a straight line down to the bottom. To write number 7: From the top, draw a line across; then, draw a slanting line down to the left bottom. To write number 18, you have to write number 1, the tens, and number 8, the units: From the top of the middle line, draw a slant line up. From the top, draw a straight line down to the bottom. Now write number 8, the units. 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.”*

- Draw the numbers with a dotted outline.
- Tell the kids you will trace them now.

- You need to demonstrate it on the board. Write the number with dotted lines and describe again how you write the number in words as you are tracing it. Invite the children to do the same on the board.
- Call out students to trace and write the number on the board.
- Ask your students to open their books on page 106 to trace and write the numbers.
- 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 write the number in words as you are tracing it.
- 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 arrows.

### Count and subtract.

- Use counters again to subtract; let your students feel what they are subtracting.
- Start with simple subtraction stories.
- Give each student four coloured items, and then, they take away a certain number of items to make a simple subtraction problem.
- Call out the students to remove two items from four. Then, write the problem on the board  $4 - 2 = 2$  for the students to see.
- Repeat, and each time call a different student out to remove an item, write the subtraction problem on the board, and read it with the students, in this way: ***“Four take away two equals two.”***
- Let the students open their activity books on page 106.
- Now, let the class count the books and subtract.
- Tell them to match the pictures to the numbers.
- Draw **8** books on the board. Tell the children you are going to take away **2** books; then, erase **2** books and ask them, ***“How many items left?”*** They need to count with you the remaining items.
- Next, you write  $8 - 2 = 6$  on the board, and say, ***“Eight take away two equals six.”***
- Let the students open their activity books on page 106.
- Now, let the class count the sheep and subtract them.
- Tell them to match the picture subtract to the number subtract; ten take away three equals seven.
- Walk around to help and guide.

## Lesson 8

### Pupil's Book Session

PB/p. 83

### Read and spell the words.



## Diagrams **ch, sh, th**

- Read the introduction before you teach, *Teaching Phonics*.
- You will need to practise reading these words orally first: **chicken, chair, sheet, sheep, thin, thick, feather and weather**. Check the understanding of the meaning of the words by using picture flashcards of the words or just showing the pages on the screen. Revise and quiz the students using the flashcards, picture side, and ask them to say the word. See if the students can sight-read the words so far, if not, you will need to practise reading the words again one by one, focusing on the target diagraphs coloured in red. Let them repeat after you, and then, quiz them by flashing the cards and testing them to see if they can read.
- Play one of the games suggested in the introduction and add fun by varying the reading procedure.
- Show page 83 on the screen and do the reading with the students before they open their books. Read the instruction line as well every time you do the activity, **"Listen, repeat and spell the words."** You can spell the words only if your students have already learnt the names of the letters in level 1 and can name them from Aa-Zz. If not, leave the spelling to a later stage.
- Read and let the class read the words with you several times (**chorus, groups, individuals**) as you point to the pictures. Then, invite students to read on the screen.
- Play the audio of page 83 and let the class listen carefully many times. Then, let them repeat the audio in the same way until they master reading the words.
- Ask the students to open their books on page 83; you still need to help them open their books. Make certain they are all following the same page by pointing and asking them to point with their fingers at the words.
- Read the instruction line as well every time you do the activity **"Read and spell the words."** To make it more familiar, you can ask the children to repeat reading the instruction line after you until they memorise it.
- Now, ask them to point to each word and read it with them. Repeat this and ask individuals to read in the same way.
- Add variety by using body language (TPR) to imitate the picture and having the students guess the word. Alternatively, say the beginning sound with a gesture, and the student says the word.
- Finally, let the students get used to reading the words on their own in turn while you walk around listening to them read from their books one by one.

## Lesson 9

### Activity Book Session

AB/p. 107



### Trace the words.

- Show the lesson on the screen.
- Point to the first word, and say ***“Sheet.”***
- Point to the related picture and say ***“Sheet.”***
- Repeat many times and ask children to repeat after you.
- Now, as the children are familiar with all the letters in the words, you can spell the word.
- Say ***“Sheet,” “s- h- e- e- t,” “Sheet.”***
- Do the same with other words.
- Draw the words with a dotted outline on the board.
- Tell the kids you will trace them now.
- You need to demonstrate it on the board. Write the word with dotted lines and trace it. Describe again how you are writing each letter in each word as you trace. Invite the children to do the same on the board.
- Call out students to trace and write the word on the board.
- Ask the students to open their books on page 107 to trace and write the words.
- Walk around to help and direct the children towards forming the word right. Keep reminding them to start at the dot and to follow the arrows.

### Choose and write.

- Show the lesson on the screen.
- Point to the first word and say ***“Chicken.”***
- Point to the related picture and say ***“Chicken.”***
- Repeat many times and ask children to repeat after you.
- Use the flashcards, picture side. Point to each picture and say its word.
- Repeat the word many times.
- Now, as the children are familiar with all the letters in the words, you can spell the word.
- Say, ***“Chicken,” “c- h- i- c- k- e- n,” “Chicken.”***
- Do the same with other words.
- You need to draw the four-line-grid on the board and show the pupils how to write each word.
- Tell them that they have to start from the dot. You can help them by demonstrating the dots on their books.
- Describe again how you write each letter in each word as you are tracing the dots. Invite the children to do the same on the board.
- Call out students to write the word on the board.
- Ask the students to open their books on page 107 to choose and write the correct word.

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

## Lesson 10

### Appendix

#### Phonics practice and sight words

Students will need some phonics practice after learning the basic sounds and having good practice, learning short vowel sounds and long vowel sounds.

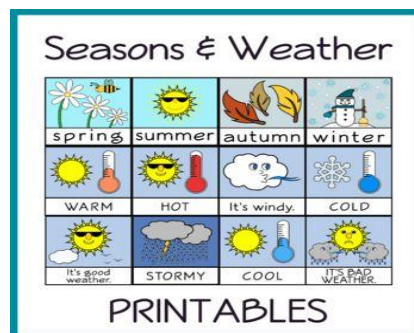
For good practice, go to the **"Appendix"** at the end of the teacher's guide and select from the phonics lists and the sight words to teach your students spelling and reading. Make lists to introduce to your students and to practice with them. Once you and your students are done with the selected lists and you feel that they can spell and read the lists, go to the **"Appendix"** again and select another list to practise.

## Lesson 11

### Activity Session

#### The four seasons' calendar

Choose any calendar you like; try to include the vocabulary of the seasons and weather words that the students learnt in this unit to revise them on the calendar every day. Go online to find the calendar you like or make it yourself with your students.



## Lesson 12

### Assessment Session

#### Oral assessment

#### Units 6, 7 & 8

Teachers can use tools like oral prompts, picture prompts, and role-playing from units 6, 7 & 8 and oral interviews as part of students' oral language assessment. Teachers can assess the language development of their students via oral prompts, or by asking them the questions used in teaching the units.

Teachers should have assessments for the purpose and should be doing ongoing assessments over the semester. No work sheets are needed here; it must be oral this time to enhance students' listening and speaking skills.

# Unit 9

## Jobs

Pupil's Book Session pages 84 – 87

Activity Book Session pages 108 – 111

New Words	<b>Words:</b> <i>fireman, fisherman, driver, doctor, sailor, baker, tailor, engineer, nurse, teacher</i> <b>Number words:</b> <i>nineteen, twenty</i> <b>Numbers:</b> <i>19 &amp; 20, addition within 20/ Subtraction within 20</i> <b>Chant: Words:</b> <i>fireman, fisherman, driver, doctor, sailor, baker, tailor, and teacher</i>
Grammar	<i>"What does he do?" "He is a/an (engineer)." "What do they do?" "They are (doctors)."</i>
Letter Sounds/Words	<b>Phonics:</b> ( <i>ou: out, shout</i> ), ( <i>oi: coin, soil, boil</i> ), ( <i>ue: glue, blue</i> ), ( <i>ar: star, car</i> ) and ( <i>er: her, herd, fern</i> )
Language Functions	Talking about jobs

### Outcomes

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

- Identify different kinds of jobs.
- Respond to the wh-questions, *"What does he do?" "He is a/an (doctor/engineer)." "What do they do?" "They are (doctors)."*
- Sing all the letters' names and sounds in a song (A-Z).
- Identify, sound out, read, spell and write words with *ou, oi, ue, ar* and *er* and say two word examples that have the /*ou*/, /*oi*/, /*ue*/, /*ar*/ and /*er*/ sounds.
- Sight-read the keywords in the unit.
- Listen to the chant and repeat.
- Count *19 & 20*; more addition within *20* and subtraction within *20*.
- Trace and write the sounds *ou, oi, ue, ar* and *er* in the correct formation.

Unit Nine		
Jobs		
Lesson	Session	Content and pages
Lesson 1	Pupil's Book Session	Introducing vocabulary & grammar PB/p. 84: Listen, point and repeat.
Lesson 2	Pupil's Book Session	Practicing vocabulary & grammar PB/p. 85: Ask and answer.
Lesson 3	Activity Book Session	AB/p. 108: Look at the pictures and tick the correct words. AB/p. 109: Find the words.
Lesson 4	Activity Book Session	AB/p. 109: Circle the correct answer.
Lesson 5	Pupil's Book Session	PB/p. 85: Listen and chant.
Lesson 6	Pupil's Book Session	Introducing & practising numbers <b>19 &amp; 20</b> PB/p. 86: Listen, count and repeat. /Add and subtract.
Lesson 7	Activity Book Session	AB/p. 110: Trace and write. /Count and add.
Lesson 8	Pupil's Book Session	Phonics: Revision PB/p. 87: Listen, repeat and spell the words.
Lesson 9	Activity Book Session	AB/p. 111: Trace the words. /Choose and write.
Lesson 10	Activity Session	Dressing up for the different jobs
Lesson 11	Appendix	Phonics and sight words practice
Lesson 12	Assessment	General assessment

## Pupil's Book Session

### Introducing vocabulary & grammar

#### PB/p. 84

#### A warm up:

You can start this unit by showing pictures of jobs and asking the students whether they know what these people do. Say, **"Look!" "A teacher!"** Ask them what a teacher does. Give the answer, **"A teacher teaches us."** Say, **"I am a teacher,"** pointing to yourself. Go through the different jobs and ask them about their fathers' jobs, even if they say it in their mother tongue. Try to repeat the jobs that are in their book many times to give them a chance to do a good listening.

#### Listen, point and repeat.

- Play page 84 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 the pictures show different people with different jobs.
- Introduce the different jobs to the class. Say, **"He is a (fireman)."** Repeat the sentence several times, pointing to pictures on the screen/poster and let the children repeat after you. It is important to point to the related picture when saying its word.

- Ask simple yes/no questions. You need to provide the model answer yourself, but let them try first to give you an answer, and encourage the kids to repeat it many times until they get the idea. For example, **"Is he a teacher?" "No, he is a fireman." "Is she a teacher?" "No" or "Yes."**
- Ask the question we use when asking about someone's job, **"What does he do?" "He is an engineer."** Keep pointing to the related picture on the screen /poster while saying the name.
- Stress the new form **"He/she is an engineer"** by repeating it many times orally and inviting children out to say the same. Do the same with other jobs.
- **Listen to the audio:** Tell the children to listen carefully to the audio and make it comprehensible to them by pointing to the related picture on the screen every time. Repeat the audio many times until they learn how to produce the words, questions, and answers in the same way.
- **Sight-reading:** Show the job flashcards and say **"fireman, teacher, baker, fisherman, engineer, nurse, sailor, driver, tailor, and doctor."** Teach the class to sight-read the job words.

## Lesson 2

### Pupil's Book Session

#### Practicing vocabulary & grammar

PB/p. 85

#### Ask and Answer.

- Revise the different jobs with the students again. Point to the teacher and ask, **"What does she do?" "She is a teacher."** Using the same method, ask and answer about the rest of the jobs several times, pointing to pictures on the screen/poster.
- To teach the plural with **"they,"** show pictures of firemen and say, **"They are firemen."** Show pictures of doctors and say, **"They are doctors."** Do the same with the rest of the jobs, using the plural form with pictures that have many people in the same job. Remember every time to ask the students to repeat until they orally master the plural form. You still sometimes need to provide the model answer yourself and encourage the kids to repeat it many times until they get the idea.
- **Sight-reading:** Use the flashcards of the job words for the students to sight-read. At this stage, they must all be able to read.
- **Sight-read the question and the answer:** Raise the picture flashcard of the word **"tailor"** and raise the question again, **"What does he do?"** Show the sentence as a whole and let the students try to read it. Do the same with the answer, **"He is a tailor."**

- Now, repeat the procedure with all the jobs. This will make it easier for them to read it in their books.
- Ask the students to open their pupil's books on page 85. Walk around to check that they are all on the page you want.
- **Listen to the audio:** Ask them to listen carefully to the audio again, as they point in their books; you need to do the same yourself on the screen/poster to show them how to do it correctly.
- Now, invite them to listen and repeat. The last step is to ask students to read from the book, pointing to the questions and answers.
- **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.

### Listen and chant.

- This chant will help the students master the jobs and learn them well.
- Play the audio and let them enjoy listening to the chant and repeating it.
- You can do the chant in *Lesson 2* as a good practice on the new vocabulary, too.
- **Drama:** Prepare a **jobs show** by bringing the jobs costumes to the class and let the students wear them when asking and answering. This will add fun and make them learn while acting the lesson out.

## Lesson 3

### Activity Book Session

#### AB/p. 108

#### Look at the pictures and tick (✓) the correct words.

- Show the season' words and pictures on the screen.
- Introduce the different jobs to the class. Say, **"This is a teacher."** Repeat the structures several times, pointing to characters on the screen/poster and urge the children to repeat them after you. It is important to point to the related picture when saying its word.
- Ask simple yes/no questions. At this stage, you might need to provide a model answer and encourage the kids to repeat it many times until they get the idea. For example, **"Is the teacher happy?" "Yes."** **"Is this a (teacher)?" "No" or "Yes."**
- Ask what-questions, **"What does he do?" "He is an (engineer)."** Keep pointing to the related picture on the screen/poster while saying the name.
- Stress the new form **"(He) is an (engineer)"** by repeating it many times orally and inviting children out to say the same. Do the same with other structures.
- Do the same with the other job words, one by one, until they fully recognise them.

- Use the flashcards of the job words.
- Raise the flashcard of the first job word “**(driver)**” and ask the students, “**What does he do?**” “**He is a (driver).**”
- Do the same with the other job words.
- Show the exercise on the screen, point to the picture, and raise the same question “**What does he do?**”
- Do the same with the other flashcards.
- Tell students to open their activity books on page 108.
- Tell them to look at the screen and tick the right word. Make sure they understand that they have to tick the correct word that matches the picture.
- Walk around to help and direct the children.

## AB/p. 109

### Find the words.

- Show the items on the screen and ask them: “**What does he do?**” “**He is a (doctor).**”
- Do the same with other job words.
- Practice reading the job words again.
- Give the flashcards of the job words to the students.
- Write each word on the board and read it many times. For example, “**doctor.**”
- Ask the students to find the related flashcard for the word “**doctor.**”
- Do the same with the job words.
- Play page 109 on the screen.
- Explain that they need to look for the word that matches the flashcard that they already found, “**doctor.**” You can find the word hidden horizontally, vertically, or diagonally.
- When they find a word, they can raise their hands or call it out.
- Apply the steps on the screen in front of them. Tell them that when they find the word, they have to circle it.
- Do the same with other words.
- Walk around to help and direct the children.

## Lesson 4

### Activity Book Session

## AB/p. 109

### Circle the correct answer.

- Show the food words and pictures on the screen.
- Practice “**ask and answer**” exercise again. Use simple yes/no questions. Provide the model answer yourself and encourage the kids to repeat it many times until they get the idea. For example, “**Is he a (teacher)?**” “**Yes.**” “**Is the teacher happy?**” “**No**” or “**Yes.**”



- Ask what-questions, **"What does he do?" "He is an (engineer)."** Keep pointing to the related picture on the screen/poster while saying the name.
- Do the same with the other items, one by one, until they fully recognise them.
- Use the flashcards of job words.
- Raise the flashcard of the first job word **"(sailor)"** and ask the students **"What does he do?" "He is a (sailor)."**
- Do the same with the other jobs.
- Show the exercise on the screen, point to the picture and raise the same question **"What does he do?"**
- Point to the picture and say, **"He is a sailor."**
- Do the same with the other picture.
- Tell students to open their activity books on page 109.
- Tell them to look at the screen and tick the right answer in their books. Make sure they understand that they have to tick the correct answer that matches the question.
- Walk around to help and direct the children.

## Lesson 5

### Pupil's Book Session

**PB/p. 85**

#### Listen and chant.

- Play the chant again and encourage children to join in and chant with the audio.
- You might need to play it more until they are able to say the words with the right rhythm.
- This is part of the practice stage, so make sure that each student is saying the words accurately.
- Try to work on fluency as much as the children can. However, do not force them into it. Let them develop their fluency with time and practice.

## Lesson 6

### Pupil's Book Session

**Introducing & practising numbers 19 & 20**

**PB/p. 86**

#### Warm-up:

- Play the numbers song in every number lesson and let the children sing along as you point to the numbers poster or cards of numbers **1- 20**. Review the numbers on the number poster every day in the circle. This will help build a good concept of counting in sequence.

- **Show flashcards/visuals:** Use the flashcard of the target number, digit side, or just write it on the board and draw an item to let them visualize the concept that the new number represents.
- **Sound out the number:** Say number **19** out loud several times, pointing to it.
- Let the children say number **19** and repeat it several times.
- **Use counters:** Count items that represent(s) the target number.
- **Listen to the audio:** Let the pupils listen to the audio while you are pointing to the screen/flashcards or poster.
- **Students' number cards:** Let the children find the number that you name amongst other numbers using their number cards (*prepared earlier for the purpose*); ask them to hold it up for you to see.
- Play the lesson on the interactive board and point to the number on the screen. Repeat several times for the children to listen carefully.
- Ask the students to repeat the audio as you are pointing to the number and sounding it out.
- Follow the same steps to teach number **20**.
- **Sight-read the number words:** Use the flashcards, word side, or write the number words "**nineteen**" and "**twenty**" on the board for the children to sight-read. Practise reading the words **nineteen** and **twenty** as many times as needed. Make sure that each child gets the chance to read.
- **Addition and subtraction:** Read the part about **Addition & Subtraction** in *unit 8* before you start with sums in *unit 9*.

### Listen, count and repeat.

- Ask students to open their book on page 86 and read the lesson with the children from the book and play the audio.
- Tell the children to point in their books as they are repeating.
- **Listen to the audio:** Pupils listen to the audio again, point in their books and repeat. Then, they say the numbers **19** & **20** as they point in their books.
- Say each number aloud and point as you count in order. This practice connects the counting skill with a visual image of each number.
- Ask children to count the items in their book and say the number. For example, "**How many books are there?**" Apply this to the other picture.
- Read the number words: The teacher reads from the flashcards the word "**nineteen**", pointing to the digit and the representing item so the pupils can relate the three parts, the word, the digit and the items the number represents. Students repeat several times.
- Follow the same procedure with number **20**.

- Use a number card. Say its name aloud and ask each child to find the same number between the cards that they already have. Have each child practise saying the number.
- Play the lesson on the interactive board again and point to 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 while they are pointing and reading from their books, too.
- Walk around to help, guide and check that they are pointing to the correct number.
- **Use counters:** Let the students count items and put them in groups of **nineteen** pencils, **nineteen** erasers or **nineteen** books. Apply this with the other number.
- Present a group of objects and ask students to count them, associating the number with the quantity.
- Use numbers in everyday activities like telling the time or asking for age. Such learning by doing activities enhances learning mathematical concepts.

## PB/p. 89

### Add and subtract.

- Use counters first to add up and let them feel what they are adding.
- Then use pictures on the board and demonstrate to the children how you add up. Here you need to teach the word **plus** again and point to the sign (+).
- Say, **1 + 2 = 3 "one plus two equals three."**
- Keep repeating and trying different single digits until you feel they have grasped the concept. Remember that you need to vocalize the sum every time you write one and say, for example, **"1 plus 1 equals 2."**
- Match the picture sums with the number sums.
- Let the students count the items in the first sum and add one more item. Say, **"Eight plus one equals nine."** Write the digits of the sum on the board and read it again to the class.
- Show more pictures and number sums for the students to do.
- Now, that the children have enough practice orally and visually adding up on the board; let them try it in their books. Explain to them what they need to do, sit with them and let them try to add.
- Let the students open their pupil's books on page 86.
- Now, let the class count the tapes and add them up.
- Tell them to match the picture sums to the number sums; six plus seven equals thirteen.
- Then, start with simple subtraction stories.
- Give each student three coloured items, and then, they take away a certain number of items to make a simple subtraction problem.
- Call out the students to remove two items from six. Then, write the problem on the board, **6 - 5 = 1**, for the students to see.

- Repeat and each time call different students out to remove an item, write the subtraction problem on the board, and read it with the students in this way: **six take away five equals one.**
- Let the students open their pupil's books on page 86.
- Now, let the class count the vans and subtract.
- Tell them to match the pictures to the numbers.
- Draw twelve stars on the board. Tell the children you are going to take away 4; erase 4 items and ask them, **"How many objects are left?"** They need to count with you the remaining items.
- Next, you write **12 - 4 = 8** on the board and say, **"Twelve take away four equals eight".**
- Teach them the minus symbol (-), as you say, **"take away".**
- Point to the digits and the minus symbol (-), as you are reading the problem.
- Do more subtraction on the board with the children, calling them out to erase items and say, **"How many are left?"**
- You need to read the problem with them every time you do one with them on the board.
- Tell the children each time to take away or cross out one, two, or three and ask them **"How many are left?"**
- Let the children count the items left with no crosses on them.
- Walk around to help and guide.

## Lesson 7

### Activity Book Session

AB/p. 110

#### Trace and write.

- **Sense of touch:** Use the play-dough to form the number, the sand tray to write the number with their fingers or use blocks with extruded numbers to feel the number while blindfolded to guess what number it is.

Teach the children how to write the number: You need to draw the four-line-grid on the board and show the pupils how to write the number. Talk to your pupils describing the movements you make while writing; for example, *"To write number 19, you have to write number 1, the tens, and number 9, the units: From the top of the middle line, draw a slant line up. From the top, draw a straight line down to the bottom. To write number 9, start at the top and 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 20, you have to write number 2, the tens, and number 0, the units: 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. Now write 0 in the units. Draw a curved line around the bottom, and from the bottom, draw another curve line around up and close."*

- Draw the numbers with a dotted outline.
- Tell the kids you will trace them now.
- You need to demonstrate it on the board. Write the number with dotted lines and trace it. Describe again how you write the number in words as you are tracing the dots.
- Call out students to trace and write the number on the board.
- Ask the students to open their books on page 110 and trace and write the letters.
- 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 arrows.

### Count and add.

- Use counters again to add up and let them feel what they are adding.
- Then, use pictures on the board and demonstrate to the children how you add up. Here, you need to teach the word **plus** and point to the sign (+).
- Say, **1 + 2 = 3 "One plus two equals three."**
- Keep repeating and trying different single digits until you feel they have grasped the concept. Remember that you need to vocalize the sum every time you write one, and say, for example, **"One plus one equals 2."**
- Match the picture sums with the number sums.
- Let the students count the items in the first sum and add one more item. Say, **"Six plus six equals twelve."** Write the digits of the sum on the board and read it again to the class.
- Show more pictures and number sums for the students to do.
- Now that the children have enough practice orally and visually adding up on the board, let them try it in their books. Explain to them what they need to do, sit with them and let them try to add.
- Let the students open their activity books on page 110.
- No, let the class count the pencils and add them up.
- Tell them to match the picture sums to the number sums; three plus five equals eight.
- Walk around to help and guide.

## Lesson 8

### Pupil's Book Session

PB/p. 87

### Listen, repeat and spell the words.

Vowels **ou, oi, ue** and the **r** controlled vowels **ar, er**

Read the introduction before you teach the long vowels.

- You will need to practise reading these orally first: **out, shout, coin, soil, boil, glue, blue, star, car, her, herd**, and **fern**. Draw the attention of the students to how you say the long vowels by saying the sound aloud several times, as you are pointing to it on the board.

Check the understanding of the meaning of the words by using picture flashcards of the words or just showing the pages on the screen. Revise and quiz the students using the flashcards, picture side, and by doing actions and asking them to say the word. See if the students can sight-read the words so far; if not, you will need to practise reading the words again one by one, focusing on the target sound coloured in red. Let them repeat after you, and then quiz them by flashing the cards and testing them to see if they can read.

- Play one of the games suggested in the introduction and add fun by varying the reading procedure.
- Show page 87 on the screen and do the reading on the screen with the students before they open their books. Read the instruction line as well every time you do the activity: **"Listen, repeat and spell the words."** You can spell the words only if your students have already learnt the names of the letters in level 1 and they can now name them from Aa-Zz. If not, leave the spelling to a later stage.
- Read and let the class read the words with you several times (*chorus, groups, individuals*), as you point to the pictures. Then, invite students to read on the screen.
- Play the audio of page 87; let the class listen carefully many times. Then, let them repeat the audio in the same way until they master reading the words.
- Ask the students to open their books on page 87; you still need to help them open their books. Make certain they are all on the same page by pointing and asking them to point with their fingers at the words.
- Read the instruction line as well every time you do the activity: **"Listen, repeat and spell the words."** To make it more familiar, you can ask the children to repeat reading the instruction line after you until they memorise it.
- Now, ask them to point to each word and read it with them. Repeat this and ask individuals to read in the same way.
- Add variety by using body language (TPR) to imitate the picture and having the students guess the word. Alternatively, say the beginning sound with a gesture, and have the student say the word.
- Finally, let the students get used to reading the words on their own in turn while you walk around listening to them read from their books one by one.

## Lesson 9

### AB/p. 111

#### Trace the words.

- Show the lesson on the screen.
- Point to the first word and say "**car**."
- Point to the related picture and say "**car**."

- Repeat many times, and ask children to repeat after you.
- Now try to spell the word. You can spell now, as the children are familiar with all the letters in the words.
- Say, “**car**,” “**c- a- r**,” “**car**.”
- Do the same with other words.
- Draw the words with a dotted outline on the board.
- Tell the kids you will trace them now.
- You need to demonstrate it on the board. Write the word with dotted lines and trace it. Describe again how you are writing each letter in each word as you trace. Invite the children to do the same on the board.
- Call out students to trace and write the word on the board.
- Ask the students to open the books on page 111 and trace and write the words.
- Walk around to help and direct the children towards forming the word right. Keep reminding them to start at the dot and to follow the arrows.

### Choose and write.

- Show the lesson on the screen.
- Point to the first word and say “**out**.”
- Point to the related picture and say “**out**.”
- Repeat many times and ask children to repeat after you.
- Use the flashcards of the pictures. Point to each picture and say its word.
- Repeat the word many times.
- Now, try to spell the word. You can spell now, as the children are familiar with all the letters in the words.
- Say “**out**,” “**o- u- t**,” “**out**.”
- Do the same with other words.
- You need to draw the four-line grid on the board and show the pupils how to write each word.
- Tell them that they have to start from the dot. You can help them and demonstrate the dots on their books.
- Describe again how you are writing each letter in each word as you trace. Invite the children to do the same on the board.
- Call out students to write the word on the board.
- Ask the students to open the books on page 111 and to choose the correct word and write it.
- Walk around to help and direct the children towards forming the word right. Keep reminding them to start at the dot and to follow the arrows.



## Lesson 10

### Dressing up for jobs

Tell the students to dress up in their favourite job costumes. You can send the parents a note earlier to help you. Alternatively, you can bring the costumes yourself to the class and dress the students in their favourite job costume. Next, let the students talk about the job in this way:

Hello!

I am (name).

I am a (doctor)

I help (sick people).

You need to teach your students what to say and encourage them to memorise the lines. They could make a show if they get to say the lines correctly.



## Lesson 11

### Appendix

#### Phonics practice and sight words

Students will need some phonics practice after learning the basic sounds, having good practice, learning short vowel sounds and long vowel sounds.

For good practice, go to the "**Appendix**" at the end of the teacher's guide and select from the phonics lists and the sight words to teach your students spelling and reading. Make lists to introduce to your students and to practice with them. Once you and your students are done with the selected lists and you feel that they can spell and read the lists, go to the "**Appendix**" again and select another list to practise.

## Lesson 12

### Assessment Session

#### General oral assessment

As part of students' oral language evaluation, teachers can utilize techniques such as oral prompts, visual prompts, and role-playing from whole units and oral interviews. Teachers



can measure their students' language growth by using oral prompts or by asking students the questions used to teach the units.

Teachers should create evaluations for this purpose and conduct continual assessments throughout the semester. There are no work papers required here because everything must be done orally to improve pupils' listening and speaking skills.

## Appendix

### CVC Words List

#### CVC A

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

#### CVC E

-et: jet, bet, met, let, net, pet, set, vet, wet, get  
-ed: bed, red, wed, fed, zed  
-en: den, hen, men, pen, ten  
-eg: leg, peg, beg, keg  
-em: gem, hem  
-es: yes  
-eb: web

#### CVC I

-it: sit, kit, hit, fit, bit, wit  
-ig: big, pig, dig, fig, gig, rig, wig, zig  
-id: hid, did, bid, lid, rid, kid  
-im: him, dim, rim  
-ip: hip, lip, dip, nip, rip, sip, zip, tip  
-in: fin, bin, sin, tin, win, din  
-ix: fix, six, mix

#### CVC O

-op: hop, cop, pop, top, mop, bop  
-ot: pot, not, hot, lot, jot, cot, dot, got, tot, rot  
-og: dog, jog, log, cog, fog, hog, bog  
-ob: job, mob, sob, rob, cob, gob  
-ox: fox, box, pox  
-od: rod, sod  
-om: mom

## CVC U

-um: sum, gum, hum, bum, mum, tum

-ut: cut, hut, but, nut, rut, gut, jut

-ug: hug, jug, rug, mug, tug, bug, dug, lug, pug

-un: fun, run, nun, bun, sun, pun, gun

-ud: bud, mud, cud, dud

-up: cup, pup

-us: bus

## Vowel Sound Words

A	E	I	O	U
ab	red	rid	cod	sub
apt	med	mid	rod	tub
fab	led	lid	god	pub
cab	fed	id	bod	rub
tab	sled	kid	pod	dub
jab	bed	hid	nod	cub
gab	head	bid	odd	hub
lab	tread	lip	off	nub
nab	jet	clip	jot	mud
dab	met	sip	pot	dud
crab	net	rip	cot	sud
slab	wet	tip	rot	bud
fad	set	nip	tot	cut
dad	met	dip	dot	rut

[www.grammarvocab.com](http://www.grammarvocab.com)

# long e words

**e**

be  
me  
we  
she  
he  
even  
ego  
evil  
equal  
hero  
vegan  
Egypt  
recess  
ego  
veto

**ei**

ceiling  
either  
conceit  
receipt  
deceive  
protein  
caffeine

**e-e**

eve  
these  
theme  
gene  
here  
sincere  
delete  
complete  
compete  
extreme  
concede  
precede

**ey**

key  
valley  
money  
monkey  
turkey  
honey  
chimney  
parsley

**ie**

chief  
brief  
piece  
niece  
grief  
field  
yield  
fierce  
belief  
thief  
believe

**y**

candy  
baby  
chilly  
sunny  
puppy  
empty  
dusty  
twenty  
fifty  
copy  
worry  
windy  
brainy  
every  
ferry  
pretty






**ee**

see  
bee  
feed  
meet  
seem  
feet  
free  
three  
speech  
need  
green  
sweet  
beef  
keep  
seek  
teen  
geese  
teeth  
freeze  
coffee  
cheese  
needle  
fleece  
street  
asleep  
knee  
reef  
peel  
peep

**ea**

eat  
sea  
pea  
tea  
meat  
steal  
weak  
beach  
team  
leaf  
feast  
plead  
tease  
bead  
bean  
meal  
leash  
least  
please  
wreath  
peace  
eagle  
jeans  
reach  
beaver  
grease  
teach  
seam  
beam

# LONG O WORDS

Long O Word List									
o 		o-e 		oa 		ow 		oe 	
no	buffalo	home	envelope	boat	toaster	bow	window	toe	
so	hello	those	telephone	road	railroad	know	below	Joe	
go	open	whole	alone	coat	approach	own	follow	hoe	
oh	ago	close	expose	toad	coastal	show	yellow	doe	
told	moment	stone	telescope	coast	charcoal	grow	tomorrow	foe	
both	ocean	nose	remote	coal	cocoa	known	lower	woe	
cold	cargo	hole	compose	throat	moaned	snow	narrow	goes	
don't	notice	wrote	backbone	coach	oatmeal	low	shadow	aloe	
won't	only	hope	explode	oak	raincoat	slow	fellow	oboe	
old	over	rose	propose	goat	roadside	shown	owner	tiptoe	
most	motion	spoke	Jerome	load	roasted	throw	meadow	mistletoe	
hold	okay	broke	tadpole	soap	steamboat	blow	shallow		
gold	pony	rope	suppose	goal	unload	flow	arrow		
colt	Rosa	vote	antelope	float	afloat	bowl	swallow		
post	frozen	stove	microscope	oat	overload	crow	pillow		

FREE PRINTABLE LIST

## 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

## List of Sight Words for Kindergarten

- 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
- I, if, in, into, is, it
- Jump, just
- Like, little, look, long
- Make, many, me, mom, must, my
- Name, nice, new, no, not, now
- Of, off, old, on, once, only, or, other, our, over
- Play, please, pretty
- Ran, read, ride, run
- Say, said, see, she, sit, so, soon
- That, the, there, they, this, to, too
- Under, up, us
- Very
- Walk, want, was, we, well, went, what, when, where, who, why, with
- Yes, you