



Teacher's Book

2

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Introduction

Bubble kids is a 2 level communicative course for kindergarten Pupils learning English for the first time. This course reflects the developmental stage of most children or young learners, as well as ESL beginners. This course offers good listening and speaking material, good literacy work to reinforce beginners' ability to start reading and writing right from the very first lessons. Bubble kids 1 and 2 offer new educational songs, games, stories and activities that are appealing and informing to kindergartners. Some of those songs and stories are totally new presented for the first time to reinforce retention and acquisition of new language.

Bubble kids Develops the listening, speaking, pre-reading and pre-writing skills of young children through a series of good theoretically-based learning and teaching strategies that will allow both teachers and Pupils get to their maximum. The topics in the units cover a wide range of areas that are of a main interest to children and that will provide a context for the language. Topics cover shapes, school and classroom items, food, family, friends, toys and animals, senses, house rooms, colours, clothes, possession and ability.

Numeracy and literacy are both stressed in Bubble kids through the extended practice in **Bubble kids Phonics** 1 and 2 and in **Bubble kids Number Books** 1 and 2. The phonics and number books contain enough practice for as much time as some school programs allow.

Course components

Bubble kids Pupil's Book

The Pupil's Book has very appealing and interesting themes. It has attractive, coloured pages with clear pictures that will foster children's aural-oral practice and comprehension; it will encourage them to speak and ask questions about the topic and will spark their curiosity.

Each unit in the Pupil's book starts with the main scene of the unit across two pages. At the top on the left of the first page, the teacher will always find a small box that has the type of activities she will need to do for this type of lessons.

Following the main scene of the unit is always a new letter lesson that has the new letter, small and capital, pictures of the example words that begin with this letter. The next page will mostly be either new numbers or new colours to be followed again by a new letter lesson since each of the beginning units in the book will teach two letters of the alphabet (Units 1-5) and four letters in later units. So the new letter lesson has either one letter or two letters to teach in one lesson.

Next comes the story page followed by a song related to the theme of the story and to the main theme of the unit. In **Bubble kids**, stories are engaging, relevant and appropriate. Stories are relevant to Pupils as well as age appropriate and up to their level of comprehension. Most of the stories in the book include new words and structure and are taught through audio- visual aids (CD, big colourful posters and flashcards). The storyline is meaningful (something happens!) and simple (not complex). The poster and CD will help the teacher introduce the story in a fun and joyful way to the children.

The last page is the stickers' page. Children will enjoy the "**Point, stick and say**" activity which will allow them to review the target language while enjoying the fun of picking, matching and sticking skills.

Bubble kids Activity Book

Bubble kids Activity Book is the practice book for the language the children learn in the Pupil's book. Here, the child reads words, draws a line between words and pictures, colours, traces and writes. Each session in the Pupil's Book is followed by a session in the Activity Book. Most of the activity book will be pre-writing practice for level 1 like colouring, matching, drawing, ticking, tracing and little writing in a form of copying a pattern, choosing

from a list to write, or just writing the first letter of a word. While in activity book of level 2, the child will move to a more developed writing like unscrambling letters to write words, writing words under pictures in addition to all the writing activities presented in activity book 1.

The activity book is very simple and little children will find the activities easy and fun to do. The teacher herself will find it easy to work on with little ones and such activities will help practice the language taught her.

Bubble kids Phonics Book

It is now known how important and essential phonics instruction is. It is the base for any reading education program.

In **Bubble kids Phonics Book** the child will start understanding the relation between sounds and letter shapes. The book offers sufficient practice on each and every beginning sound, word examples that begin with the sound and fun practice activities on left-right direction and how to write and form the letters' shapes. Each level book is full of enough activities to satisfy the needs of both Pupils and teachers. The activities are varied from easy to a little bit more complicated activities with some games and problem solving practice like **Maze** activities , the “**What is it?**” colouring activity and **Join the numbers** activity that will motivate the child to play and learn at the same time.

There are a lot of activities in the phonics book; the teacher will find enough writing and Pupils will get sufficient practice when it comes to letter formation, tracing and writing the letters and words.

Bubble kids Number Book

Learning numbers and counting is part of basic education. At kindergarten age, the child is ready to learn numbers, count and understand the concepts of addition and subtraction in its very simple form.

The book progresses from the most basic math topics (such as counting and number recognition) to a more complicated math skills (such as sequencing, mazes, classifying, sorting, addition and subtraction concepts with simple picture sums) starting with the number recognition and counting activities

In Bubble kids Number Book each number is presented separately; so children are comfortably engaged in number recognition, counting and even some addition and subtraction using very simple picture sums. In Bubble kids Number Book the child will learn to order numbers, read numbers 1-20, write numbers 1-20, count, add up and subtract. The Pupil will love playing games and working on mazes and problem solving activities.

Each unit in the book focuses on one number at a sitting, giving the child a chance to practice all different ways he/she can form and learn a number. It is not recommended to overwhelm the child with so many math concepts.

In **Bubble kids Number Book** the child stays focused on one target and gets enough practice till he masters reading, writing and counting up to the target number.

Bubble kids Teacher’s Book

Bubble kids Teacher’s Book is the key to all other materials in this course. The book takes you through the basic methodologies of ESL teaching, giving you advice and suggestion along the way right from setting outcomes, planning lessons and executing successful language and curriculum goals. It will take you through key aspects of ESL theory such as sociolinguistics, psycholinguistics and beginners’ language teaching learning methods. It will help you to understand what to expect from your little beginners learning a foreign language for the first time in their lives and how to assess their learning and progress.

In this book you will find the **WHAT** and **HOW** to teach in Bubble kids. You will find guidance and step by step plans for each and every activity presented in this course. In this book you will also find:

- **Introduction:** It includes the course components, description of the course, special features of Bubble 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's 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.

- **Lesson plans:** There are 10 units in each level of Bubble kids. Each unit takes 6 lessons to cover. In each lesson there are two sessions one for the Pupil's book and another matching session for the activity book to practice what the children learnt. These sessions should follow each other to get the benefit of practicing the matching material that the teacher present in the first session while it's still fresh in Pupil's minds, this will lead to more retention and effective lasting acquisition.

Details of what to teach in each session of each lesson and how to teach are also available for the teacher with a brief "**Pinpoints of the lesson**" before every lesson that serves as a quick meal for the teacher that she can make use of by just a quick glance. It will only take the teacher one minute to read and know what she needs to do today.

- **The texts of the units of the Pupil's book:** In the Pupil's book you will only find pictures of the scenes with some print of the language that the child will learn but not all of it. The point here is that the child needs not read a text at this stage and is not ready for this now, especially at the beginning of his learning. Another reason is to let the child work on his/her listening and speaking skills that are stressed more at this point to enhance children's listening comprehension and speaking which will make reading and writing an easier task in later stages of learning the language. So the full text is only found in the lesson plan in the teacher's book, but the target language to be taught is found in the "**Scope and Sequence**" at the beginning of the Pupil's book.
- **Reference to materials needed by page and unit:** At the beginning of each lesson you will find reference to what materials you will need for this lesson, CD, poster, flashcards, tools or any other AVA that the lesson may require. You will also find tables organised to give you the location of each number or letter across the four course textbooks: "**Pupil's Book**", "**Activity Book**", "**Phonics Book**" and the "**Number Book**".
- **Lesson Planner:** This is another type of plan that helps the teacher prepare her lesson and what she needs fast and know what flashcards, poster or any other resources will go with today's lesson. It's more like the ingredients of each lesson in the unit.

Bubble kids Posters

Each unit has 2 posters, one for the first lesson scene and the other is for the story. This means you will find 20 posters for each level to cover the 10 units in the book. Details on how and when to use the poster is illustrated in the **Lesson Planner** and inside the lesson plans.

Bubble kids Flashcards

Flashcards are very important and indispensable in young learners ESL classroom. In Bubble kids course, flashcards are used almost in every lesson to teach new words, numbers and phonics. They are also used to assess Pupils' progress in understanding meaning of words and in sight-reading.

The number of flashcards available for each level is as follows:

Level 1

- One hundred and forty (140) new vocabulary flashcards, word on one side and picture on the other side. Each set of flashcards is numbered and will be referred to by their numbers in the lesson's plan.
- Seventy-eight (78) phonics flashcards, the word on one side with the beginning letter in a different colour and a picture of the word on the other side.
- Ten (10) colour flashcards.
- Ten (10) number flashcards (1-10), digit on one side and the number word on the other side.

Level 2

- 126 new vocabulary flashcards, word on one side and picture on the other side. Each set of flashcards is numbered and will be referred to by their numbers in the lesson's plan.
- 50 key sentences flashcards. The teacher can use the key sentences for both reading and writing.
- 110 phonics flashcards, the word on one side with the beginning letter in a different colour and a picture of the word on the other side.
- 10 colour flashcards.
- 20 number flashcards (1-20), digit on one side and the number word on the other side.

Bubble kids CDs 1 and 2

Most of the language content of Bubble kids 1 and 2 is recorded, main texts, letter lessons, number songs, stories and their songs. The children will be listening to native speakers of the language and this will train their ears and tongues to authentic language to guarantee correct pronunciation and comprehension of the language spoken at almost a normal speed.

Bubble kids CD-ROM

This interactive CD-ROM contains the full version of the Pupil's Book to be used in the class by the teacher, the dialogues, the songs the chants and the stories animated to support teacher's class activities. In addition to all that some practice activities are also available to add fun and variety and to support learning.

Teacher's Resources Book (TRB)

In this book the teacher will find a bunch of resources she will need to execute the activities of the Pupil's book as well as the activities suggested in the teacher's book; alphabet games, the alphabet mats, arts and crafts (*the what and how*) ideas and details, vocabulary games, templates, pictures of new words, games and more ideas for the drama lessons. Preparation will be an easy task and this will save the teacher is time that could be spent on other important issues.

Key features of "Bubble kids"

- The name **Bubble kids** is inspired from the bubbly nature of Pupils. Children are naturally bubbly, sparkling and energetic. Thus, the book makes you feel more connected to children and closer to their nature. This course is as lively and dynamic as children's nature. Some aspects of the course that make it connected to children's character are the songs, chants, arts and crafts, games, stories and many other activities that the course includes.
- Children like to sing, play, move, jump and dance; children will be doing all that and learning subconsciously at the same time (Krashen 1981). Motivation and self-confidence are essential factors to maintain children's learning. This affective filter is very strongly stressed in Bubble kids through the fear breaking strategies of listening and speaking introduced within songs, chants and drama compiled in each and every unit of the course. Bubble kids takes a playful, multi-sensory approach to whole-child learning and motivation. Music is at the heart of this course. This helps to create the optimum state for language learning and retention. Full of energy and music, the chants, songs and story lessons help to bring the new language to life.
- The course involves parents in their children's learning through take-home-activity, the projects at the end of each unit, the alphabet collage, the family tree and some other activities that relate to children's real life at home.
- The children will also see funny bubbles floating in the air here and there in the book. The bubbles will appear in a very funny way and the teacher is encouraged to draw the children's attention to them and ask questions about them.

The Characters in Bubble kids

There are 5 main characters in Bubble kids 1 and 2. They are Willie, Rose, Tony and Julie. The teacher is a different character in each level of Bubble kids. Miss Ann is the teacher in level 1 and Miss Rita is the teacher in level 2.

Donny the Play-doh Pupil

One of the distinctive features of *Bubble kids* is “*Donny the Play-doh Pupil*”. It is a fun play-doh character that will help Pupils learn their alphabet and build up their fine motor skills at the same time. This activity involves using play-doh to create the letters of the alphabet. Children’s sensorial skills will also develop when they touch and feel the alphabet they are learning about.

Methods and techniques

Listening and Speaking in Bubble kids

Exposing Pupils to the language through natural discourse and offering them chances to listen to spoken English by native speakers while looking and pointing to posters, flashcards prompts in books or real objects will lead to develop a good natural comprehension as well as broadening their lexical and linguistic base.

Pupils will be listening to English from the very beginning lessons. Listening has become a very basic skill on its own. Listening is learning. This is why it has a major part in Bubble kids course. Children will be listening to conversations, dialogues, songs, chants and stories. The posters, flashcards and the pictures in their books will make listening meaningful and will support comprehension. This type of listening is done through the **Listen and point** activities.

According to Howard Gardner’s studies of multiple intelligences, teachers have begun to understand how using audio CDs in the classroom can increase the circle of learners by engaging them with auditory and spatial intelligence learning styles.

When the Pupils have listened enough, and got to understand what they listened to, it’s time to repeat the target language and try to imitate the speaking characters on the CD or the teacher’s model (*the natural way a child learns his own mother tongue*). A very controlled communicative interaction is started by the teacher at this point by posing very simple Yes/No questions, or questions with *do, can what* and *who*. Such imitations, speaking and drill-based practice in the book come under the **Listen and say / Listen and sing** and **Listen and act** activities.

Teaching Grammar in Bubble kids

In Bubble kids 1 and 2, grammar is taught orally. You would never see formal grammar practiced in written form or formal grammar exercises in the activity book.

The reason for this is that children at this age are not really ready to deeply understand grammatical rules. In Bubble kids we teach grammar by simply creating the conditions in which children can use the target forms similar to those in a real life situation where learners learn naturally.

Pupils will acquire grammar naturally without the need for formal instruction (Krashen 1988).

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.

Reading in Bubble 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.

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**.

Both **phonics instruction** and **sight-reading** (*The whole language approach*) are stressed in Bubble kids course. When teaching a new letter (lessons 3 and 5) or when working with the Bubble kids Phonics book the teacher teaches letters and their sounds (phonics instruction). But in other lessons (lessons 1, 2, 4 and 6), the children are encouraged to sight-read the words or simple sentences to try to develop fluency in reading.

The Bubble kids Pupil's Book along with the Bubble kids Phonics provide sufficient material that enhances letter-sound practice orally and written. The child learns how letters are formed and how to master left-right orientation.

How to teach Bubble kids Course

Lesson 1

Lesson 1 in every unit starts with a scene across two pages with characters talking and pictures of the new items to be taught. Posters of the scenes are available for the teacher to use in class. Recordings of most of the material are also available on Bubble kids audio CD that plays the texts of the target language clearly.

Types of activities in Bubble kids Pupil's Book

Listen and point

- **Introduction of the topic:** *The purpose of this stage is activating kid' background skills and knowledge. The participation brings children pleasure, fun and sense of achievement, which are very important at early school level and contribute to keeping interest in the foreign language and motivation to study. Here, the teacher uses the pictures or flashcards that come with the components of this course or that she prepared herself for the purpose. When the children feel they understand, they will start sharing their feelings and will not be afraid of speaking or answering.*
- **Presentation of new language:** Use the poster or the flashcards for the purpose. Hold the flashcard up and say the words several times.
- **Listening:** Play the recordings of the new words and structure and let them listen more than one time. Train children to listen and make it comprehensible to your Pupils by pointing to poster to the speaking characters or to the items on the poster.

Listen and say

Repetition in meaningful context

- Repetition of the same words and phrases using the CD and the scene prompts (pictures in their books, flashcards and the poster). Have the Pupils master the target language with your creative ideas for drills.
- You need to play the CD many times specially in the beginning lessons and you will sometimes need to say the lines yourself in a slower mode to eliminate children's fears of not understanding and to give their ears time to get familiar with new language. This aids their learning by heart and the Pupils can easily take part in acting out the scene at a later point.
- Vary your techniques in repetition drills to make it more fun like dividing class to competing groups. The winning group is the one that best reflects accuracy and fluency in repetition. But be patient and accept whatever they produce.

Communicative practice includes:

- Talking about the topic. Ask the children who is saying what while the CD is playing. Point and let the children

point to the speaking character on the poster and in their books. Here the children will do a lot of listening both receptive and productive when they listen and point and listen and say.

- Asking and answering questions about the scene. The “**what**” and “**who**” questions are tools to help children develop comprehension skills. If it’s still too early for that you can start with **Yes/No** questions backed by your head gestures of either nodding or shaking.

Here is how lesson 1 of every unit should go:

- **Warm-up:** Bubble kids Song
- **Poster:** Show Poster, talk about the scene.
- **Flashcards:** Use flashcards to introduce new words and structure.
- **Listen and point:** Play CD of the target text. Pupils listen. Teacher points to poster. Play CD again, Pupils listen and point to poster .
- **Listen and say:** Play CD. Pupils listen, point in their books and repeat.
- **Pupil’s Book:** Play CD again. Children listen, repeat and point in their books.
- **Chant:** Play CD. Pupils listen, repeat and chant key words and structure.
- **Reading:** Flashcards word side.
- **Drama:** Play CD. Pupils listen, repeat lines and act out the scene.
- **Assessment:** Teacher points to poster or picture flashcards and asks questions.
- **Activity Book:** Pupils read match, colour, trace or circle.

Teaching letters (Lessons 3 and 5)

Letters are introduced in lessons 3 and 5 in the units. You need to use the alphabet poster and the alphabet flashcards. The letter lesson includes the Pupil’s book session>followed by the activity book session>followed by the phonics book session. (PB4 AB 4 PHB).

Note that from unit 1 to 5 the phonics book session comes only with lesson 5. This means that there is NO phonics book session in lesson 3. Starting from unit 6, you will have a phonics book session in both lessons 3 and 5.

Here is an example of a letter lesson:

Unit 2 : Lesson 5

- **Warm-up:** Use the alphabet poster. *Play CD 1 track 4 on the Alphabet song A-Z.*
- **Review:** Letters Aa, Bb and Cc
- **Listen and point, Pupil’s Book page 16 CD 1 track 14 (Letter Dd, dog , doll , dinosaur):** Children listen to letter Dd song on CD 1 track 14. Teacher points to letter **Dd** on poster or flashcards. Pupils listen and point.
- **Listen and say: (Letter Dd, dog , doll , dinosaur):** Children listen, point in their books, name and sound the letter and name the pictures.
- **Listen and sing:** Letter Dd Song: Children sing and point in their Pupil’s books.
- **Make the letter Dd:** Play-doh time with Donny the play-doh Pupil.
- **Activity Book pages 18 , 19:** Colour, trace, circle and write.
- **Phonics Book 1:** Unit 4 pages 22-27.

Make the letter activity

Always start with this “**Now it’s play-doh-time**” Tell the children that **Donny the play-doh Pupil** is a play-doh friend. He will help them learn the alphabet. Show them the character of **Donny** and point it out for them in their Pupil’s book. Tell them that they will play with **Donny** every time they learn a new letter.

Play-doh Learning Objectives

- Spatial awareness – experimenting with shape and space
- Eye and hand coordination
- Language development. Recognition of letter names/sounds and letter shapes.
- Self-expression
- Imagination and creativity
- Building and strengthening fine motor skills
- Problem solving
- Social interactions and communication

Phonics Book Session

- This could be done in a separate session or you could merge it into your lessons or whenever you find extra time to do it which will add variety to your lessons.
- You can ask the children to do the colouring activities at home with their parents. Both children and parents will enjoy doing some of the school work at home and share learning.
- The activities in the Phonics Book provide variety, fun and mastery of learning letters. It will help Pupils practice and master letters' names, sounds and words.
- Send it home with instructions to the parents to help their child do the "**colouring**" and the "**What is it?**" activities.

A Model for Introducing Letters' Activities in the Phonics Book

The activities in the Phonics Book provide deeper practice, variety, fun and mastery of learning letters. You can either set a separate session or you can merge it into the different lessons through the unit. This extended work will help Pupils practice and master letters' names, sounds and words. There are many different exercises; choose from these what you need and you can ask the children to do some of them at home as a take-home-activity to enjoy doing with their parents. Don't force children to finish all writing in one unit. You just choose what suits your classes and what you feel they can do.

The teacher can follow this teaching model every time she needs to work on phonics book. Most of the activities in the book follow this model except for some other types that were put for the sake of variety and fun. The teacher can always change techniques and be creative to select the best way to introduce anything to her Pupils but the RISK is always in complicating the activity which will stop the child from trying or even from writing at all. NEVER FORCE the child to finish if he can't or if it's still difficult. Try other different activities that would make the job easier.

For the other different types of activities, you will find explanations on how to introduce them inside the unit where they appear.

Phonics Book Session Units 1 and 2 pages 4-15

Page 4

- **Say the sound /a/:** Let the children point to A a, name the letter, give its sound and name the items that start with Aa.
- **Help the an get to the apple:** this is a start to get the children familiar of the left-right orientation in a straight line but later in such exercises the line shape will change to develop the children's small motor skills and chal-

lunge them to trace more complicated lines. This will also develop their control on line and improve their grab on pencil which will lead to better letter formation.

Page 5

- **Colour what starts with /a/:** In this activity the child will only colour the items that start with this particular sound. This distinctive activity will help you assess the Pupil's ability to associate sounds to items that start with this sound. This is also part of the phonemic awareness that the child needs to develop at this stage.

Page 6

- **Go with the arrows:** Demonstrate this on the board to show the children what they need to do. Make sure they know how to follow the arrows. This exercise will be the leading one in teaching Pupils how to follow arrows in writing because they will need to do this in every writing lesson.

Page 7

- **Colour the boxes that have the letter Aa:** This is a very challenging activity for the Pupils to do. This exercise will lead the child to master letter recognition because s/he will only colour the spaces with this particular letter to know what the hidden item is. Once they finish you ask "**What is it?**" if they have coloured the correct spaces they should say "**apple**".

Page 8

- **Trace and colour:** Demonstrate tracing the letter on the board and invite the children to do so on the board. You have probably done that already in the activity book so you can skip this here if you feel they got the point. Let the children trace big and small letter and those who finish tracing can colour the ant and the apple. Say "**a is for...?**" they should now say "**apple and ant**".

Page 9

- **Trace and write:** Now the Pupils can trace alone. Let them work individually and you walk around and help if necessary. When they come to the writing part, ask them to put down their pencils and pay attention to what you will do on the board. Draw the grid of the four lines on the board and number the lines starting from top. Line 3 should always be marked in a darker marker to distinguish it from other lines because it's the base line that all writing sits on.
- Show them how you will form the big A on the grid step by step stressing the starting point and following the arrows. Count the steps out loud say "1, 2, 3" as you form capital A. Tell them that the letter sits on line 3 on the grid and this is where all letters sit.
- Number the grid's lines to refer to the number of the line when explaining.
- Do the same to write small a. Tell the Pupils that small letters are written in the middle of the grid between line 2 and 3 but all sit on line 3. Stress the starting point of letter a.
- Now invite Pupils to come out to the board to write.
- Ask Pupils to start writing in their books page 9. You walk around and help.
- Some children will not be able to master this because they are not ready yet. Don't force them into it. Help them with more tracing or more paly-doh activities.

Pages 10 and 11

Follow Letter Aa model

Page 12

Trace every word that starts with the sound /b/ and colour its picture:

- Start by asking the children to name the pictures they know in this page. They should say "**book, boy and ball**" at least one or more Pupils will be able to name each item of the b words. Ask the Pupils "**What sound does the word boy begin with?**" Get the Pupils to say "**/b/**".
- Let the children sound the three words and stress the sound /b/.
- Now explain to the children that they need to trace only these words and colour their pictures.
- Show them how to trace the words **boy, ball, and book** on the board. Trace all the letters and show them how but make sure they are tracing the letter Bb the correct way.

Pages 13, 14 and 15

- Follow Letter Aa model

Pages of different types of activities

- **Unit 15 page 94:** Check they can name the items given first. Write U on the board and ask class what item starts with U (say the name not the sound). Get one of the Pupils to say the words “*umbrella*”. Praise the correct answer and tell the Pupils to circle the umbrella.
- Do the same with the next activity. In this one Pupils need to circle “*van* and *violin*”.
- Let the Pupil try to do the last one alone.
- **Unit 15 page 95:** Do the first one on the board. Draw the ant example on the board. Write ant but with the a missing in a box. Invite a volunteer to come out and write the first beginning letter. Do another example if needed. Then let the Pupils sit and try to do the rest without help. You walk around and monitor their work. Help and guide if they need that.
- **Unit 16 page 97:** Demonstrate one example on the board. Draw a big zero on the board and write (u z v) under the zero but with dotted line. Ask the Pupils “*What’s this?*” one will say “*zero*” Tell the children “*What sound does zero start with?*” one will say /z/. Ask the one who answered to come out and trace the correct sound. Here the child needs to identify the letter U and trace it.
- **Unit 16 page 98:** Explain to the children the point of this activity. Tell them they need to read the words under each picture and trace only the word that identifies the picture. Demonstrate the “box” example on the board. Read the words with the class to make sure they all can read them. Let them trace the correct words. Walk around to help and check.
- **Unit 16 page 102:** This one is similar to the one on page 94.
- **Unit 16 page 103:** this is the last page in the book. Let the children read the words and tell them to draw the item in the box under it.

Assessment

After each letter lesson you need to quiz the children and assess their learning. This is the assessment pattern I chose for you here. But you can always choose other creative tools to assess your Pupils learning of the letters. Use the alphabet poster or the flashcards for the purpose. And every now and then quiz them on the other letters too.

- Point to a picture and let children name it.
- Then point to the letter Aa and ask: “**What’s this letter?**” “**What sound it makes?**” “**What word starts with the letter Aa?**”
- Quiz the Pupils for answers.

Teaching Stories (Lesson 6 in every unit)

Stories are great in sparking curiosity in children and in motivating young learners. They serve as an authentic contextual framework through which children are introduced to vocabulary and language structures and through stories children develop literacy skills which help them later in reading and writing, Wright (2002).

Teaching stories helps in infusing meaning-centered literacy with music, art, drama, dance, and sign language.

Repetition of the lines in meaningful context by using the CD and the poster will also help children’s pronunciation and make sense of the meaning of the words and phrases.

In Bubble kids there are two types, a narrative story and a dialogue story at the end of each unit. The story teaches new words and phrases that add variety, fun and attraction to learning.

Pupil's Book: the story activities

Listen and point

- Make children feel familiar with the theme, the scene and the characters by pointing to the poster and discussing the topic and by talking about the prompts in the story; and remember that the teachers' priority in a story lesson is to make the learning experience as much fun and joyful as possible.
- Pupils listen to the story recording several times until they feel familiar with the words and sentences and become able to produce them.
- Listening while the teacher is pointing to the poster unfolds the meaning and the children will feel comfortable in learning and will enjoy the story.

Listen and say

- Ask the children who is saying what while the CD is playing. Point and let the children point to the speaking character on the poster and in their books and repeat the lines after the character.
- Asking and answering questions about the story. The "**what**" and "**why**" and "**who**" questions are tools to help children develop comprehension skills. You can start with **Yes/No** questions because they are easier.
- Talking about the moral and the topic of the story: Every story in Bubble kids has a moral that little children need to learn and the teacher's role is to draw their attention to it.

Look and act

In such activity the teacher needs to ask her Pupils to look at the prompts of the story and try to say and act what the picture indicates. The purpose of this is to try to imitate and to relate the pictures in their book to the theme of the story. Sometimes the picture doesn't really indicate the full meaning of the scene, this is why it has to be supported by the CD and the Pupils will need to be listening to the text, too while looking at the pictures in the book and pointing to the speaking character.

Drama as a mean of learning language

- When Pupils are provided with activities to practice the story and to practice using the language of the story, they stimulate and strengthen the circuits that support such learning experiences. First, they need to make an effort to remember the phrases in the story. Little by little, with the support of activities and the teacher as mediator, phrases from the story become more and more familiar. Here repetition with variation becomes an important aspect to take into account. Teachers should use different ways to practice the story, its characters or events by using **sequencing games, flashcards, memory games, preparing puppets, or masks**. These activities should ideally take different forms, considering various learning styles.

What Drama involves:

- The use of different voices for each character and imitative phrases can be useful as auditory stimulation as well as characterization. Children can even help in working out different voices.
- The use of some gestures throughout
- Interacting with children and asking them to echo some parts, mime the movements, make simple predictions wherever it is proposed in the script. Make sure these predictions are checked.

Teaching numbers

The aim is to develop number sense and understand the order in math and to build their intuitive sense about the number system.

In Bubble kids Number Books 1 and 2 the Pupil will be working to develop his basic math skills to set the foundation for more advanced math and number work later in school.

The book progresses from the most basic math topics (such as counting and number recognition) to more math skills (such as sequencing, mazes, classifying, sorting, addition and subtraction concepts with simple picture sums) starting with the number recognition and counting activities

As you introduce the child to an activity, keep in mind how children begin an activity typically sets the tone for the entire activity. Once he starts struggling to complete it, he will likely feel defeated as he continues. On the other hand, if your child begins working on an activity by quickly completing it, he will feel successful and confident in his abilities and will carry that confidence with him as he tackles more advanced kindergarten math work or work of a higher level. This is the whole point here in Bubble kids Number Book is to offer many easy to work on activities so the child feels confident enough later to do more difficult work.

Bubble kids Number Book provides opportunities to practice the same number and skill many times but in many different patterns. Each numeral takes sufficient practice that makes the child master the numeral orally and written. The teaching of numbers in Bubble kids course starts in the Pupil's Book, then the Activity Book and ends in the Number Book (extended practice with numerals).

The key, particularly for kindergartners, is to make practice as fun and engaging as possible.

Outcomes:

In Bubble kids Number Books 1 and 2 the Pupil will be expected to:

- Identify all 10 numerals in level 1 and all 20 numerals in level 2.
- Read the number words one – ten in level 1 and one – twenty in level 2.
- Write each numeral 1-10 in level 1 and 1-20 in level 2.
- Recognise each number and the amount it represents (1-10 in level 1 and 1-20 in level 2).
- Sorting and classifying patterns.
- Identifying the pattern that comes next.
- Identify same and different patterns.
- Count in numbers order 1-10 in level 1 and 1-20 in level 2.
- Count from 1-10 in level 1 and 1-20 in level 2 using one-to-one correspondence.
- Identify the missing number on a number line.
- Understand addition concept (*understanding how numbers are put together*) and subtraction concept (*understanding how numbers are taken apart*) up to 10 in level 1.
- Understand addition concept (*understanding how numbers are put together*) and subtraction concept (*understanding how numbers are taken apart*) up to 20 in level 2.
- Do picture sums to understand simple equations.

How to introduce a number to kindergartners:

The pattern that you need to follow with the “Bubble kids” books for teaching numbers is this in order:

Pupils Book > Activity Book >Number Book

This is because the numbers are taught first in the Pupil's book then practiced partially in the activity book and the extended work with numbers is done in the number book.

Techniques:

- Teach children to count from one to ten orally using a poster of numbers or flashcards. Use songs and rhymes to support reciting the numbers in order from 1-10. this at the beginning of each Number Book session.
- Introduce the number: To begin, show number 1 flashcard (digit side) or write on the board or on a big piece of paper.
- Illustrate the meaning by showing an item(s) that represent the amount of the number you are introducing to help them visualize; show a finger(s) that represent the number, or other item(s). For best results, try in later lessons to let the children draw the visuals themselves.
- Use counters and number cards to help children develop counting concepts.
- Dice, dominoes, and cards with dots or points may also work well.
- Say the number out loud, and point as you say it. This practice connects the number with a visual image of each number you teach.
- You can also use the number flashcard: Lift the number up, say its name out loud, and then ask each child to find the same number in his or her set of cards (could be prepared earlier, photocopied from the TRB and laminated for the purpose).
- Have each child practise saying its name.
- Try not to move on until you are sure that each child understands. This is why it's better to introduce the numbers one at a time.
- Engage the sense of touch. (*Use Donny the play-doh Pupil and tell the children that he will help them make the number*). Or you can use counters, beans, cubes, or other tangible items that may help children grasp the concept. Many children learn best when they are using their sense of touch. Let children touch the items they are counting. This will help them develop a sense for numbers.

Reading the number word

- Use the number flashcards (word side) to teach the Pupils read the words.
- Hold the card up and read it and let Pupils repeat several times.

Writing the number

- **Show children how to write the number.** When you discuss a particular number, teach children how to write it correctly. Show them the starting dot and the arrows for directions as in writing letters.
- Write it on the board and invite them to do the same.
- Let them do the colouring and tracing activities because they are easy in their activity book/ number book, you help around. Guide them to start at the dot and follow the arrows.
- Next the child will come to write the new digit and even write the digits he learnt so far in order.
- **Emphasize the sequence of the number.** The sequence of numbers is crucial. Start teaching this concept by drawing a number line on the board or on paper: a straight line in which the numbers appear at regular intervals from left to right.

Counting

- **Teach the concept of "counting on."** Once children understand numbers and their sequence, you can begin to have them count from any number, not just from the number 1.
- Illustrate this concept with cards or other materials: if a child has a pile of 5 cards and adds 2, it would be more efficient for the child not to have to start counting the first 5 cards again. Instead, he or she can continue to count two more: "six, seven." Later, this concept will form the foundation of addition.

A Model lesson for teaching number one 1 (level 1)

- **Warm-up:** A song - Play the numbers song and let the children sing along as you point to poster or cards of numbers 1- 10.
- **Show a flashcard, show visuals:** Use the flashcard of number 1 (digit side) and or just write it on the board and draw an item to let them visualize the concept of 1. Use one finger up and say "one".
- **Sounding out:** say the number out loud several times pointing to it and to the visuals that represent it.

- **Pupils' number cards:** Let the children find the number you say among other numbers in their number cards and ask them to hold it up for you to see.
- **Say the number name:** Now the children repeat and say 1 as they point to the digit and its representing item.
- **Read the number word:** teacher read from flashcard the word “**one**” pointing to the digit and representing item so the Pupils relate the three parts, the word, the digit and how many items it represents. Pupils repeat several times.
- **Sense of touch:** Use play-doh to make the number. Or use number blocks and let Pupils feel the number or the fitting the number in a hollowed space.
- **Write the number:** Teacher writes the number on the board and invites Pupils to do the same. Pupils colour, trace, match and write the number in their number book.

Art & craft

Children learn by doing, playing, becoming active participants in the process. In each unit in lesson 2 the children will get involved in arts and crafts work related to the theme of the lesson. This will reinforce learning and make it fun. You will find the idea simply explained in the teacher's book in the lesson plan, but much more is illustrated in the TRB (teacher's resources book).

Assessing Young Learners' ESL Learning

Assessment has various purposes – formative, for assessing progress and summative for assessing whether instructional goals have been achieved. It has been noted in the literature that young learners may not perform to the best of their ability on formal standardized tests due to the time and pressure constraints and general lack of experience with this mode of assessment.

The teacher should find time to ***sit with each Pupil individually to reflect on learning*** and allow the Pupil to express his/her feelings about his/her learning.

In the young learner classroom, the teacher should focus on formative assessment activities - to provide information which will benefit the Pupils' learning as well as inform instruction. To this end, assessment should be viewed as an ongoing process of collecting information on the Pupils' abilities, difficulties and progress. The most effective means of collecting this information is by observing Pupils in the classroom setting, recording their performance as they are engaged in activities and reviewing samples of their work over time. In addition to on-going informal assessments, periodic summative assessment procedures can be used to measure achievements and indicate what goals have been achieved after an extended period of instruction.

Tools for assessing young learners' progress and achievements:

- Checklists: these are easy to use and can be done regularly.
- Children express their feelings about their learning.
- Short Assessment Activities which focus on core elements that every Pupil should have mastered.
- Anecdotal Observation sheets.
- Review of Pupils' activity books and tasks that they have completed provide ongoing evidence of learning and achievement.
- Pictures and storybooks that are used in the classroom can serve as stimuli for questions, answers and communication.

Bubble Kids 2 Scope and Sequence

	Topic	Structure	Words	Letters, & words Bubble kids Phonics	Bubble kids Number Book	Songs & Chants	Big Book & Stories
Unit 1	My School	<p>New: Good morning, boys and girls. Hello, (name). Hi. Goodbye</p> <p>Numerals 1-5 (digits and words)</p> <p>What's this! It's a ...</p> <p>What's your name? My name is ...</p> <p>How are you? I'm fine, thank you.</p> <p>Do you like football? Yes, I like football.</p>	<p>New: Names of characters: Willie, Tony, Rose, Julie, Miss Rita, Donny the play-dough kid,</p> <p>School bag, water bottle, lunchbox, colour pencils, ruler, book, pencil, eraser, toy mobile, banana, apple,</p> <p>Story words: Football, play, like, come, sure, thank you.</p>	<p>Aa apple, ant, axe, alligator, arm arrow</p> <p>Bb ball, book, bird, biscuit, baby, bear</p> <p>Phonics Book: Unit 1 Pages: 4-9</p>	<p>Unit 1 Pages 4-13</p> <p>Skills: -Identifying numbers 1-5. •Tracing & writing numbers 1,2,3,4,5</p> <p>-Left-right orientation</p> <p>Tracing lines & shapes</p> <p>-Identifying same and different shapes</p> <p>•Sequencing</p>	<p>Bubble Kids Song A-z Song Letters Aa & Bb Songs Numbers 1-20 Song Numbers 1-5 Song Good morning to you Song</p>	The Bubbles Classroom

	Topic	Structure	Words	Letters, & words Bubble kids Phonics	Bubble kids Number Book	Songs & Chants	Big Book & Stories
Unit 2	I Love My Family	<p>Review: Hello, I'm ...</p> <p>New I love my family. I love my ...</p> <p>She is (nice)...</p> <p>He is ...</p> <p>They are... Possessive (my) How old are you? I'm (age) She is (age).</p> <p>Happy Birthday to...</p> <p>Numerals 6, 7, 8 Digits and words</p>	<p>New: family, mum, dad, brother, sister, grandma and grandpa, my little sister, caring, nice, kind, help, play, naughty</p> <p>Story words: birthday, present, crayons, colouring book, pretty, beautiful</p>	<p>Cc Cat, car, cap, camel, cake, candles</p> <p>Dd doll, dog, duck, donut, deer</p> <p>Phonics Book: Unit 2 Pages: 10 - 15</p>	<p>Unit 2 Pages 14-23</p> <p>- Identifying numbers 6,7,8</p> <p>- Tracing & writing numbers 6,7,8</p> <p>- Counting to 8</p> <p>- Guessing the next number</p> <p>- Adding within 8</p>	<p>Bubble Kids Song Family Chant A-z Song Letters Cc & Dd songs Numbers 1-20 Song Numbers 6,7,8 Song Family Song</p>	Liz the naughty Bubble

Bubble Kids 2 Scope and Sequence

	Topic	Structure	Words	Letters, & words Bubble kids Phonics	Bubble kids Number Book	Songs & Chants	Big Book & Stories
Unit 3	My Friend	<p>Review: She is, He is , They are – possessive (my) , we play together</p> <p>New: I have one friend. (Positive possessive have)</p> <p>I don't have ... (negative possessive) "and" to join nouns</p> <p>Plural (s) friends</p> <p>Numerals 9 and 10 digits and words</p>	<p>Review: play, school</p> <p>New: Friend(s), classroom, playground</p> <p>Story words: Rev. presents, birthday,</p> <p>New: Let's go, time for school</p>	<p>Ee</p> <p>egg, elephant, elbow</p> <p>Ff</p> <p>fish, flower, family, frog, fly</p> <p>Phonics Book:</p> <p>Unit 3</p> <p>Pages: 16 - 21</p>	<p>Unit 2</p> <p>Pages 14-23</p> <p>- Identifying numbers 6,7,8</p> <p>- Tracing & writing numbers 6,7,8</p> <p>- Counting to 8</p> <p>- Guessing the next number</p> <p>- Adding within 8</p>	<p>Bubble Kids Song</p> <p>My Friend Chant</p> <p>A-z Song</p> <p>Letters Ee & Ff Songs</p> <p>Numbers 1-20 Song</p> <p>Numbers 9 & 10 Song</p> <p>I love my friends Song</p>	Where is Rose's doll?
	Topic	Structure	Words	Letters, & words Bubble kids Phonics	Bubble kids Number Book	Songs & Chants	Big Book & Stories
Unit 4	My House	<p>Review: Hello, my</p> <p>This is my house.</p> <p>Wh-question (Where)</p> <p>Where is (mum)?</p> <p>Who is this?</p> <p>Who is in the bedroom?</p> <p>Preposition In the (kitchen).</p> <p>(Is/Are + v + ing)</p> <p>We're having (chicken) for lunch.</p> <p>What's this? It's a (noun)</p> <p>It's an (noun)</p> <p>Numerals 11 and 12</p> <p>Digits and words</p>	<p>House, living room, bedroom, kitchen, lunch, bathroom, tub, garden, playing, watering</p> <p>Story words: big , busy family, tidy, store room, reading, working, making a cake, shelf</p>	<p>Gg</p> <p>Girl, goat, gorilla, grapes</p> <p>Hh</p> <p>house, horse, hen, hat, hair</p> <p>Phonics Book:</p> <p>Unit 4</p> <p>Pages: 22 - 27</p>	<p>Unit 3</p> <p>Pages 24 - 33</p> <p>- identifying Numbers 9-12</p> <p>•Tracing & writing numbers 9- 12</p> <p>- Counting to 12</p> <p>- Adding within 12</p> <p>- Sequencing 1-12</p> <p>- Guessing the next number</p>	<p>Bubble kids song</p> <p><i>House</i> Chant</p> <p>A-Z Song</p> <p>Letters Gg & Hh Songs</p> <p>Numbers 1-20 Song</p> <p>Numbers 11 & 12 Song</p> <p>I have a big house Song</p>	The Bubble House

Bubble Kids 2 Scope and Sequence

	Topic	Structure	Words	Letters, & words Bubble kids Phonics	Bubble kids Number Book	Songs & Chants	Big Book & Stories
Unit 5	Colours	<p>Review</p> <p>What colour is the ...?</p> <p>Numerals 13, 14, 15 Digits and words</p>	<p>Review: duck Colour words: <i>red yellow blue green orange purple pink white black brown</i></p> <p>New: sky, tree, butterfly, grass, flamingo, mountain, cloud</p> <p>Story words: <i>Mix colours, makes</i></p>	<p>li Igloo, ink, insect Jj jam, jug, jelly</p> <p>Phonics Book: Revision 1 Pages: 28-33 Unit 5 Pages: 34- 39</p>	<p>Unit 4 Pages 34 - 43 - Identifying numbers 13,14,15</p> <p>- Tracing & writing numbers 13,14,15 - Counting to 15 - Adding within 15</p>	<p>Bubble kids song <i>Colours</i> Chant</p> <p>A-Z Song Letters li & Jj songs</p> <p>Numbers 1-20 Song Numbers 13,14,15 Song</p> <p>Red, blue and yellow Song</p>	The Bubble Rainbow

	Topic	Structure	Words	Letters, & words Bubble kids Phonics	Bubble kids Number Book	Songs & Chants	Big Book & Stories
Unit 6	Toys	<p>Review: What's this? It's a .. New What are these?</p> <p>Is this a ...? Yes, it is. No, it isn't. Are these ...?</p> <p>Show you my ... Can I play.., please?</p> <p>Sorry! Numerals 16, 17, 18 Digits and words</p>	<p>Gun , robot , ninja Turtles, race car scooter , doll , dinosaur, train</p> <p>Story words: Singing doll , doll's house, soft doll , chubby, untidy , Sorry!</p>	<p>Kk Kite, key, kitten kangaroo Ll Lamb, lemon, lion, leaf, leg Mm man, monkey, moon, mouse</p> <p>Nn Nest, nose, nurse, neck</p> <p>Phonics Book: Unit 6 Pages: 40 - 45</p>	<p>Unit 5 Pages 44 - 53 - Identifying numbers 16, 17,18</p> <p>- Tracing & writing numbers 16, 17,18 - Counting up to 18 - Adding within 18</p>	<p>Bubble Kids Song Toys chant</p> <p>A-Z Song Letters Kk, Ll, Mm & Nn songs</p> <p>Numbers 1-20 Song Numbers 16,17, 18 Song</p> <p>What is Red? Song</p>	My Toy Horse

Bubble Kids 2 Scope and Sequence

	Topic	Structure	Words	Letters, & words Bubble kids Phonics	Bubble kids Number Book	Songs & Chants	Big Book & Stories
Unit 7	Animals	<p>Review: Yes/ No questions and answers Is it a...? Yes, it is/No, it isn't. Do you like...? New: I like lions. I don't like gorillas. Do you like lions? Yes, I do/ No, I don't.</p>	<p>Review: play, school New: Friend(s), classroom, playground</p> <p>Story words: Rev. presents, birthday, New: Let's go, time for school</p>	<p>Oo, orange, owl, ostrich, octopus Pp, penguin, pear, pants, parrot, pencil Qq, queen, quilt question mark, quiet Rr, ring, rabbit, rainbow, robot, rain</p> <p>Phonics Book: Revision 2 Pages: 46 – 51 Unit 7 Pages: 52-59</p>	<p>Unit: 5 Pages: 54 - 56</p> <p>- Identifying numbers 19, 20</p> <p>•Tracing & writing numbers 19, 20</p> <p>- Counting up to 19, 20</p>	<p>Bubble Kids Song</p> <p>Animals Chant</p> <p>Letters Oo, Pp, Qq & Rr Songs</p> <p>Numbers 19 , 20 Song</p> <p>In the Jungle Song</p>	The Bubbles at the Zoo
	Topic	Structure	Words	Letters, & words Bubble kids Phonics	Bubble kids Number Book	Songs & Chants	Big Book & Stories
Unit 8	I Have Five Senses	<p>Review: I have ...</p> <p>I can smell with my nose. It tastes/ smells/feels/ sounds/ Looks + adjective (It smells nice)</p>	<p>Review: nose, ear, tongue, hand, eyes</p> <p>Smell , see, feel, taste, hear Bad, good, soft, nice</p> <p>Story words: Yummy! Chocolate cake</p>	<p>Ss, Sun, spider, star, socks, skirt Tt, Tree, tiger, turtle, table Uu,Umbrella, up,under Vv,van,vase, vest,violin, vegetables</p> <p>Phonics Book: Unit 8 Pages: 60 - 65</p>	<p>Unit 6 Pages: 57- 58</p> <p>•Trace write and colour - How many?</p> <p>- Do picture sums</p>	<p>Bubble Kids Song</p> <p>Senses Chant</p> <p>Letters Ss, Tt, Uu & Vv Songs</p> <p>Numbers 1- 20 Song</p> <p>My Five Senses Song</p>	Bubbles See, Bubbles hear, Bubbles Feel

Bubble Kids 2 Scope and Sequence

	Topic	Structure	Words	Letters, & words Bubble kids Phonics	Bubble kids Number Book	Songs & Chants	Big Book & Stories
Unit 9	She has pink ribbons	<p>Review: I have ... Yes/ No questions (is it.....?)</p> <p>New: (possessive have) I have a yellow pencil.</p> <p>She has pink ribbons. He has ...</p> <p>(Singular/plural), (adjective + noun) A blue ball Pink ribbons</p>	<p>Review: (Colours) pink, red, blue, yellow, green, purple white, brown, black</p> <p>Rev. friend</p> <p>New: ribbons , guitar, flute</p> <p>Song new words: cook, pilot, nurse, purse, wallet</p>	<p>Ww, Woman, whale, watch, worm, Xx, Box, , fox, mix, x- ray Yy, Yoyo, yarn, yacht Zz, Zebra, zero, zoo</p> <p>Phonics Book: Revision 3 Pages: 66-71</p> <p>Unit 9 Pages: 72-77</p>	<p>Unit 6 Pages 59 - 60</p> <p>- Joining numbers from 1- 20 to make a picture</p> <p>- Solve a Maze of Numbers</p>	<p>Bubble Kids Song</p> <p>She has ... Chant</p> <p>Letters Ww, Xx, Yy & Zz Songs</p> <p>Counting Song</p> <p>Jobs Song</p>	A Bubble in Trouble

	Topic	Structure	Words	Letters, & words Bubble kids Phonics	Bubble kids Number Book	Songs & Chants	Big Book & Stories
Unit 10	I can Speak English	<p>I can ... What is this?, Who is this?, Is this a/ an...?, Yes / No , Do you like ...? , Yes,(I do)/No, I don't)</p> <p>New: Can you speak English? (Yes, I can.) (No, I can't.)</p> <p>- A-Z letters - Colours - Numbers 1-20</p>	<p>New: Read, write, run, jump, speak, fly and slide.</p> <p>Story Words: <i>snail, grasshopper, spider</i></p>	<p>Revision 4 & Assessment of: letters' names and sounds</p> <p>Revision of all letter words</p> <p>Unit 10 Pages: 78 – 83</p> <p>Revision 4 Pages 84 - 89</p>	<p>Unit 6 Review Pages 61-65</p>	<p>Bubble Kids Song</p> <p>Alphabet A-Z song</p> <p>Goodbye Song</p>	The Sad Bubble

Bubble Kids Level 2

Letters across the Books

Unit	Letter	Pupil's Book Page	Activity Book Pages	Phonics Book (Page(s)	CD Tracks
1	Aa	6	6-7	Unit 1: pages 4-9	5
	Bb	8	10-11		8
2	Cc	14	14-15	Unit 2: pages 10-15	13
	Dd	16	18-19		15
3	Ee	22	22-23	Unit 3: pages 16-21	20
	Ff	24	26-27		22
4	Gg	30	30-31	Unit 4: pages 22-27	27
	Hh	32	34-35		29
5	Ii	38	38-39	Revision 1 pages 28-33 Unit 5: pages 34-39	34
	Jj	40	42-43		36
6	Kk + Ll	46	46-47	Unit 6: pages 40-45	41
	Mm + Nn	48	50-51		43
7	Oo + Pp	54	54-55	Revision 2 pages 46 -51 Unit 7: pages 52-59	48
	Qq + Rr	56	58-59		50
8	Ss + Tt	62	62-63	Unit 8: pages 60-65	55
	Uu + Vv	64	66-67		57
9	Ww + Xx	70	70-71	Revision 3 pages 66 -71 Unit 9: pages 72-77	62
	Yy + Zz	72	74-75		64
10	Aa - Zz	78	78-79	Unit 10: pages 78-83 Revision 4 Pages 84-89	69

Bubble Kids 2

Numbers Plan Across Course Books

Unit	Books	Page(s)	Numbers	CD 2 Tracks
1	Pupil's Book	7	1, 2, 3, 4, 5	CD 2 track 7
	Activity Book	8,9	1, 2, 3, 4, 5	
1	Number Book	4 - 13	1, 2, 3, 4, 5	
2	Pupil's Book	15	6, 7, 8	CD 2 track 14
	Activity Book	16 - 17	6, 7, 8	
2	Number Book	14 - 23	6, 7, 8	
3	Pupil's Book	23	9, 10	CD 2 track 21
	Activity Book	24	9, 10	
4	Pupil's Book	31	11, 12	CD 2 track 28
	Activity Book	32	11, 12	
3	Number Book	24 - 33	9, 10, 11, 12	
5	Pupil's Book	39	13, 14, 15	CD 2 track 35
	Activity Book	40 - 41	13, 14, 15	
4	Number Book	34 - 43	13, 14, 15	
6	Pupil's Book	47	16, 17, 18	CD 2 track 42
	Activity Book	48	16, 17, 18	
5	Number Book	44 - 53	16, 17, 18	

7	Pupil's Book	55	19 , 20	CD 2 track 49
	Activity Book	56-57	19 , 20	
6	Number Book	54 - 56	19 , 20	
8	Pupil's Book	63	1 - 20	CD 2 track 56
	Activity Book	64 - 65	Review	
6	Number Book	57 - 58	Review	
9	Pupil's Book	71	1 - 20	CD 2 track 56
	Activity Book	72 - 73	Review	
6	Number Book	59 - 60	Review	
10	Pupil's Book	79	1 - 20	CD 2 track 56
	Activity Book	80 - 81	1 - 20	
6	Number Book	61 -65	Review	

Unit
1

My School



BUBBLE KIDS 2 LESSONS PLANNER

	Textbooks Sessions	Posters	Flashcards	CD 2 tracks
Lesson 1	<ul style="list-style-type: none"> - Pupil's Book Session pages 4 - 5 - Activity Book Session pages 4 – 5 	Poster 1	Words: (1-18) Key Sentences: 1 – 5	1 - 2 - 3
Lesson 2	<ul style="list-style-type: none"> - Pupil's Book Session pages 4 - 5: Revision - Activity Book Session pages 4-5: Revision - Art & Craft (TRB): Make a name badge 	Poster 1	Words: (1-18) Key Sentences: 1 – 5	1 – 2 - 3
Lesson 3	<ul style="list-style-type: none"> - Pupil's Book Session page 6 - Activity Book Session pages 6 - 7 	Alphabet poster: Letter Aa	Alphabet flashcards: Letter Aa, apple, ant, arrow, axe, alligator, arm	4 - 5
Lesson 4	<ul style="list-style-type: none"> - Pupil's Book Session page 7 - Activity Book Session pages 8-9 - Number Book Session Unit 1 Pages 4-13 		Numbers Flashcards: 1 – 2 – 3 – 4 – 5	6 - 7
Lesson 5	<ul style="list-style-type: none"> - Pupil's Book Session page 8 - Activity Book Session pages 10-11 - Phonics Book Session Unit 1 pages 4-9 	Alphabet poster: Letter Bb	Alphabet flashcards: Letter Bb, ball, baby, bird, bear, book, biscuit	4 - 7 - 8
Lesson 6	<ul style="list-style-type: none"> - Pupil's Book Session Story: page 9 Song: page 10 My Project: page 11 - Assessment Sheet 1 (TRB) 	Poster 2	Words: (19 - 22)	9 - 10

New words, New Language and Language Functions

Words: *Good morning, Hello, Hi, Miss Rita, Willie, Tony, Julie, Rosy, Goodbye.*

School bag, book, eraser, pencil, ruler, apple, banana, toy mobile, colour pencils, lunchbox, water bottle, Donny the play-doh kid, football, axe, arm, ant, alligator, arrow

Language: *Hello, I'm (name) – What's your name? My name is (name). What's this? It's a How are you? Fine, thank you, Do you like football? Yes, I like football.*

Language Functions: *Greetings, Introducing self, saying goodbye when leaving, expressing likes, answering with "Yes".*

Outcomes

- Identify and name the characters in the book (**Miss Rita, Willie, Julie, Tony, Rose** and **Donny the play-doh kid**).
- Understand and respond to classroom and school instructions, courtesy language and some instructions (*stand up, sit down, go back, come here, come to the poster/board, go to the door/window, Good morning, How are you? Fine, thank you, **look at, listen to, point to, say, read, repeat again, trace, write (your name), colour, open your books on page..., close, sing, chant.***
- Greet and introduce self "**Hello! I'm (name), Hi, Goodmorning**".
- Say **Goodbye** when leaving a place.
- Listen to and follow a story prompted by pictures.
- Repeat the lines of the story after CD or teacher's model.
- Chant the new words and language patterns.
- Respond to **Yes/No** questions and a question with **Who?**
- Sing all letters' names and sounds song (A-Z).
- Identify, read and trace the letters **Aa** and **Bb**, capital and small, and say the beginning sounds of /**a**/ and /**b**/ with 3 word examples that begin with the letter (**Aa, apple, ant, arrow, axe, alligator, arm** and the letter **Bb, ball, baby, bird, bear, book, biscuit**).
- Identify the three basic colours (red, blue, yellow).
- Identify, read and write the letters of one's name.
- Read and trace keywords in unit 1.
- Identify, read (digits and words) and write numerals 1, 2, 3, 4, 5.



Pinpoints of the lesson

- **Warm up: CD 2 track 1.** Bubble Kids Song
- **Poster 1:** Show Poster 1, talk about the scene.
- **Flashcards:** Introduce the characters. Introduce school bag items.
- **Listen and point:** Play CD 2 track 2. Students listen. Teacher points to poster 1. Play CD again, students listen and point to poster.
- **Listen and say:** Play CD 2 track 2: Students listen and repeat.
- **Pupil's Book pages 4 and 5:** Play CD 2 track 2 again. Students listen, repeat and point in their books.
- **Chant:** Play CD 2 track 3. Students listen, repeat and chant key words and structure.
- **Reading:** Flashcards (1 – 18) word side (good morning, Miss Rita, Willie, Tony, Rose, Julie, teacher, pencil, eraser, school bag, ruler, book, water, colour pencils, lunchbox, banana, toy cell phone, Goodbye).
- **Drama:** Teacher and students listen to the dialogue, repeat lines and act out the scene.
- **Assessment:** Teacher points to a picture. Students name characters.
- **Activity Book page 4 and 5:** Trace, colour. Students learn to write their names.

Pupil's Book Session pages 4 and 5

Warm-up

- Play the Bubble Kids Song every time you start a new unit or whenever you feel that the children need to change focus. Encourage the children to sing along but you will need to play the song many times.
(See introduction for teaching songs)



CD 2 track 1 Lyrics

Bubble kids Bubble kids
 Everywhere Bubble kids
 Blupblupblupblup ... Bubble kids
 Bubble bubblebubblebubblebubble kids
 Blupblupblupblup Bubble kids
 Bubble kids Bubble kids
 Everywhere Bubble kids
 Blupblupblupblup... Bubble kids
 Bubble bubblebubblebubblebubble kids
 Blupblupblupblup Bubble kids

Poster 1

- Introduce yourself to the class by saying "**Goodmorning, boys and girls.**" "I'm Miss..." (point to yourself while you say *I'm* and say your name) Say "***I'm your teacher.***"
- Ask one child to come out and you say to him or her "**Hello, I'm Miss (your name)**" pointing to yourself as you say so. Encourage the child to do the same and say "**Hello, I'm (his/her name)**". The children say **Hello**, (child's name).
- Ask another child "**What's your name?**" teach the child to say "**My name is (his/her name)**"
- Repeat this procedure with all students inviting them out one by one and asking "**What's your name?**"
- Ask the children to introduce themselves in the same way. Teach them to ask and answer "**What's your name?**" "**My name is** (each says his/her name)".
- Stress that the children point to themselves while they say "My name is ..."
- Display the poster in front of the children and teach them the word **look** by pointing to your eyes and to the poster.
- Say "**look**" and point to the poster. Talk about the picture with the children and see if they understand the scene or if they can name anything. Ask "**What can you see? What's this?**"
- Let the children try to name the characters. Some of the students had already seen the characters in Bubble Kids 1 and may still remember them.

Flashcards

- Use flashcards (2-6) picture side to introduce the characters: **Miss Rita, Willie, Tony, Julie, Rose** (See using flashcards to teach new words in the introduction).
- Hold the picture of Miss Rita up to the class and say "**Miss Rita**". Ask the class to repeat several times in chorus, groups, then individually. Do the same with the rest of the characters.
- **Check understanding** by holding a picture up and ask the children "**Who is this?**" Say "**Miss Rita.**" Let them repeat your model answers. Do the same to check they understood the names of all the characters. As for variety, hold Rose's flashcard and ask the class "**Is this Miss Rita?**" Teach them Yes/No answers using this way. Elicit **No** (shaking your head) or **Yes** (nodding) if you are really holding Miss Rita's picture.
- Use real objects to teach the new words **book, ruler, pencil, eraser, apple, banana, toy mobile, colour pencils, water bottle, and lunchbox.**
- Hold the object and say "**What's this?**" give the answer by saying "**It's a school bag.**". Repeat question and answer with all items and the children repeat the answers several times. Remember that you need to give the answer and they repeat it many times.
- If real objects are not available use flashcards 8-19 picture side to teach school words. There are many but

take 5 items every time to introduce and then quiz the students on them, then introduce another 5. Hold the flashcard up and say the word several times. Then say it and let the children repeat several times. After you finish all the words, quiz them by holding up a flashcard and asking “*What’s this?*” See if they can produce the answer.

- If you face trouble in getting them to produce the answer don’t let this stop you from trying because this is still the first unit and it will take them some time to get tuned into learning a foreign language. Be patient and repeat until they learn to say it correctly.



Listen and point

- Now you need to teach the word *listen* put your hand behind your ear and point to the CD player as you play it and say “*listen*”.
- Play CD 2 track 2 and let the children listen first without pointing to the poster.
- Play CD 2 track 2 again and this time you point to the characters on the poster as they speak.
- Play CD 2 track 2 again and invite children out to point to the speaking character on the poster. Give turns to all children for you want them to experience pointing to the correct speaking character. This skill involves many sub thinking skills as well as audio-visual coordination.



Listen and say

- Play CD 2 track 2 again; children listen and repeat as you point to the speaking character on the poster.
- Make pauses as many times as necessary to help the children listen and produce the new language correctly. They will develop accuracy and fluency with time but try to keep their motivation and interest very high to make them love the language and want to learn.
- Play CD 2 track 2 again. Children *listen, say* and *point* in their books. Remember that this might be the first time ever for some children to open an English book or even any book, so they will need your help to show them how to open the book left to right on the target pages.
- Play the CD. Walk around and check they are all *pointing* to the right character and *repeating correctly*.



CD 2 track 2

Miss Rita: Good morning, boys and girls.

The children: Good morning Miss Rita.

Tony: Hello, Julie.

Julie: Hi, Tony.

Donny: Hi!

Tony: What's this?

Julie: It's a school bag.

Tony: What's this?

Julie: It's a book.

Tony: What's this?

Julie: It's a ruler.

Tony: What's this?

Julie: It's an apple.

Tony: What's this?

Julie: It's an eraser.

Tony: What's this?

Julie: It's a pencil.

Tony: What's this?

Julie: It's a banana.

Tony: What's this?

Julie: It's a toy mobile.

Tony: What's this?

Julie: It's a water bottle.

Tony: What's this?

Julie: It's a colour pencil.

Tony: What's this?

Julie: It's a lunchbox.

.....
Miss Rita: Goodbye, kids.

Children: Goodbye, Miss Rita

Chant

- Chants in Bubble Kids are used to help the children practise the target language. Encourage the children to repeat and enjoy chanting to help them acquire the target vocabulary and forms (*See introduction for teaching songs and chants*).
- Play CD 2 track 3 on the chant and let children enjoy listening to it first.
- Play it again and encourage the children to join and chant with CD.
- You might need to play it more for this is their first chant till they are able to say the words with 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 as much as the children can. But don't force them into it. Let them take their time to develop their fluency with time and practice.



CD 2 track 3
School Chant

*ruler, book , pencil, eraser, toy
cellphone, banana, apple, colour pencil,
school bag, water , lunchbox*

Reading

- Flashcards (1 – 18) word side (Good morning, Miss Rita, Willie, Tony, Rose, Julie, teacher, Goodbye, School bag , book, eraser, pencil, ruler, apple, banana, toy mobile, colour pencils, lunchbox, water bottle).
- Sight reading is as important as phonics. It develops speed, fluency and normality in reading without stopping to decode and encode.
 - Use the flashcards to teach the kids sight-read the new words. You can check if they still remember the meaning by using the picture side of the flashcards.
 - Using the word side, hold the flashcard up and read the word. Let the children repeat many times.
 - **Reading Key Sentences (flashcards 1-5):** In level two we need to try to introduce simple key sentences for the children to read. This is why we have the sentences flashcards prepared and included with the flashcards set so the teacher finds it easy and ready to use in the class. Make sure that the children understand the words in the sentences they read because learning has to be meaningful to happen. When using the sentence flashcard, hold it up or place it on the whiteboard in front of the students and read it with them word by word. Then get them to sight-read the sentence as whole. It will take the children some time to get used to reading sentences but by good practice it will be part of their easy skills and will help them in reading bigger texts in the future.
 - Do the same with the rest of the cards.
 - Finally, let the children read and listen while you take down notes later on who was or wasn't able to read. You will need the notes later to monitor your students' progress in reading. Keep this reading progress record with you every time you do the reading with your students.

Drama

- Play the CD 2 track 2 and teach the children how to do that. You need to do all the lines yourself first.
 - Act Miss Rita's lines pretending you are Miss Rita. Then do the lines of the other characters changing face expressions and voice for every character.
 - Again take Miss Rita's role. Let the children take the roles of the other children in the scene. Alternatively, you can use the characters' templates in the TRB to help you act out the scene because they are the characters of the book.
 - Invite another group to act it out without playing the CD this time.
- (See the introduction pages for using Drama in teaching)

Assessment

- Use the flashcards to check that the children in your class are now all able to identify the characters and say their names.
- Hold up each card and ask: Who is this? Give the children the chance to produce the newly taught language with no help from you.
- Keep in mind that this is the first time they learn or hear English and that they will get more and more practice working through the unit.
- Hold up flashcards (10-18) word side and ask the students to sight-read.

Activity Book Session pages 4 and 5

- This is the very first step into writing and maybe the first time for some children to sit and hold a pencil; so be patient because it will take them a while to get used to this skill. As they write, they will develop their small motor skills and will be able to finish their writing tasks faster.
- Teach the children the words "**trace** and **colour**" show them how.
- Draw a dotted line on the whiteboard and show them how to trace it.
- Draw a dotted line circle and call out pupils and tell each to **trace** and see they trace the dotted line of the circle. Then say **colour** the circle and let other pupils come out and try to colour it.
- Now explain that they need to trace the word **Good morning** on page 4.
- Explain to the children that they should avoid going out of the dotted line.

Teaching children to write their names on Activity Book page 4

- Now it's time to help a child write letters, start with their names' letters or you can leave this exercise to be done on a separate session with some names art craft that would allow the children to enjoy an activity while learning to write their names (See TRB for names activities).
- Tell them that their names start with big letters. Write your name on the board with your first letter capitalized. Tell them they will now learn how to write their names.

Suggestions

1. Displaying names in the room: You need to prepare this before class. Use markers to write the children's names on cardboards cut for **this** purpose. Write the first letter in a different colour to make it distinct. This will help the child remember how **his** name is written and what letter it starts with. Keep names displayed in the classroom long enough for all children to learn their names by heart.
2. Teaching Name through careful demonstration and imitation activities (no free tracing). Demonstrate the writing of each letter of his or her name and wait for the child to imitate you. Do this letter by letter. You will need to sit with each child to do this. You can finish this activity in one lesson or you can complete it along with lesson 2, and remember that you are moving with the pace of the children and that you cannot force or push a child too far. You may choose to stay with tracing their names for a short time in Kindergarten until you feel the child has experienced enough practice with their lowercase letters.
3. You will need to do this as many times as the child needs to make sure he/she can write his/her name.
 - Next is a very special activity that the children will love to do. Explain to them that they need to take the book home and ask their mums or care takers to stick the child's photo in the square.
 - Alternatively, ask the mums to send their children's photos to school before some time and have the children stick them in their books in the class.



Pinpoints of the lesson

- **Warm-up:** *Bubble Kids Song*
- **Pupil's Book pages 4 and 5:** Revision of the language taught in lesson 1, review *names of characters*, review *introducing self* and review, "Good morning!". Review items introduced in lesson 1 using flashcards 1-18.
- **Activity book pages 4 and 5:** Flashcards 1-18. Read characters' names. Students look, point, name item, trace and colour.
- **Write one's name:** Students learn how to write their names with teacher's help.
- **Art & Craft:** Make a name badge.

Pupil's Book pages 4 and 5

Warm up

- Play CD 2 track 1 on ***Bubble Kids Song*** and let them enjoy singing along. This song should be played for the kids at the beginning of every unit and as a revision in lesson 2.
- Use poster 1 and flashcards (1-18) to review what the children learnt in lesson 1 by pointing to the characters or holding up a flashcard and asking: "***Who is this?***", "***What's this?***", "***Is this a ruler?***" and "***Is this an eraser?***" Monitor children's answers to check how much they can remember. Encourage them and remind them of what they couldn't remember. If you feel that they still need more work on a certain language item, leave it for a later time and proceed because you need time to prepare some more practice activities and maybe use different strategies.
- **Play CD 2 track 2:** Invite the children to point to characters as they speak either on poster or in their books. (*See song's lyrics in unit 1 lesson 1*).
- **Play CD 2 track 3:** Review the ***School Chant***. Get the children to chant with the CD, then without it to check their fluency and accuracy. Remember that we don't want to push the pupils hard; we want them to enjoy learning and get used to this type of activity. (*See song's lyrics in unit 1 lesson 1*).

Activity Book pages 4 and 5

- **Sight-reading:** Use flashcards 1- 18 word side and sight-read them again with class one by one. Remember that students need to read the word as a whole left to right and never try to break the words into sounds (*See sight-reading in the introduction*). Hold the card up to the class to try to read. Ask who can read this word

“**Miss Rita**”. Let them raise hands to answer. Pick individuals who raise their hands first and monitor who can or can't read at this point. You might need to do this often till you see that most children are able to read. Some children take more time to figure out the relation between letters and sounds and some struggle through it but they still have time to figure it out with good practice.

- Do the same with the rest of the cards. Check understanding since for learning to take place, it has to be meaningful. Use the picture side and ask “**Who is this?**”, “**What is this?**” etc.
- **Trace and write your name:** Explain to the children what they need to do. You need to teach the children how to trace by showing them how to do it one by one at first “**Good morning**”. Next, they trace the picture. After tracing, ask the children to start colouring while you start taking them one by one to teach them write their names. You might want to have their names written on a cardboard and stick it on their desks before the lesson and use it to help you and the child imitate the letters and write their name in their Activity Books. This might take time especially with children learning English for the first time. Be patient because it will take them a while before they can write their names faster and with no mistakes.
- **Read and match page 5:** Explain to the children what they need to do here. Demonstrate one example for them on the board. Write two words on the left and draw 2 pictures on the right. Read the words with the class. Ask one child to come out and draw a line to join the correct word to the picture. Now ask them to open their Activity books on page 5. Read the words with them and do the activity orally holding your book up, show them how you draw the lines from the words to the correct pictures. Now let them try to do it on their own. Walk around and help them with it.

Art & Craft

Make a Name badge

- You will need ribbons, cards, markers and glitter pens.
- You can ask the child to write his name on the card if he can or you can write it for him.
- Punch a hole at the top but in the middle of the card.
- Hold the ribbon and let it go through hole you made in the card and tie the ends together to fasten it.
- Use the glitter pen to decorate the card or let the children do that if they can. Help them make stars and hearts.
- Now ask each child to pick up his name badge and wear it round his neck.



Pinpoints of the lesson

- **Warm up:** Use the alphabet poster. Play CD 2 track 4 on the Alphabet song A-Z.
- **Listen and point** Letter Aa apple, ant, arrow, axe, alligator, arm: Children listen to letter Aa song on CD 2 track 5. Teacher points to letter Aa flashcard. They listen and point.
- **Listen and say** Letter Aa apple, ant, arrow, axe, alligator, arm: Children listen, point in their books and name the letter and the pictures.
- **Listen and sing** Letter Aa apple, ant, arrow, axe, alligator, arm song: Children sing and point in their books.
- **Make the letter Aa:** Play-doh time with Donny the play-doh kid.
- **Activity Book Session page 6 and 7**

Pupil's Book Session page 6

- **Warm up:** Spread the Alphabet poster open. Tell the children that these are the letters of English.
- **Play CD 2 track 4** on Alphabet Song A-Z. Encourage the children to sing along as you point to each letter on the alphabet poster with the song. Play it again to get the children familiar with it. Invite them to point to the letters.



Listen and point

Introducing Letter Aa apple , ant , arrow, axe, alligator, arm

Use Alphabet flashcards to introduce letter Aa and the words. Show the flashcard of the letter Aa. Show the 6 things that start with that letter. First, show the letter to the children. Point out that the letter is called "A" (Saying the name of the letter). Then, show them the objects that start with the letter "a", teach the words by showing them the pictures of "apple", "ant", "arrow", "axe", "alligator" and "arm". Show the words flashcards of each picture with the initial "a" in a different color. Draw children's attention to the "a" at the start. Read the words repeating the /a/ sound several times and then the full word: "**a**", "**a**", "**a**", "**apple**". Do the same with **ant, arrow, axe, alligator and arm**. While you are reading point to the "a" and ask the children what sound "a" makes when we read it?

- Invite children to come out and point to the pictures. Say "point to apple, ant, arrow, axe, alligator and arm."
- **Play CD 2 track 5:** Now tell the students that they will listen to the letter Aa song. Play the song and point to

the flashcards or the alphabet poster.

- **Pupil's Book page 6:** Play it again and invite some children to point to flashcard while the rest point in their books. Let them take turns in coming out to do so.
- For the last time they all listen and point in their books. Check they are all doing this right because they are still in their very beginning lessons.



Listen and say

- Tell the children that letters have names and sounds. The name of this letter is Aa it has a sound /a/ a a apple (pointing to the picture of apple). Say the word many times pointing to the flashcard. Say the sound pointing to the letter at the beginning of the word apple **aa apple**. Do the same with the words **ant, arrow, axe, alligator and arm**.
- Let the children point to the letter and words in their books and say Aa (name of letter), /a/ (sound) and apple, ant, arrow, axe, alligator and arm.
- **Assessment:** Now point to a picture and let children name it. Then point to the letter **Aa** and ask: What's this letter? What sound does it make? What word starts with the letter Aa? Quiz the students for the answers.



Listen and Sing

- Play CD2 track 5 and let the children listen to letter Aa song.
- Play it again and let children sing with the CD first then without it. Let them point in their books as they are singing.
- Encourage children to sing. Repeat the song making pauses as necessary to help children pick up and produce the words and the tune. It may be the first time they sing in English and hear English tunes.



CD2 track 5 Unit 1 page 6

Letter Aa Song

This is the letter Aa

aaaaAa

a apple a a apple

a ant a a ant

a axe a a axe

a alligator a a alligator

a arm a a arm

a arrow a a arrow

This is the letter Aa



Make the letter A a



- Tell the children that it's play-doh time. Tell them that now they will meet a new friend. His name is Donny. He is made of play-doh (*see introduction to learn more about Donny the play-doh kid*).
- You will need a blob of play-doh, Alphabet play-doh Mats (cardboard preferably) and a play dough safe knife.
- Have the Alphabet Letter Mats photocopied from the **TRB**, coloured and laminated to make them last longer.
- Tell the children that Donny the play-doh kid is a play dough friend. He will help them learn the alphabet. Show them the character of Donny and point it out for them in their pupil's book. Tell them that they will play with Donny every time they learn a new letter.
- Show the children what you can do with play-doh cutting, squishing, kneading, rolling and moulding.
- Demonstrate to the students how to form the letter Aa on the mat of letter Aa. Now sit them in groups and give the blobs of play-doh and mats to try it themselves. When they finish display their work in class for a while.

(for more ideas and details see *introduction* under **What is Donny the play-doh kid?**).

Activity Book Session pages 6 and 7

Read and match:

- Use the flashcards to help the students read letter Aa words. Follow the same procedure you used before. Hold the card up for the children to read (arrow, arm, axe, ant, alligator and apple).
- Call out some children to find the matching picture for the words.
- Show them how to match by drawing a line from the word to the picture on the board. Call kids out to do the same.
- Now let them match in their activity books and you walk around to help and guide.

Trace the letter Aa:

- Draw the letter Aa small and capital with a dotted outline. Tell the kids you will trace it now.
- Show them how you trace it starting from the dot and going with the direction of the arrows. Say **1, 2, 3** as you are forming the letter on the board to make them understand the directions they need to go to write the letter.
- Invite them to trace on the board. The rest of the class can use their fingers to write **A** big and **a** small in the air.
- Now they open their Activity Book on page 7 and trace the letter Aa.
- Ask them to name the pictures.

Trace and write:

- Now invite children to write the letter on the board and the rest of the children try to write it on the grid in their activity books.
- You need to invite each child out to write while at the same time help others write in their books.

Pupil's Book Session page 7

- **Warm-up:** A song. Play CD 2, track 6 on the numbers song (1-20) and let the children sing along as you point to a poster or the numbers flashcards 1- 20.
- **Show flashcards, show visuals:** Use the flashcards of numbers 1 , 2, 3, 4, 5 (digit side) or just write the numbers one by one on the board and draw an item of anything for number 1, let them visualize the concept of 1. You want them to understand the sense of number system and understand that 1 represents 1 item to build the concept of numeration and what numbers are for. Use one finger up and say "one". Do the same to introduce numbers 2, 3, 4 and 5.
- **Sounding out:** Say "one" out loud several times pointing to it and to the visual that represents it. Make sure all students are listening. Say 2, 3, 4, 5 in the same way.
- **Students' number cards:** In the TRB you look for students stuff. Photocopy the numbers set for each student to use in lessons of numbers (*See TRB for more details*). Let the children find the number you say among other numbers in their number cards and ask them to hold it up for you to see. You say 1, they all hold up number 1 for you to see. Walk around praising and helping other slower kids to find the correct card. Many other fun activities are in the TRB to work with the student's cards. Do the same with numbers 2, 3, 4, 5.

Count and say the number - pupil's book page 7:

- Let pupils open their books on page 7 and point to the digits and the kids. Say 1 kid, 2 kids, 3 kids, 4 kids, 5 kids as you point to your book and the children point in their books in the same way.
- Say "How many kids?" "Let's count" "1" as you point to the first one. Do the same for 2, 3, 4, 5 and tell them to **count** to get them understand the concept of counting (*See introduction for teaching numbers*). Let the children start counting. Walk around and help. You can use counters to extend the activity and give more practice on counting 5 items.
- **Sense of touch:** Use play-doh to make the numbers. Or use number blocks and let students feel the number or fit the number in a hollowed space. Tell them Donny the play-doh kid will help them make numbers. Give them the blobs of play-doh and show them how to use it. If you like you can use number mats like the ones for the letters (*See TRB for more details on letter mats*). The point is that you want the child to use his sense of touch in learning.
- Use the number flashcards word side to teach students read the number words. Hold the card up and say "one" pointing to the digit, the word and representing item(s) so the pupils relate the three parts, the word, the digit and how many items it represents. Then concentrate on the word and the related digit. Students repeat several times. Do the same with "two, three, four, and five."
- **Play CD 2 track 7:** Play numbers 1-5 song several times. Try to get the students to listen first while you are pointing to the digits 1-5 with the song first. Play the song again and now teach the children the actions in the song (stand up, stamp, clap, run and sit down). Repeat the song and invite the children to do the actions with you. Repeat till you feel the students are now able to say lines and do the actions of the song.



CD2 track 7 Unit 1 page 7

Numbers 1-5 Song

One, two, three, four, five

On, two, three, four, five

One stand up

Two clap, clap

Three stamp, stamp, stamp

Four run, run, run, run

Five stop and sit down

Activity Book Session pages 8 and 9**Colour numbers page 8**

- Colour numbers 1, 2, 3, 4 and 5: Ask students to open their Activity book on page 8 and let them identify and say numbers 1, 2, 3, 4, 5 before colouring them.

Count, trace and write page 9:

- Tell them to move on to page 9. Explain the task and let them count the kids.
- Demonstrate one example on the board. Draw two kids and draw a line next to it. Invite a child to come out, count the kids and write the number.
- You can do the rest of the exercise with the class on the board.
- Now let students open their books and do the exercise. Walk around to help and guide them.

Number Book Session**Page 4:****Say, trace and colour the numbers 1-10:**

- This exercise helps pupils visualise numbers among other shapes. Ask the children to say the numbers in order from 1-10 orally. Show them a poster of the numbers or use flash cards. Ask individual pupils to come out and point to numbers on the poster or number flashcards several times. Now tell them to open their number books on page 4. Say that there are numbers from 1-10 but there are shapes too. Explain to the children that they only need to trace and colour the numbers. Show them how to trace one and two on the board and let them finish the rest on their own. Those who finish tracing can start colouring the numbers they traced. Walk around to help and guide them.

Page 5:**Trace and colour:**

- The point of this exercise is just small motor skills practice with some revision of items they know. You need to stress the concept of 1 apple, 1 bird, 1 ball and 1 alligator. Ask the children to name the items: apple, ball, bird and alligator. They trace and colour the pictures.

Page 6:**Trace the lines:**

- Here again the children have good practice of left-right orientation lines of different types that will lead the children to good penmanship and number formation.
- Explain to the children that they need to trace the lines from left –right. They start with straight lines then the lines will start to curve. They need to stick to the dotted line and try not to go out of it. Demonstrate this on the board first then walk around and help them do the work in their number book.

Page 7:**Colour the matching socks, each pair a different colour:**

- This type of exercises will develop the child's ability to differentiate shapes and images which will lead later to recognizing and identifying different numbers.
- First you need to ask the children to find the matching sock. This is might be difficult for some children and they will need help with it. Demonstrate this on the board or you can even bring different pairs of socks to class to show them: This is a critical practice that develops visual discrimination. The child needs to find the matching sock and colour them. Help the children if they face trouble and show them where the identical sock is.

Page 8:**Trace the shape that comes next:**

- This activity develops sequence and pattern. Students should guess the next shape according to the sequence suggested. Help the children guess the next shape. Some children will find it very hard but it will reveal the clever kids in class. If you feel this type of exercise is still early for some children help them by giving more explanation or by showing them how to do it individually in their books.

- You need to show them one example on the board. Draw a star then a circle, then a star, then a circle. Now ask what should come next. The clever ones will say **Star**. Now you trace the star.
- Ask the children to open their number books now on page 8 and do it. You walk around to help.

Page 9:**Circle the item that looks the same/ different:**

- Again the visual discrimination develops in working on such activities. Tell the students to find the two similar items and circle them. Then in the next activity they have to find the different item and circle it. Only the clever ones will find it fast.

Page 10:**Count and circle the correct number:**

- Ask the children to look at the first picture. Ask "**What are these?**" Elicit Ninja Turtles from them. Ask them to count the ninja turtles. You can do the first one with them on the board.
- Alternatively you can bring the ninja turtles as counters and let them experience count them and say how many.
- Write the numbers on a line on the board and ask them again "How many?" Elicit 4 from them.
- Now ask a child to come out and circle number 4 on the line on the board.
- You can do the second one on the board with the class before they open their books and do the rest. Or you can always do it orally with the class one by one till they finish the work with you.
- Walk around to check they all know what to do and how to do it.
- Do the same with the guns (3), race car (1), robots (2) and teddy Bears (5).

Page 11:**Trace and copy the numbers 1-5:**

- Write the numbers from 1-5 on the board with dotted lines. Show them first how to do it and how to form the numbers one by one.
- Invite children to trace the numbers on the board.
- Now ask them to open their number books. Tell them to trace and write the numbers.
- Now they match each number to the picture of the items that represent this number. (1 apple, 2 teddy bears, 3 ants, 4 balls, 5 birds)

Page 12:**Join to the number. Join to the picture:**

- This exercise is a little difficult and needs the teacher's help. This exercise involves identifying items (pencils, boy, girls, books, bananas), identifying the digits that represent number of items and counting. So it is useful to practice identifying and counting items before they start this exercise. They also need to read with you the phrases.
- Do an easy example on the board. Write "one boy", then write the numbers 3, 2, 5, then draw a group of 3 boys, then a group of 2 girls, then one boy. Show the class how you will join the phrase to the correct number (1) then to the correct number representing picture of the boy. Do another similar example or even do all the exercise with the class on the board to make sure they'll be able to do easily it in their books.
- Now ask them to open their books to page 12 and do the exercise.
- Walk around to help and explain if they need that.

Page 13:**Trace, match, write and colour:**

- Demonstrate to the children what they need to do on the board.
- Invite the children to trace the digits 1-5 on the board and trace the number words: one, two, three, four and five.
- Ask the pupils now to open their number book on page 13 to match the pictures to the numbers individually.
- Walk around to help and guide them.

- **Assessment:** Quiz students' understanding using the flashcards. Quiz them on the digits and on reading the words and ask them *how many?* To quiz the counting concept.



Pinpoints of the lesson

- **Warm up:** Review the letters on the alphabet poster. Play CD 2 track 4 on the Alphabet song A-Z. Review letter Aa and let the whole class sing it to see if they can still remember it. Play letter Aa song to review previous letter.
- **Listen and point Pupil's Book Session page 8:** Letter Bb ball, baby, bird, bear, book and biscuit: Children listen to letter Bb song on CD 2 track 7. Teacher points to flashcards. Children listen and point.
- **Listen and say** Letter Bb ball, baby, bird, bear, book and biscuit: Children listen, point in their books and name the letter and the pictures.
- **Listen and sing** Letter Bb ball, baby, bird, bear, book, biscuit song: Children sing and point in their books.
- **Make the letter Bb:** Play-doh time with Donny the play-doh kid.
- **Activity Book page 10 and 11:** Students read and match, trace the letter.
- **Phonics Book session: unit 1 pages 4-9**

Pupil's Book Session page 8

Warm-up

- Use the Alphabet poster as you did with the letter Aa. Ask the children to try to sing the alphabet song and see how much they can remember. Review letter Aa, apple, ant, arrow, name of letter and sound. Ask the children "What's this letter?" "What sound does it make?" "What words start with /a/?"
- **Play CD 2 track 4** on Alphabet Song A-Z. Encourage the children to sing along as you point to each letter on the alphabet poster with the song. Play it again to let the children join the song. Invite them to point to the letters as the song is playing.



Listen and point

- Use **Alphabet flashcards** to introduce letter Bb and the words. Show the flashcard of the letter Bb. Show 6 things that start with that letter: ball, baby, bird, bear, book and biscuit.
- Follow the same procedure you used to present letter Aa. First, show the letter to the children. Say the name is "B" (Saying the name of the letter). Let them repeat the name. Teach them the objects that start with the letter "b", teach the words by showing them the pictures of a "ball", "baby", "bird", "bear", "book", "biscuit". Show the word flashcards of each picture with the initial "b" in a different colour. Draw children's attention to the "b" at the start. Read the words repeating the "b" sound several times and then the full word: "**b**" "**b**" "**b**" "**ball**".

Do the same with **baby, bird, bear, book and biscuit.**

- Invite children to come out and point to the pictures. Say point to ball, boy, and baby.
- **Play CD 2 track 7:** Now tell the students that they will listen to the letter Bb song. Play the song and you point to the flashcards.
- **Pupil's Book page 8:** Play CD 2 track 7 again and invite some children to point to flashcard while the rest point in their books. Let them take turns in coming out to do so.
- For the last time they all listen and they all point in their books. Check they are all pointing to the right picture.



Listen and say

- Remind the children that letters have names and sounds. The name of this letter is Bb and it has a sound /b/ b b ball (pointing to the picture of ball. Say the word many times pointing to the flashcard. Say the sound pointing to the letter at the beginning of the word ball **b b ball**. Do the same with the words **baby, bird, bear, book and biscuit.**
- Let children point to the letter and words in their books and say Bb (name of letter, /b/ (sound) and ball, baby, bird, bear, book, biscuit.
- **Assessment:** Now point to a picture and let children name it. Then point to the letter **Bb** and ask: What's this letter (name)? What sound it makes (sound)? What word starts with the letter Bb? Quiz the students for the answers.



Listen and Sing

- Play CD 2 track 8 and let the children listen to letter Bb song.
- Play it again and let children sing with the CD first then without it. Let them point in their books as they are singing.
- Encourage the children to sing. Repeat the song making pauses as necessary to help children pick up and produce the words and the tune.



CD 2 track 7 Unit 1

Letter Bb Song

This is the letter Bb

b bbb Bb

b ball b b ball

b book b b book

b bird b b bird

b biscuit b b biscuit

b baby b b baby

b bear b b bear

This is the letter Bb



Make the letter B b



- Tell the children that **it's play-doh time**. Ask the children **who will help us make the letter Bb today?** See if the children remember the name **Donny**. Show them the character of Donny. Ask **"What's he made of?"** Try to get them to say **play-doh** (See introduction to learn more about Donny the play-doh kid).
- Sit the children in their groups for this activity. Give each one in the group a blob of play-doh, the alphabet play-doh mat of letter Bb (photocopied and laminated from the TRB before the lesson) and a play-doh safe knife.
- Tell the children that *Donny the play-doh kid* is our friend. He will help us today learn the letter Bb. Point it out for them in their pupil's book. They are now familiar with Donny from unit 1.
- Remind the children of what you can do with play-doh, cutting, squishing, kneading, rolling and moulding.
- Demonstrate to the students how to form the letter Bb on the mat.
- Now let them start working while you watch and help around. When they finish display their work in class for a while. All what they do now is acceptable. They will develop their small motor skills with practice (For more ideas and details see introduction under **"What is Donny the play-doh kid and in the TRB"**).
- **Take-home-activity:** *The alphabet collage:* Send the Alphabet Collage page of letter Bb home with the kids to do it with their parents but send clear instructions for the parents to explain what this activity is for and why (For more take-home-activities see TRB).

Activity Book Session pages 10 and 11

- Always start with tracing the letter and when asking the children to trace, you always need to draw their attention to the starting dot and the arrows.
- Students Read, match, trace and write.

Phonics Book session

Page 4

Point, say and colour.

- **Say the sound /a/:** Let the children point to Aa, name the letter, give its sound and name the items that start with Aa (apple, arrow, alligator, ant). Get the children to say: a is for apple aaapple, a is for arrow a a arrow ... etc.
- Let the children enjoy colouring the hollowed letter Aa.

Page 5

- **Trace and colour:** Demonstrate tracing the letter on the board and invite the children to do so on the board. You have probably done that already in the activity book so you can skip this here if you feel they got the point. Let the children trace big and small **Aa** and those who finish tracing can colour the ant and the apple. Say **"a is for...?"** they should now say **"apple and ant"**.
- **Help the ant get to the apple:** this is a start to get the children familiar of the left-right orientation in a straight

line but later in such exercises the line shape will change to develop the children's small motor skills and challenge them to trace more complicated lines. This will also develop their control on line and improve their pencil grip which will lead to better letter formation.

Pages 6 and 7

- Follow the same procedure you used to introduce letter Aa.
- To do the "**Help the baby get to the biscuit**" you need to show them how to go on the wavy dotted line on the board. Invite them to trace the wavy line on the board first one by one. Make sure they know how to start from left to right and never take the marker off the board until they finish the line. This wavy line will teach them to control their grip on the pencil and their move on the dotted line. When they are done on the board, let them try this in their phonics book page 7. They will still need your guidance when they work individually.

Page 8

- Pupils can now trace and write letters Aa and Bb on page 8 alone. The teacher can now monitor their writing and provide help to some slower kids in letter formation. Maybe some of the children still need more practice before they can sit and write alone.

Page 9

Point, say and match the pictures with their beginning sounds.

- First ask the children to point to the letters and say their names and sounds /a/ and /b/.
- Ask the children to name the pictures (apple, ant, baby, book).
- Ask the children to match the letters with the picture that starts with that letter. You will need to show them this on the board. Do one with the class then let them finish the rest individually. Walk around to check on and help them.



Pinpoints of the lesson



The story page 9

- **Poster 2:** talk about the scene. The children make guesses about the scene.
- **Listen and point:** Play CD 2 track 9. Students listen, teacher points to poster.
- Students listen and point to poster. Students listen and point in their books.
- **Listen and say:** Play CD 2 track 9 again. Students listen and repeat.
- **Look and act:** Play CD 2 track 9. Students listen and repeat lines then listen and act out the dialogue.

The song page 10

- **Listen and sing:** Play CD 2 track 9. Use flashcards (20 – 25) or demonstrate actions of the song. Students listen, sing and do the actions in the song.

My Project page 11

- **Point, stick and say:** Teacher explains the task. Students stick pictures of school items on the bag.

Pupil's Book Session pages 9, 10 & 11

The story dialogue page 9

Poster 2

- Talk about poster 2 with the children. Ask them: "Who do you see in the picture?" "What are they doing?" See who and what the children can identify in the picture. Elicit answers "Willie", "Rose". They are in the play-ground playing football' The purpose of this stage is activating students' background skills and knowledge.
- Try to get the children to predict what the scene is about. Ask the children "Where are the boys?" "What are they doing?"
- Go through the details of the poster and introduce the key words of the dialogue. Point out the new words as they hear them from the CD (football, play, like, come, sure, thank you). Ask the children "What's this?", Elicit "a football". Ask them "Do you **like** playing football?" Repeat the words several times. Explain that the boys in picture 1 are talking "Can you guess what they are saying" Tell them that the boys are at school in the play-ground. Ask the children "Are they happy?" Get them to say "Yes" "**How do you know?**" Make them look at the poster and specially at the boy's faces in picture 1 and say "**They are smiling**", so "they are happy" "They like to play football." Ask the children to look at picture 2. Ask "Who is this?" Pointing to Rose. Get them to say "Rose".



Listen and point

- Play CD 2 track 9. Point to the picture of the person speaking.
- Play it again and let children point to poster.
- Play CD on the dialogue again and let the students open their books on page 9 and point in their books this time.



Listen and say

Play CD 2 track 9 again. Make pauses for the students to listen and repeat lines.

Point to key the words on the poster and let the children do the same every time you play the CD.

Add variety and pause to let children guess who will speak next or what he/she will say. At this stage it is very normal to make a lot of pauses till they get used to hearing English and to stress and intonation of English.

They will definitely need your help to repeat some lines.



CD 2, track 9 Unit 1 Story (At school)

Tony: Hello. I'm Tony.

What's your name?

Dave: My name is Dave.

Tony: Hello Dave. How are you?

Dave: Fine, thank you.

Tony: Do you like to play football, Dave?

Dave: Yes. I like football.

Tony: Come with me, Dave.

Rose: Hello. I'm Rose.

What's your name?

Mary: My name is Mary.

Rose: Hello, Mary. How are you?

Mary: Fine, thank you.

Rose: Do you want to play with us?

Mary: Sure. Thank you.

Rose: Come with me, Mary.

Look and act

- Play CD 2 track 9. Try to say the lines and act them yourself at first. Teach them how to act it by saying and acting all the roles.
- Change your voice every time you do a different character. Then ask some children to come one by one in front of the class and act the dialogue .

Follow-up Activity: Let the children put the story in order using the cards in the TRB.

The song page 10**Listen and sing**

- **Play CD 2 tracks 10:** Use flashcards with the song you and Pupils sing and point to the flashcards.
- Pupils listen, and point in their books to the pictures.
- Now play the CD again and let them sing first with CD then without it.



CD 2, track 10 Unit 1

Song (Good Morning to you)

*Good morning to you.
Good morning to you.
Good morning, good morning
Good morning to you.*

*How are you today?
How are you today?
How are you, how are you?
How are you today?*

*I'm very well, thank you.
I'm very well, thank you.
I'm very well, I'm very well.
I'm very well, thank you.*



My Project page 11

Put your things in the bag

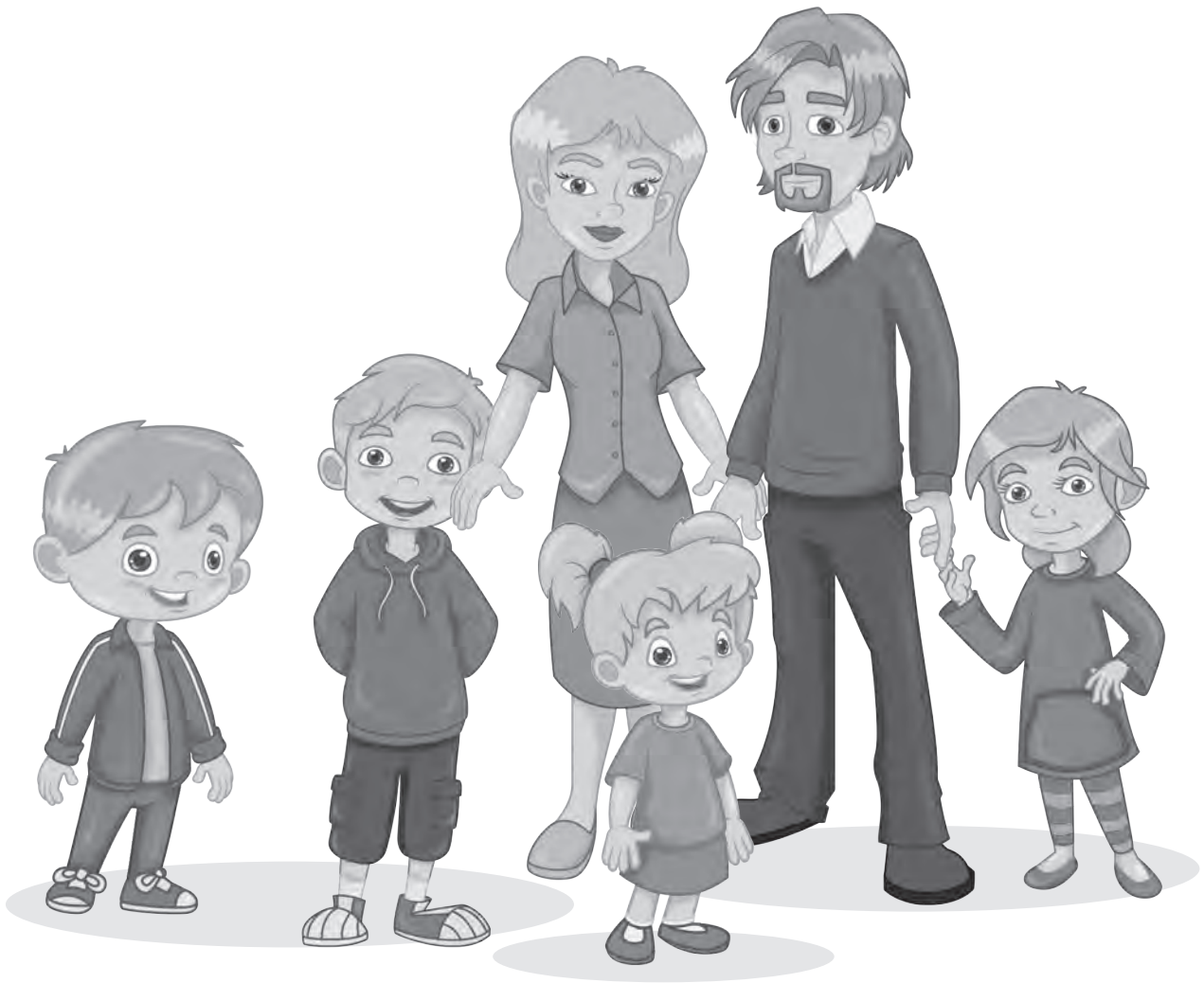
- Explains the task to the children. Tell them that they need to pack their things in this bag like “water, colours , an apple, a banana, a lunchbox , a pencil, an eraser and a book.
- You can bring coloured pictures of the items a student packs in his school bag or you can photocopy their templates from the TRB and give **them** to the children to colour and stick them on the bag on page 11.
- Show them the picture of the bag on page 11 in their pupil’s book.
- Demonstrate to them how to use the glue stick to stick the pictures onto the bag. Or you can glue the pictures for them.

Assessment of Unit 1

(See TRB for Assessment Sheet 1).

Unit
2

I Love My Family



Unit
2

I Love My Family

BUBBLE KIDS 2 LESSONS PLANNER

	Textbooks Sessions	Posters	Flashcards	CD 2 tracks
Lesson 1	<ul style="list-style-type: none"> - Pupil's Book Session pages 12 - 13 - Activity Book Session pages 12 - 13 	Poster 3	Words : 23 -30 Key Sentences: 6 – 9	1 -10 - 11 - 12
Lesson 2	<ul style="list-style-type: none"> - Pupil's Book Session pages 12 - 13: Revision - Activity Book Session pages 12 - 13: Revision - Art & Craft (TRB): Make a picture frame 		Words : 23 -35 Key Sentences: 6 – 9	1 – 11 - 12
Lesson 3	<ul style="list-style-type: none"> - Pupil's Book Session page 14 - Activity Book Session page 14 – 15 	Alphabet poster: Letter Cc	Alphabet flashcards: Letter Cc, cat, camel, cap, car, candle, cake	1 ,4, 13
Lesson 4	<ul style="list-style-type: none"> - Pupil's Book Session page 15 - Activity Book Session pages 16 - 17 - Number Book Session Unit 2 Pages 14-23 		Numbers Flashcards: 6 – 7 - 8	6
Lesson 5	<ul style="list-style-type: none"> - Pupil's Book Session page 16 - Activity Book Session pages 18-19 - Phonics Book Session Unit 2: pages 10 -15 	Alphabet poster: Letter Dd	Alphabet flashcards: Letter Dd, dog, doll, deer, duck, donut	4 - 15
Lesson 6	<ul style="list-style-type: none"> - Pupil's Book Session Story: page 17 Song : page 18 My Project: page 19 - Assessment Sheet 2 (TRB) 	Poster 4	Words: 36-41	16 - 17

New words, New Language and Language Functions

Words: *Family, mum, dad, brother, sister, grandma, grandpa, my little sister, caring, nice, kind, help, play and naughty.*

Language: *I'm ... (rev) Hello... (rev) , I love my family, mum and dad, big brother, little sister, grandma and grandpa. Yes/ No question (Rev.), Who question (Rev.)*

Language Functions: *Introducing family members, expressing love to family*

Outcomes

- Identify and name family members (family, mom and dad, little sister, big brother, grandma and grandpa).
- Introduce family “***This is mum*** and ***dad, brother*** and ***sister, grandma*** and ***grandpa***”
- Chant the new words and language patterns.
- **Revision:** Respond to **Yes/No** question and the question “***Who is this?***”
- Sing all letters’ names and sounds (A-Z).
- Identify, read and write the letters **Cc** and **Dd**, capital and small, and sound out /c/and /d/with 5 word examples on each **Cc** (cat, cap, cake, car, camel, candle) and the letter **Dd** (dog, doll, donuts, duck, deer).
- **Revision** Identify the four colours red, blue, yellow and green.
- **Revision:** Identify, read and write the letters of one’s name.
- Read, match and trace keywords in unit 2.
- Identify, read and write the numerals 6, 7 and 8, words and digits.
- Listen to and follow a story prompted by pictures.
- Repeat lines of the characters in a story after the CD.
- Act out a story.
- Sing family songs.



Pinpoints of the lesson



- **Warm up: CD 2 track 1.** Bubble Kids Song
- **Poster:** Show Poster 3. Talk about the scene.
- **Flashcards:** Introduce new words.
- **Listen and point:** Play CD 2 track 11, children listen and teacher points to poster. Play CD2 track 11 again. Children listen and point to poster.
- **Listen and say:** Play CD 2 track 11. Children listen and repeat.
- **Pupil's Book pages 12 and 13:** Play CD2 track 11. Children listen, say and point in their books.
- **Chant:** Play CD2 track 12. Children listen, repeat and chant key words and structure.
- **Reading:** Flashcards (23-30) word side (family, mum, dad, brother, sister, grandma, grandpa).
- **Drama:** Children act out the scene. They listen and repeat.
- **Assessment:** Pupils name the characters from poster or picture flashcards.
- **Activity Book page 12:** Read and match the family words with the pictures.

Pupil's Book Session pages 12 and 13

Warm up

Play CD 2 track 1 on **Bubble Kids Song** every time you start a new unit or whenever you feel kids need to change focus. Now the children are probably familiar with the song. Encourage them to sing along (*See song's lyrics in unit 1 lesson 1*).

Poster 3

- The best way to start this family unit is to use your family photos with yourself in the picture and display in the class. Say "***This is my family.***" Point to yourself and say "***This is me***". Point to your mum and say "***This is mum***" to your dad and say "***This is dad***" and so on for brother and sister. Introduce the family words while you are showing them your family's photos.
- Now put the photos away and draw the children's attention to the poster. Say "***Look at this poster***" to draw their attention to it. Ask "***What can you see?***" Some children will answer in their mother tongue. The teacher needs to accept any answer at this point because we want to keep children's interest in participating. Never try to stop them or raise their fears from asking or saying what they feel or think. On the contrary, you need to let go of their thinking and feelings to make it easy for them to learn and communicate their little background knowledge.

Ask them: "***Are these people at school?***" get the children to say "***No***" by shaking your head. Say they are at home. Tell the class to look at their faces. They are "***happy***". Smile as you say the word "***happy***". Tell them that this is a family. Say "***This is Julie's family.***"

Flashcards (23-30)

- Introduce the new words: **mum, dad, brother, sister, grandma, grandpa** using the flashcards picture side and pointing to them as well on the poster. Put the flashcards down and continue on the poster. The point here is to help children relate flashcards to what they are learning because later the poster will be removed and you will only be using the flashcards in quizzing new words and in reading. Say “**Let’s hear what they say.**”
- Introduce the words “**caring, nice, help and naughty**”: You can translate these words into the children’s mother tongue to save time and effort because these are abstract words that children cannot visualize or understand from an action.



Listen and point

- Play CD 1 track 11. Say **listen** put your hand behind your ear and point to the poster as you play the CD and say “**listen**” to make sure they know what you want them to do.
- Play CD2 track 11 and let the children listen while you are pointing to the character speaking on the poster. You want them to know who is speaking.
- Play CD2 track 11 again and this time you point to the characters on the poster as they speak.
- Play CD 2 track 11 again and invite children out to point to the poster. Give turns to all children to support and develop their audio-visual coordination.



Listen and say

- Play CD 2 track 11 again; children listen and repeat as you point to characters on the poster.
- Make pauses as many times as necessary to help the children listen and produce the new language correctly. They will develop accuracy and fluency with time but try to keep their motivation and interest very high to make them love English and want to learn.
- Let them repeat the chorus, in groups and individually.
- Praise good repetition by saying praise words like **GREAT** or **SUPER** this will motivate them and will make them want to do better next time.

Pupil’s Book pages 12 and 13

- Play CD 2 track 11 again. Tell the children to listen and *point in their books*. Tell them to open the book on pages 12 and 13. Make sure they are going left to right. Say “**Remember children to open your books left to right.**”
- Play the CD. Walk around and check they are all pointing to the speaking character and repeating correctly. Listen carefully to what they are saying because you want them to say it accurately at this stage and correct their mistakes gently without hurting their feelings. Remember that children fear this very much. They hate making mistakes, too. If they feel they did bad and made you angry they will stop repeating and stop learning.



CD 2 track 11 Unit 2

I Love My Family

*Tony: I'm Tony. I'm 5. I love my family.
I love my mum and dad.
Mum is caring and dad is nice, too.
I love my brother and sister.
They help me and play with me.
I love my grandma and grandpa.
They are very kind.
My little sister is sometimes naughty.
But I love my little sister, too.
I love my family.*

Chant

CD 2 track 12:

- Say "**Children, let's listen to the chant**". Remember that the chants in **Bubble Kids** are used to help the children practise the target language, so you need to encourage the children to repeat and enjoy chanting to help them acquire the target vocabulary and forms. Make pauses to reinforce good repetition. Vary the pattern of repetition to make it more fun by holding competitions between groups to see who chants better.
- Play CD 2 track 12 on the chant and let children enjoy listening to it first.
- Play it again and the children join and chant with CD then without.
- This time you might notice that they are able to say the words with the rhythm better and maybe more accurately.
- Try to work on fluency and accuracy as much as the children's ability allows. But don't force them into it. They still have a lot of time to develop their fluency by practice.



CD 2 track 12 Unit 2

Family Chant

*I love my family
I love my family
I love you, I love you
I love my family
Mum and dad, mum and dad
I love you, I love you
My brother and sister
My brother and sister
I love you, I love you
My grandma and grandpa
My grandma and grandpa
I love you, I love you
I love my family
I love my family
I love you, I love you
I love my family*

Reading

Flashcards (23 - 30) word side (family, mum, dad, brother, sister, grandma, grandpa).

- Say "**Now it's sight-reading-time**".
- Remember that in sight-reading you need to help develop speed, fluency and normality in reading without stopping to decode encode.
- Use the flashcards to teach the kids sight-read the family words. You can check if they still remember the meaning by using the picture side of the flashcards.
- Using the word side, hold the flashcard up and see who can read. If it's still hard read it pointing to the words from left to right as you read.
- Read it another time asking the children to repeat as many times as you feel necessary.
- Finally, let the children read and listen carefully. Remember to take notes later after the lesson on who was or wasn't able to read and why. You will need the notes later to monitor your Pupils' progress in reading.
- Praise children's attempts to read and encourage them more even if they don't read well. Never let poor readers down. They will do better every time they read. The more they read, the better they will do.

Drama

- Children act out the scene. They listen and repeat.
- Remember that you need to teach the children how to do this. You do all the lines yourself first.
- Tell them "**Now I'm Julie**". Play the CD 2 track 10 and act Julie's lines pretending you are Julie. Change your voice to sound like Julie. The children will love it when you do so.
- Acting the scene out with CD: Invite the children to act out the scene. Let the children act out the roles of the other children.
- Invite groups to act it out in front of the class without playing the CD this time.
(See the introduction pages for using Drama in learning English)

Assessment

- Use the flash cards to check that the children in your class are now all able to identify the family words.
- Hold up each card and ask: Who is this? Give children the chance to produce the language they learnt, help them if they need it.
- Hold up each card and ask: Who is this? Give the children the chance to produce the newly taught language with no help from you. If they can't just mime saying the word (dad) or even say it out loud if necessary but never let them fear answering.

Activity Book Session pages 12 and 13

- Use the flashcards to check that the children in your class are now able to name the family members from the flashcards (picture side) and read the family words from flashcards (word side).
- Tell the Pupils to open their activity books on pages 12 and 13. Watch them to see they are opening their books left-to-right.

I Love My Family

Read and match pages 12 and 13

- Explain the task to your Pupils and tell them what they will need to do by showing them this on the board or even on your book in front of all the class.
- Now the children can hold the pencil and start matching the family words with the pictures of the family members. They will always need you to be around to help. As they work, they will develop their small motor skills and will be able to finish their tasks alone.



Pinpoints of the lesson



- **Warm-up:** *Bubble Kids Song*
- **Pupil's Book pages 12 and 13:** Revision of language taught in lesson 1, review *family members* words, review *I love my mum and dad* and review the *family chant*. Review items introduced in lesson 1 using flashcards (23-30), picture side and word side.
- **Activity book pages 12 and 13:** Flashcards (23-35), read characters' names. Pupils look, point and name them.
- **Read and match:** Pupils look, read the words and match them with the correct picture.
- **Art & Craft:** Make a picture frame.

Pupil's Book Session pages 12 and 13

Warm-up

- Play CD 2 track 1 on ***Bubble Kids Song*** and let them enjoy singing along. This song should be played for the kids at the beginning of every unit and as a revision in lesson 2.
- Use poster 3 and flashcards (23-35) to review what the children learnt in lesson 1 by pointing to the characters or holding up a flashcard and asking: "***Who is this?***", "***What's this?***", "***Is this dad?***" and "***Is this mum?***" Monitor children's answers to check how much they can remember. Encourage them and remind them of what they couldn't remember. If you feel that they still need more work on a certain language item, leave it for a later time and proceed because you need time to prepare some more practice activities and maybe use different strategies.
- Play CD 2 track 11. Invite children to point to characters as they speak either on poster or in their books.
- Play CD 2 track 12: Review the ***Family Chant***. Get the children to chant with the CD, then without it to check their fluency and accuracy. Remember that we don't want to push the pupils hard; we want them to enjoy learning and get used to this type of activity.

Activity Book pages 12 and 13

- This session is for revising lesson 1 and to give the teacher and the Pupils the chance to finish the work of lesson 1 in the activity book.
- **Sight-reading:** Use flashcards 23-35 word side and sight-read them again with the class one by one. Remember that Pupils need to read the word as a whole from left to right and never try to break the words into sounds (*See sight-reading in the introduction*). Hold the card up to the class to try to read. Ask, who can read this word "***Family***". Let them raise their hands to answer. Pick individuals who raise their hands first and monitor who can or can't read at this point. You might need to do this often till you see that most children are

I Love My Family

able to read. Some children take more time to figure out this relation between letters and sounds and some struggle through it but they still have time to figure it out with good practice.

- Do the same with the rest of the cards. Check understanding since, for learning to take place, it has to be meaningful. Use the picture side and ask “**Who is this?**”, “**Is this mum?**” Elicit **Yes / No**.
- **Read and match:** Explain to the children what they need to do here. Demonstrate one example for them on the board. Write two words on the left and draw mum and dad on the right. Read the words with the class. Ask one child to come out and draw a line to join the correct word to the picture. Now ask them to open their Activity books on pages 12 and 13. Read the words with them and do the activity orally holding your book up, show them how you draw the lines from the words to the correct pictures. Now let them try to do it on their own. Walk around and help them with it.

Art & Craft

Make a picture frame

To make the Frame:

- Use a plain paper or cardboard border which goes around a picture inside of a frame. Using a mat will make your picture and frame look more professional and finished. It will also make it easier to see the picture.
- Determine how wide you want the frame to be. After deciding on the width of the frame, measure the picture itself. Double the mat width you have decided on and add this to the picture length and width. The resulting measurement will be the length and width of the outer edges of the mat.
- Cut the outer edges of the mat. You will need to cut the mat once you have marked your measurements. Thinner mat materials like paper or cardstock can be cut with an exact-o knife or scissors. Cut the outer edges of the mat according to the measurements you took. You should use a ruler to mark the places where you will cut.
- Cut the interior of the mat. The interior should be equal to or slightly smaller than the picture you will hang. On the back side of the mat, draw the measurements of the original image. Subtract a small amount from the original measurements if you wish for the mat to overlap the image slightly. Cut the material with the appropriate tools.
- Place the photo inside the mat. With the back side of the mat facing down, place the image down-facing as well and center it in the square. Tape the top two corners of the mat vertically and then place horizontal tape over the vertical tape, one piece on the mat and a second on the picture.
- Now your picture will be secure in the mat but have enough flexibility to keep it from bowing or wrinkling.



Pinpoints of the lesson



- **Warm up:** Display alphabet poster: Play CD 2 track 4 on the alphabet song.
- **Listen and point:** Letter Cc cat, car, cow, camel, cake.
Children listen to letter Cc song on CD 2 track 13. Teacher points to letter Cc. Pupils listen and point to poster.
- **Listen and say:** Children listen, point in their books and name the letter and the pictures.
Alphabet Flash cards: the letter Cc.
- **Listen and sing:** Letter **Cc, cat, car, candles, camel, cap and cake** song. Children listen, sing and point in their books.
- **Make the letter Cc:** Play-doh time with Donny the play-doh kid.
- **Activity Book page 15:** Read and match, Trace and write the letter Cc.

Pupil's Book Session page 14

Warm- up

- Play **CD 2 track 1** on **Bubble Kids** Song. Display the alphabet poster open and play CD 2 track 4 and let the children listen to the song from A-Z. Point to the letters on the poster while the song is playing. Play the CD again and encourage the children to sing it along while you are pointing to the alphabet letters on the poster.



Listen and point

Letter Cc cat, car, candles, camel, cake

- Play CD 2 track 13 let them listen and you point. Then play it again while they point to the letter and words.
- Show letter Cc on the poster and tell children that this is the letter Cc. Point out the things that start with the letter Cc: cat, car, candles, camel, cap and cake.
- Teach the words by pointing to the pictures and saying the names. Repeat many times.
- Invite children to come out and point to the pictures while you say cat, car, candles, camel, cap and cake.



Listen and say

- Tell the children that letters have names and sounds. The name of this letter is Cc it has a sound /c/ c c cat (pointing to the picture of cat and to the word cat). Say the word many times pointing to the picture on the poster. Say the sound pointing to the letter at the beginning of the word **catc c cat**. Do the same with the words **car, candles, camel and cake**.
- Let children point to the letter and words in their books page 14 and say Cc cat, car, cow, camel, cap, candles and cake.

Alphabets Flashcards

Show the flashcard of the letter Cc. Show 4 things that start with “c”.

First, show the letter to the children. Point out that the letter is called “C” (Saying the name of the letter). Then, show them the objects that start with the letter “c”, teach the words by showing them the pictures of “cat”, “car”, “camel” and “cake”.

Show the words flashcards of each picture with the initial “c” in a different color. Draw children’s attention to the “c” at the start. Read the words repeating the “c” sound several times and then the full word: “**c**” “**c**” “**c**” “**cat**”. Do the same with **car, candles, camel, cap and cake**.

While you are reading point to the “c” and ask the children what sound does “c” make when we read it?

A quick activity

The alphabet letter hunt:

Hide foam letters around the room and children have to find the “c”s. Once all of the letters are found, Pupils who found them bring them to the front. Ask them “What letter is that?”

“What are 2 things that start with “c”?”

“How do you read “c”?”

Then give them a sticker for each “c” they find if they can answer the questions. If they can’t answer, the have to ask other Pupils and come back with the answers.

Assessment

Now point to a picture and let children name it. Then point to the letter **Cc** and ask: What’s this letter? What sound does it make? What word starts with the letter Cc? Quiz the Pupils for the answers.



Listen and Sing

- Play CD 2 track 13 and let the children listen to letter Cc song.
- Play it again and let children sing with the CD first then without it. Let them point in their books as they are singing.
- Encourage children to sing. Repeat the song making pauses as necessary to help children pick up and produce the words and the tune.



CD 2 track 13 Unit 2

Letter Cc Song

This is the letter Cc

cccc Cc

c cat c c cat

c cap c c cap

c cake c c cake

c car c c car

c camel c c camel

c candles c c candles

This is the letter Cc

cccc Cc



Make the letter C c



- Tell the children that it's play-doh time. Tell the children that Donny the play-doh kid will help them make the letter Cc.
- You will need the blobs of play-doh, The alphabet play-doh mats and a play dough safe knife.
- Have the Alphabet Letter Mats of the letter Cc photocopied from the TRB, coloured and laminated to make them last longer.
- Tell the children that Donny the play-doh kid is a play dough friend. He will help them learn the alphabet. Show them the character of Donny and point it out for them in their pupil's book. Tell them that they will play with Donny every time they learn a new letter.
- Show the children what you can do with play-doh cutting, squishing, kneading, rolling and moulding.
- Demonstrate to the Pupils how to form the letter Cc on the mat of letter Cc. Now sit them in groups and give them blobs of play-doh and mats to try it themselves. When they finish display their work in class for a while. (for more ideas and details see introduction under **What is Donny the play-doh kid**).
- **Take-home-activity:** *The alphabet collage:* You can start the collage now or you can leave it until they learn more letters (*for more see TRB activities section*)

Activity Book session Pages 14 and 15

Read and match page 14:

- Use the letter Cc flashcards picture side then word side to revise the letter and the words: **cat, car, camel** and **cake**.
- Explain to the children that they need to match the picture with the correct word.
- Let the children try this individually and you walk around the class to help.
- You can read the words for them while they match them one by one.

Trace and write the letter Cc page 15:

- Show them how you trace letter Cc on the board starting from the dot and going with the direction of the arrows.
- Invite them to trace on the board. The rest of the class can use their fingers to write **C** big and **c** small in the air.
- Now they open their Activity Book on page 15 and trace the letter.
- Ask them to name the pictures.
- Draw the 4-line-grid on the board to write the letter Cc.
- Invite them to try on the grid on the board.
- Let them open their books again and write the letter. Walk around to help and guide them .

Pupil's Book Session page15

- **Warm-up:** A song – Play CD 2 track 6 on the numbers song (1-20) and let the children listen and sing along as you point to a poster of numbers or the flashcards 1- 20.
- **Show flashcards and visuals:** Use the flashcards of numbers 6, 7, 8 (digit side) or just write the numbers one by one on the board and draw an item of anything for number 6, let them visualize the concept of 6. You want them to understand the sense of number system and understand that 6 represents 6 items to build the concept of numeration and what numbers are for. Use 6 fingers up and say “six”. Do the same to introduce numbers 7 and 8.
- **Sounding out:** say “six” out loud several times pointing to it and to the visual that represents it. Make sure all Pupils are listening. Say seven and 8 in the same way.
- **Listen and point, pupil's book page 15:** Let pupils open their books on page 15 and point to the digits and the *kids*. Say 6 *kids*, 7 *kids*, and 8 kids as you point and the children point in their books.
- **Pupils' number cards:** In the TRB you look for Pupils stuff. Photocopy the numbers set for each Pupil to use in lessons of numbers (*See TRB for more details*). Let the children find the number you say among other numbers in *their* number cards and ask them to hold it up for you to see. You say 6, they all hold up number 6 for you to see. Walk around praising and helping Pupils to find the correct card. Many other fun activities are in the TRB to work with the Pupil's cards. Do the same with numbers 7 and 8.
- Pupils say the number and point in their pupil's books. Let the children repeat and say 6, 7, 8 as they point to the digits and their representing items.
- **Count and say the number pupil's book page 15:** Say “How many *kids*?” “Let's count” “6” as you point to the first one. Do the same for 7 and 8 and tell them to **count** to get them to understand the concept of counting (*See introduction for teaching numbers*). Let the children start counting. You walk around and help. You can use counters to extend the activity and give more practice on counting 8 items.
- **Sense of touch:** Use play-doh to make the number. Or use number blocks and let Pupils feel the number or fit the number in a hollowed space. Tell them Donny the play-doh kid will help them make numbers. Give them the blobs of play-doh and show them how to use it. If you like you can use number mats like the ones for the letters (*See TRB for more details on letter mat*). Use the sand tray to make the numbers with your finger in the sand. The point is that you want the child to use his sense of touch in learning.
- **Read the number word:** Use the numbers flashcards the word side to teach Pupils to read the number words. Hold the card up and say “**six**” pointing to the digit, the word and representing item(s) so the pupils relate the three parts, the word, the digit and how many items it represents. Then concentrate on the word and the related digit. Pupils repeat several times. Do the same to help the children read 7 seven and 8 eight.
- **Assessment:** Quiz Pupils' understanding using the flashcards. Quiz them on the digits and on reading the number words. Ask them *how many?* To quiz the counting concept.

Activity Book Session pages 16 and 17

- Write numbers 6, 7 and 8 on the board and invite pupils to do the same. Let them trace it if you feel it is still difficult for them to write it.
- **Colour numbers 6, 7, 8:** Ask Pupils to open their Activity book on page 16 and let them identify and say numbers 6, 7 and 8 before colouring them.
- **Count, write the number and colour the picture on page 17:**
- Tell them to move on to page 17. Explain the task and let them count the apples.
- Ask them to count the number and try to write it. If you feel they are still confused, demonstrate it on the board. Draw the apples, count them with the Pupils and invite them to write the digits on the board.
- Now they write the numbers in their activity books.

Number Book Session pages 14-23

Page 14:

Read and colour the number words and numbers:

- You have probably introduced the number words before they come to do this exercise but you still need to check they can identify numbers 6, 7 and 8 and can read their number words (six, seven and eight). Write the digits and the words on the board. Give them time to point to a digit, say its name and connect it with its word.
- Once you are done with the work on the board, ask them to open their number books on Unit 2 page 14 to name the numbers and colour the number words.

Page 15:

Read and colour:

- Draw 10 items on the board. Invite one pupil out and ask him/her to colour 8 of the items blue.
- Keep inviting different kids out to do the same focusing your questions on numbers 6, 7 and 8.
- Now let the children do page 15 in their number books. You will need to read the rubrics for them to help them colour the number of items the sentence refers to. You can either do it one by one or you can demonstrate it on the board and leave the kids to colour quietly.

Page 16:

Read, trace and match:

- This should be easy now for them to do. Read the first number word to the class “**six**” and explain that they need to count the items on the right and match the word six with the group that has 6 items.
- The shaded number will help the kids identify the group.
- Next tell them to trace the shaded number under each picture.

Page 17:

Trace and copy numbers 6,7, 8 then match:

- Here on page 17 the kids need to trace, copy and match the number to the matching group of items. The focus now is on writing the number and counting again

Page 18:

What number comes next?

- Before they start doing this exercise on paper, make sure they can say the numbers 1-8 orally and in order. Let them say the numbers in order several times.
- Now demonstrate one example for the children on the board and invite them out to choose and colour the box that has the correct number.

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- You will need to do all the work with them on the board because it might be a little bit confusing and would take them a long time to do it individually.

Page 19:**Count and match:**

- The focus here is on the counting concept.
- Show them one example on the board. Explain to them what they need to do and let them do the rest alone. They should be able to do this individually now.
- You can help by asking about each item “How many donuts?”, “How many books?”...etc.
- Walk around to check they identified all the digits.

Page 20**Count the toys and write how many there are.**

- The point again is to count and write the number on the lines.
- You need to draw the 4 lines on the board and show the children how to write the numbers one by one.
- You can invite kids to write on the lines on the board.
- Don't forget that you need to ask the question “How many _?” and let them count every time you want them to write the number.

Page 21**Match the picture sums to the number sums:**

- The focus of this exercise is to teach the children how to add numbers up to 8. The addition concept is introduced in level 1 but it is easily forgotten when the kids are at this age and it might still be a new thing to some other kids in the class. The children will start learning addition within 8.
- Draw 4 donuts on the board and invite one child to come out and count the 4 donuts loudly. Let the whole class count the 4 donuts with you. Write the number 4 under the 4 donuts. Next draw the plus symbol + next to the 4 donuts and draw another 4 donuts next to the plus symbol. Now ask the children to count the donuts with you. Now again write the digit 4 under the added 4 donuts and say (**4 plus 4 is?**) wait for the children to say the answer. Teach them that if they want to know the answer they need to count all the donuts. Then count the donuts again and say four plus four makes eight (**4+4=8**). Let the children repeat after you several times.
- Do all the sums on page 21 on the board with the class one by one and each time ask the class to repeat the sum after you.
- Now they can open their number books on page 21 and match the picture sums to the number sums.
- Tell the pupils that they can look at the board and see which picture sum goes with which number sum.
- Walk around to help and guide.

Page 22**Join the numbers 1-8:**

- The focus here is to identify numbers 1-8 in order.
- They did a similar exercise before so let them do this one individually and when they finish they can enjoy colouring the moon and the stars.

Page 23**Do these sums:**

- You need to revise addition with the class. Draw some items on the board and add another group of items to make a picture sum. Write the digits that represent each group under it and create the digits sum ($3+4=?$).
- Now read the sum with the class (**three plus four makes?**) here try to elicit the answer from the class. Get them to say “seven”.
- Write number 7 on the line. $3 + 4 = \underline{\quad} 7 \underline{\quad}$
- Do all the sums on page 23 on the board with the class.
- Now let them try to do the same sums in their number books on their own and you walk around to help and guide them .



Pinpoints of the lesson

- **Warm up:** Use the alphabet poster. Play CD 2 track 4 on the Alphabet song A-Z.
- **Review:** Letters Aa, Bb and Cc
- **Listen and point Pupil's Book page 16 CD 2 track 15:** Letter Dd **dog , doll , donut, duck** and **deer**: Children listen to letter Dd song on CD 2 track 15. Teacher points to letter Dd on poster or flashcards. Pupils listen and point.
- **Listen and say:** Letter Dd, dog , doll , donut, duck and deer: Children listen, point in their books, name and sound the letter and name the pictures.
- **Listen and sing Letter Dd dog, doll, donut, duck and deer Song:** Children sing and point in their pupil's books.
- **Make the letter Dd:** Play-doh time with Donny the play-doh kid.
- **Activity Book pages 18 and 19:** Match, trace, and colour – Trace and write letter Dd.
- **Phonics Book 2:** Unit 2 pages 10-15.
- **Pupil's Book Session page 16**

Pupil's Book Session page 16

Warm- up

Display the Alphabet poster. Play CD 2 track 4 on Alphabet Song A-Z. **(See song's lyrics in unit 1 lesson 1).** The children sing along as you point to each letter on the alphabet poster. Invite the children to point to the letters on the poster each child points to one letter and then the next letter you let another and so on.



Listen and point

Introducing the Letter Dd

- Use **Alphabet flashcards** to introduce letter Dd and the words dog and doll Show the flashcard of the letter Dd. Show 6 things that start with the letter Dd and the words: *dog, doll, donut, duck and deer*.
- Tell them each letter has a name and a sound. Say this letter's name is d (name) its sound is /d/.
- Follow the same procedure you used to present previous letters. First, show the letter to the Pupils. Say the letter's name is "d" (Saying the name of the letter). Teach them the objects that start with the letter "d", teach the words by showing them the picture side of the flashcards of "dog", "doll", "donut", "duck" and "deer". Repeat many times till you feel they can point to the three pictures when you say their words. Show the word flashcards for each picture with the initial "d" in a different color. Draw children's attention to the "d" at the start. Read the words repeating the "d" sound several times and then the full word: **"d" "d" "d" "dog"**. Do the same with **doll, donut, duck** and **deer**.

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- Invite children to come out and point to the pictures. Say point to “dog, doll and dinosaur”.
- **Play CD 2 track 15:** Now tell the Pupils that they will listen to the letter Dd song. Play the song and you point to letter Dd flashcards.
- **Pupil’s Book page 16:** Play CD 2 track 15 again and invite some children to point to the flashcards while the rest point in their books. Let them take turns in coming out to do so.
- For the last time they all listen and point in their books. Check they are all doing this right.



Listen and say

- Remind the children that letters have names and sounds. This letter is Dd (name) and it has a sound /d/ d d dog (pointing to the picture of a dog. Say the word many times pointing to the flashcard. Say the sound pointing to the letter at the beginning of the word dog **dd dog**. Do the same with the words **doll, donut, duck and deer**.
- Let children point to the letter and words in their books and say
- Dd (name of letter, /d/ (sound) and dog, doll, donut, duck and deer.
- Let the children repeat several times.
- **Assessment:** Now point to a picture and let children name it. Then point to the letter **Dd** and ask: What’s this letter (name)? What sound does it make (sound)? What word starts with the letter Dd? Quiz the Pupils for the answers.



Listen and Sing

- Play CD 2 track 15 and let the Pupils listen to letter Dd song.
- Play it again and let Pupils sing with the CD first then without it. Let them point in their books as they are singing.
- Encourage the Pupils to sing. Repeat the song making pauses as necessary to help Pupils pick up and produce the words and the tune.
- Let them sing the song again without the CD this time and listen carefully to how they are sounding the /d/ sound.



CD 2, track 15 Unit 2

Letter Dd Song

This is the letter D

d ddd D

d dog d d dog

d doll d d doll

d duck d d duck

d donut d d donuts

d deer d d deer

This is the letter Dd



Make the letter Dd



- Tell the children that **it's play-doh time**. Ask the Pupils "**Who will help us make the letter Dd today?** They should now say the name **Donny the play-doh kid**. Show them the character of Donny. Ask "**What's he made of?**" They should say **play-doh**.
- Sit the children in their groups for this activity. Give each one in the group a blob of play-doh, the alphabet play-doh mat of letter Dd (*photocopied and laminated from the TRB before the lesson*) and a play-doh safe knife.
- Tell the children that our friend *Donny the play-doh kid* will help us learn the letter Dd today.
- Ask them "What do we do with play-doh?" help them answer "We cut it with a knife (cut as you say the word cut), we squish it, knead it, roll it and mould". Now some good children will be doing what you are doing and imitating you. Others will still need your help. This is normal and shows the individual differences but you need to accept it all and wait for their motor skills to develop and for their muscles to strengthen.
- Demonstrate to the Pupils how to form the letter **d** on the mat.
- Now let them start working and you watch and help around. When they finish display their work in class for some time.

Activity Book Session: Pages 18 and 19

Page 18:

Read and match:

- Ask the children to open their activity books on page 18. Explain to them that on the left they have the words and they need to match them with the right pictures on the right. Read the first word and let the kids match. Walk around to see they got it right. Read the next word and wait for them to draw the line to match it to the correct picture. Do the same till they match them all. Tell those who finish matching to colour the pictures.
- Or you can use flashcards to read the words with them, and then match with the pictures.

Page 19:

- **Trace:** Draw the letter Dd small and capital with a dotted outline. Tell the kids you will trace it now. Show them how you trace it starting from the dot and following the direction of the arrows. Invite them to trace on the board first. The rest of the class can use their fingers to write **D** big and **d** small in the air.

Trace and write

- Draw the 4-line-grid and teach them how to write Dd on the grid. Invite them one by one to write the letter.
- Tell them now to trace and then write the letter on the grid in the same way they traced it in their books. Walk around to help and direct the Pupils towards forming the letter right. Keep reminding them to start at the dot and to follow the arrows.

Phonics Book 2 Session pages 10-15**Pages 10 and 11**

- Follow the same procedure you used to introduce letter Aa.
- To do the “**Help the boy blow out all the candles**” you need to show them how to connect the candles on the board. Make sure they know how to start from left to right and without taking the marker off the board until they finish the crooked line of the candles. Walk around to check they can work individually and to help those who still need help. Those who finish earlier, ask them to colour the candles. The point here is to give more practice on left-right-orientation but this time on a crooked disconnected line.

Pages 12 and 13

- Follow the same procedure you used to introduce letter Aa.
- To do the “**Help the dog get to the bone**” you need to show them how to go on the cloud dotted line on the board. Invite them to trace the wavy angled line on the board first one by one. Make sure they know how to start from left to right and without taking the marker off the board until they finish the line. This wavy line will teach them to control their grip on the pencil and their move on the dotted line. When they are done on the board, let them try this in their phonics book page 13. They will still need your guidance when they work individually.

Page 14

- Pupils can now trace and write letters Cc and Dd on page 14 alone. The teacher can now monitor their writing and provide help to some slower kids in letter formation. Maybe some of the Pupils will still need more practice before they can sit and write alone.

Page 15**Point, say and match the pictures with their beginning sounds.**

- First ask the children to point to the letters and say their names and sounds /c/ and /d/.
- Ask the children to name the pictures (*cat, car, doll, dog*)
- Ask the children to match the letters with the picture that starts with that letter. You will need to show them this on the board. Do one with the class then let them finish the rest individually. Walk around to check on them and help.



Pinpoints of the lesson

- **Poster 4:** talk about the scene. The students make guesses about the scene.
- **Listen and point:** Play CD 2 track 16. Students listen, teacher points to poster.
- Students listen and point to poster. Students listen and point in their books.
- **Listen and say:** Play CD 2 track 16 again. Students listen and repeat.
- **Look and act:** Play CD 2 track 16. Students listen and repeat lines then listen and act out the dialogue.
- **Listen and sing:** Play CD 2 track 17. Students listen and follow in their pupil's books page 18.
- **Stick the family pictures:** Pupils bring their family pictures and stick them on the right squares with the teachers.

Pupil's Book Session pages 17, 18 & 19

The story dialogue page 17

Poster 4:

- Talk about poster 4 with the children. Ask them: Who do you see in the picture? See who and what the children can identify in the picture. The purpose of this stage is activating students' background skills and knowledge.
- Try to get the children name any of the people they see and expect what the story is about. Say "**Look at the family.**" Ask the children to point to "**dad**", "**mum**", "**brother**" and the rest of the family. Praise good guesses. But encourage them and guide them to say "**brother**". Ask "**Is mum happy?**" "**Is dad happy?**" "**Why is the family happy?**" "**Who's birthday is it?**"
- Go through the details of the poster and introduce the key words of the dialogue. Point to new words and ask: "**What's this?**" say "A **cake**" say "**a lunchbox**", and introduce the new words by pointing to them on the poster (**birthday, present, cap, sunglasses, crayons, colouring book, pretty, beautiful**). Repeat the words several times. Explain that that it's **Suzie's birthday** and the family is giving Suzie her birthday presents.
- You also need to teach "**thank you...**". Demonstrate this by asking children to give you things and say "**thank you**" every time.



Listen and point

- Play CD 1 track 16. Point to the picture of the person speaking.
- Play it again and let the children point to poster.
- Play CD on the dialogue again and let the students open their books on page 17 and point in their books this time.



Listen and say

- Play CD 1 track 16 again. Make pauses for the students to listen and repeat lines.
- Point to key the words on the poster and let the children do the same every time you play the CD.
- Add variety and pause to let children guess who will speak next or what he/she will say. At this stage it is very normal to make a lot of pauses till they get used to hearing English and to stress and intonation of English. They will definitely need your help to repeat some lines.



CD 2, track 16 Unit 2

Story: My Little Sister's Birthday

Voice: Today is Suzie's birthday. She is 3 now. Everyone in the family has a present for Suzie.

Dad: This beautiful doll is for you, Suzie.

Mum: Look, Suzie! A big nice cake for you!

Suzie: Thank you, mum and dad.

Lara: You like this new lunchbox, Suzie?

Suzie: Wow! Thank you, Lara.

David: Suzie, look!

Suzie: Oh! A colouring book and crayons! Thank you, David.

Grandma: I made some nice donuts.

Grandpa: And a new cap for pretty, Suzie.

Suzie: Thank you grandma and grandpa.

Tony: Take these sunglasses, Suzie.

Suzie: Thank you, Tony. Thank you all. I'm very happy.

The family singing

Happy birthday to you

Happy birthday to you

Happy birthday dear Suzie

Happy birthday to you

Look and act

- Play CD 1 track 16. Try to say the lines and act them yourself at first. Teach them how to act it by saying and acting all the roles.
- Change your voice every time you do a different character. Then divide them into groups and each group say the line of one character.
- Check if some now can act it individually.

Follow-up Activity

- Let the children put the story in order using the picture cards in the TRB. You will need to photo copy them, cut them and give them to groups to put them in the same order they appear in pupil's book.

The song page 18

- Before you play the song, teach them the words *I love you* from the song. Some of them probably heard it before.
- Demonstrate the phrase "*I love you*" by putting your hands on your heart and the students imitate you saying the same phrase.

**Listen and Sing**

- **Play CD2 track 17:** Students listen, and point in their pupil's books page 18 to the picture.


CD 2, track 17 Unit 2
Song (I love my Family)

I love my mum
I love my dad
I love my grandma
And I love granddad.
I love my brother.
I love my family.
Happy forever.
Happy family.

- Now play the CD again and let them sing first with the CD then without it.

My Project page 19**Stick your family's pictures**

- Explain the task to the children. Tell them that they will stick their family pictures in the right squares. They need to stick dad's picture on the square that says dad.
- Tell them to open their books on page 19. Give each one his family pictures that the parents sent earlier.
- Demonstrate to them how to do it the right way fitting the picture into the square.
- Tell them to be very careful when they put the glue on the page. You can help around with the glue to avoid them messing the page up. Put little glue on each square and ask them to stick the dad's photo. Do the same with the rest of the photos.
- The last step is to name the pictures. Walk around to check their work and see they did it correctly. Ask each child a question: **Who is this?** Get each one of the pupils to say "This is dad."...etc.

Assessment of Unit 2

Assessment Sheet 2 (See TRB for Assessment Sheet 2)

Unit
3

My Friend



BUBBLE KIDS 2 LESSONS PLANNER

	Textbooks Sessions	Posters	Flashcards	CD 2tracks
Lesson 1	<ul style="list-style-type: none"> - Pupil's Book Session pages 20- 21 - Activity Book Session pages 20–21 	Poster 5	Words : 42-43 Key Sentences: 10 – 14	1 - 18- 19
Lesson 2	<ul style="list-style-type: none"> - Pupil's Book Session pages 20 - 21: Revision -Activity Book Session pages 20 - 21: Revision - Art & Craft (TRB): Make a gift card 	Poster 5	Words : 42-43 Key Sentences: 10 - 14	1 – 18 - 19
Lesson 3	<ul style="list-style-type: none"> - Pupil's Book Session page 22 - Activity Book Session page 22 - 23 	Alphabet poster: Letter Ee	Alphabet flashcards: Letter Ee, eleven, egg, elephant, elbow	4 -20
Lesson 4	<ul style="list-style-type: none"> - Pupil's Book Session page 23 - Activity Book Session page 24 - Number Book Session Unit 3 pages 24 – 33 		Numbers Flashcards: 1 - 10	6 - 21
Lesson 5	<ul style="list-style-type: none"> - Pupil's Book Session page 24 - Activity Book Session pages 26-27 - Phonics Book Session Unit 3: pages 16 - 21 	Alphabet poster: Letter Ff	Alphabet flashcards: Letter Ff, family, frog, fish, flower, fly	4 - 22
Lesson 6	<ul style="list-style-type: none"> - Pupil's Book Session Story: page 25 Song : page 26 My Project: page 27 - Assessment Sheet 3 (TRB) 	Poster 6	Words: 42-43	23 - 24

New words, New Language and Language Functions

Words: *friend(s), school, classroom, playground, time for school, let's go, Rev: birthday, presents*

Language: *This is my friend, (name), he is... , she is... , they are... , We play ... , I have one friend/two friends, I don't have ... (negative), using "and" to join nouns*

Using "Where?" in questions, Rev: Yes/ No questions, Who/What questions.

Language Functions: *Introducing friends. Talking about things you do with your friend.*

Outcomes

- Introduce and name one's friend(s)
- Chant the new words and language patterns.
- **Review.** Respond to **Yes/No** question and questions with "**Who and What?**"
- Use "**I have (a friend)/ (2 friends) ...**" to talk about friends.
- Sing all letters' names and sounds song (A-Z).
- Identify, reading and writing the letters **Ee** and **Ff**, capital and small, and saying the beginning sounds of **e** and **f** with 3 to 5 word examples that begin with the letter (**Ee**, elephant, eleven, egg, elbow) and the letter (**Ff**, family, flower, fish, fly, frog).
- Read, trace and match keywords of unit 3.
- Identify, read and write numbers 9 and 10. Read number words 1 – 10.
- Listen to and follow a story prompted by pictures.
- Repeat lines of a story after a model.
- Act out a scene.
- Sing the songs.



Pinpoints of the lesson



- **Warm up:** Bubble Kids Song
- **Poster 5:** Show Poster 5, talk about the scene.
- **Listen and point:** Play CD 2 track 18. Pupils listen. Teacher points to poster 5. Play CD again, Pupils listen and point to poster.
- **Listen and say:** Play CD 2 track 18: Pupils listen and repeat.
- **Pupil's Book pages 20 and 21:** Play CD 2 track 18 again. Children listen, repeat and point in their books.
- **Chant:** Play CD 2 track 19. Pupils listen, repeat and chant key words and structure.
- **Reading:** Flashcards (42-43) word side.
- **Drama:** Play CD 2 track 18. Pupils listen, repeat lines and act out the scene.
- **Assessment:** Teacher points to poster or picture flashcards and asks Yes/No questions.
- **Activity Book pages 20 and 21:** Pupils circle the correct word. Pupils read, trace and match.

Pupil's Book Session pages 20 and 21

Warm-up

- Play CD 2 track 1 on **Bubble Kids Song**. Encourage the children to sing along
(See lyrics in Unit 1 lesson 1).

Introducing the subject pronouns (He , She and They)

- Show the children a picture of your friend hold it up for the class and say "**I have 2 friends**" "Look! This is (Your friend's name). She is my friend." "And this is (Your other friend's name). She is my friend" Try to explain the word "**friend**". Say "We do things together".
- Try to get the children to say the names of their friends in the class using the form "**I have two friends.**" "**They are (names.)**".
- Start with yourself and point to each pupil and say "**This is (the Pupil's name)**." "She/He is my friend." They are familiar with the form "**This is...**" but get the pupils to say the new form "**She is my friend**". Point to both the girl and the boy and say "**They are my friends**".
- Invite children out and say "**This is (name)**" "**She is my friend**".
- Keep inviting them out using the new language forms (I have ..., she, he, they) with all the children.
- Let pupils come out and say "**I have two friends.**" "**They are (names)**". Repeat this many times until the children are familiar with the pattern "**I have ...**" and can use the subject pronouns (He, She and They).
- Every time you invite a girl stress the pronoun "**She**" and when it's a boy stress "**He**" then both and stress saying "**They**".
- Invite the children out to do the same and each time, make sure they use the new forms taught and say *He is...*, *She is...* and *They are...*
- You will need to do this with every pupil and give him/her the chance to use the new language forms and words.

Poster 5

- Show Poster 5. Ask the pupils to identify anything or anyone they know on the poster. Ask them “**Who are these people?**” Allow them to say the names of the characters on the poster (Julie, Rose, Willie, and Tony). Tell the class that they are “**friends**”
- Get them to name the other things they see (book, crayons, chair, desk, eraser, school, football).
- Ask “**Are Julie and Rose at home?**” elicit “No”. Ask “**Where are Rose and Julie?**” Say “They are at school” then say “They are in the classroom” stress the word “They” by pointing to both Julie and Rose while saying “They”
- Do the same with Willie and Tony in the second picture on the poster. Ask “Where are Willie and Tony?” Answer “They are in the street.” Point to the street and explain the word street. Ask the question many times and get the Pupils to repeat your model answer several times.
- Now point to the third scene and ask “Are the children at home?” “Are they in the classroom?” get the children to answer “Yes” or “No” Then ask “Where are Willie and Tony?” give the answer “They are in the playground.” Point to the playground and say the word several times. Ask the same question again and get the Pupils repeat the answers.
- Say “What are the children doing in the playground?” elicit “playing” let the children repeat the word **playing**. Ask “What are they playing?” point to the football as you ask the question. Elicit the answer or you give them the word “football” point to it again and say “**football**”.



Listen and point

- Play CD 2 track 18 and let the children listen first without pointing to the poster. It is very important to teach pupils to listen and try to understand.
- Play CD 2 track 18 again and this time you point to the speaking characters on the poster as the CD plays.
- Play CD 2 track 18 again and invite children out to point to the poster.



Listen and say

- Play CD 2 track 18 again; children listen and repeat as you point to poster 5.
- Make pauses as many times as necessary to help the children listen and produce the new language correctly. They will develop accuracy and fluency with time but try to keep their motivation and interest very high to make them love this and want to learn.

Pupil's Book Session pages 20 and 21

- Ask the children in the class to open their pupil's books on pages 20 and 21. Help them do this because they probably still need help with opening their books on the target pages.
- Play CD 2 track 18 again. Pupils listen, repeat and point in their books.
- Walk around to see they are all pointing to the correct picture in their books.

My Friend


 **CD 2 track 18 Unit 3**
My Friend

Julie: This is Rose.

She is my friend.

Tony: This is Willie.

He is my friend.

Willie : I have two friends,

They are Tony and Peter.

We play football together.

Rose: I have three friends.

They are Julie, Sara and Pam.

We play together.

A bubble : I don't have a friend.

Chant

- Play CD2 track 19. Pupils listen, repeat and chant the key words and structure many times with and without CD.
- The point of chanting the new words and forms is to practice saying the taught language especially in this unit because it contains three new structures.


 **CD 2 track 19 Unit 3**
My Friend Chant

Rose, Rose
Rose, Rose
She is my friend

Willie, Willie
Willie, Willie
He is my friend

Tony and Peter
Tony and Peter
They are my friends

Julie and Pam
Julie and Pam
They are my friends

Reading

- Flashcards (36 – 37 - 42 - 43) word side and key sentences flashcards 10-14. Hold each flashcard up, word side, and let pupils sight-read the words and key sentences.
- Do it twice and more until you feel that most of them are able to read the words and the key sentences.
- In reading the key sentences, spread it open and point to each word in the sentence from left to right to teach the Pupils how to read and point to words in the sentences that are read to them.

Drama

- Play CD 2 track 18. Pupils listen and repeat lines.
- Pupils listen to CD and repeat but this time they need to show change in voice and facial expressions and imitate the voice of the characters they hear on the CD.

Assessment

- Teacher points to poster or picture flashcards and asks Yes/No questions. Pupils answer teacher's questions.
- Point to pictures/ flashcards/ poster and let the Pupils give you sentences and words.

Activity Book Session page 20 and 21**Page 20**

- **Circle “*They, He, She*”**: Write the three subject pronouns on the board and do number 1 with the children on the board. Explain to them that they will need to circle one of the pronouns. Read the sentence and ask a volunteer child to come out and circle the correct word. Do the same with the other 2 items before they start to do the exercise in their books. You walk around to help and check.

Page 21

- **Read, trace and match**: Do the activity orally with the class first. Explain to the children what they need to do. Say each sentence and ask them to trace the subject pronoun (***He, She*** and ***They***) then match it to the correct picture. Say “***They are boys***” and wait for the Pupils to trace and match it to the correct picture. Or you can start by asking them to match the pictures first then trace the pronouns at the beginning of each sentence. Walk around and check.



Pinpoints of the lesson



- **Warm-up:** Bubble Kids Song
- **Pupil's Book pages 20 and 21:** **Revision** of language taught in lesson 1, Review items introduced in lesson 1 (*She is, He is, They are*) – possessive (my), we play together. Using flashcards (42-43), key sentences (10-14). Pupils look at the pictures on page 20 and 21, point and say the words. Use "I have..." "I don't have ..." "I don't" "and" to join nouns.
- **Activity book pages 20 and 21:** Pupils read, trace and match. **Review:** She is, He is, They are – possessive (my)
- **Art & Craft:** Make a gift card.

Pupil's Book Session pages 20 and 21

Warm-up

- Play CD 2 track 1 on **Bubble Kids Song** and let them enjoy singing along. This song should be played for the kids at the beginning of every unit and as a revision in lesson 2.
- Use poster 5 and flashcards (42-43) to review what the children learnt in lesson 1 by pointing to the school picture and friends or holding up a flashcard and asking: "**Where are the children?**" Give model answers "**At School**", "**Is this a house?**" Elicit "**No**" "**Who is this?**" Give model answer and say "**They are friends**" and ask "**Whose friend is this?**" Monitor children's answers to check how much they can remember. Encourage them and remind them of what they couldn't remember. If you feel that they still need more work on a certain language item, leave it to a later time and proceed because you need time to prepare some more practice activities and maybe use different strategies.
- Play CD 2 track 18. Invite children to point to "**the school**" as they speak either on poster or in their books.
- CD 2 track 19: Review the "**My friends Chant**". Get the children to chant with the CD, then without it to check their fluency and accuracy. Remember that we don't want to push the pupils hard; we want them to enjoy learning and get used to this type of activity.
- Focus on the children's use of the subject pronouns: (He is, She is and They are...)
- **Reading:** Read the words flashcards (42-43) and the key sentences flashcards (10-14) with the children again before they go to the activity book exercises. Follow the flashcards

Activity Book Session pages 20 and 21

- In lesson 2 the children can finish the work in the activity book that they could not finish in lesson 1.
- Always start with oral revision of the words and language taught in lesson 1.
- **Sight-reading:** Use flashcards 42 – 43 and key sentences 10 – 14 for sight-reading.
- Let the Pupils open their books to pages 20 and 21 and encourage them to read the sentences from the

book. Let them point to the words in their books with their fingers as you do the model reading. Repeat each sentence many times.

- Then read and they point to the words and repeat.
- Finally, let individual Pupils read.

Art & Craft

Make a Gift Card.

Steps

1. Cut holiday paper into 5 x 4.35" sheets. Use your ruler to measure clean, straight lines and trace the lines using the pencil. Make sure you trace the paper on the inside of the paper (or non-color or patterned side).
2. Score paper in three places--1 3/8" from each side and 3/4" from the top and bottom. Use the pencil to score the places using small, short dashed lines.
3. Run your glue stick along the right flap and fold the left flap over it. Run your finger along the glued flaps to secure into place.
Add more glue along the inside bottom flap and fold that flap over the other two flaps.
4. Create a finger slot at the top of the gift cardholder using your scissors. You can even use a die-punch tool if you have one on hand.
5. Add the card. Tie together with twine or ribbon. Consider adding an area on the gift card for a short message or greeting as well.



Pinpoints of the lesson



- **Warm up:** Use the alphabet poster. Play CD 2 track 4 on the Alphabet song A-Z.
- **Review:** Letters Aa, Bb, Cc and Dd.
- **Listen and point** (pupil's book page 22 CD 2 track 20):
Letter Ee: elephant, eleven, egg, elbow.
- Children listen to letter Ee song on CD 2 track 20. Teacher points to letter Ee on poster or flashcards. Students listen and point.
- **Listen and say (Letter Ee elephant, eleven, egg, elbow).**
- Children listen, point in their books, name and sound the letter and name the pictures.
- **Listen and sing:** *Letter Ee elephant, eleven, egg, elbow.*
- **Song:** Children sing and point in their pupil's books.
- **Make the letter Ee:** Play-doh time with Donny the play-doh kid.
- **Activity Book pages 22 and 23:** Trace, circle and write.

Pupil's Book Session page 22

Warm-up

Open the Alphabet poster and display. Tell the students that these are the letters of English. Play CD 2 track 4 on Alphabet Song A-Z. The children sing along as you point to each letter on the alphabet poster. Invite the children to point to the letters on the poster each child points to one letter and then the next letter you let another and so on.



Listen and point

Introducing the Letter Ee

- Use **Alphabet flashcards** to introduce letter Ee and the words: **elephant, eleven, egg** and **elbow**. Show the flashcard of the letter Ee. Show 4 things that start with that letter: elephant, eleven, egg and elbow. Tell them each letter has a name and a sound. Say this letter's name is Ee (name) its sound is /e/.
- Follow the same procedure you used to present previous letters. First, show the letter to the children. Say the name is "Ee" (Saying the name of the letter). Let them repeat the name. Teach them the objects that start with the letter "e", teach the words by showing them the pictures of: an "elephant", "eleven", an "egg" and an "elbow". Show the word flashcards of each picture with the initial "e" in a different color. Draw students' attention to the "e" at the start. Read the words repeating the "e" sound several times and then the full

My Friend

word: “e” “e” “e” “elephant “. Do the same with “eleven”, “egg” and *elbow*.

- Invite children to come out and point to the pictures. Say point to egg, elephant, and eraser.
- **Play CD 2 track 20:** Now tell the students that they will listen to the letter Ee song. Play the song and you point to the flashcards.
- **Pupil's Book page 22:** Play CD 2 track 20 again and invite some children to point to flashcards while the rest point in their books. Let them take turns in coming out to do so.
- For the last time they all listen and point in their books. Check they are all doing this right.



Listen and say

- Remind the children that letters have names and sounds. This letter is Ee (name) and it has a sound /ee egg (pointing to the picture of an *egg*. Say the word many times pointing to the flashcard. Say the sound pointing to the letter at the beginning of the word elephant **e e elephant**. Do the same with the words **eleven, egg and elbow**.
- Let children point to the letter and words in their books and say Ee(name of letter), /e/ (sound) elephant, eleven , egg and elbow.
- **Assessment:** Now point to a picture and let the children name it. Then point to the letter **Ee** and ask: What's this letter (name)? What sound does it make (sound)? What word starts with the letter Ee? Quiz the students for the answers.



Listen and Sing

- Play CD 2 track 20 and let the children listen to letter Ee song.
- Play it again and let the children sing with the CD first then without it. Let them point in their books as they are singing.
- Encourage the children to sing. Repeat the song making pauses as necessary to help children pick up and produce the words and the tune.
- Let them sing the song again without the CD this time and listen carefully to how they are sounding the /e/ sound because it's confusing a little since it sounds /e/.



CD 2 track 20 Unit 3

Letter Ee Song

This is the letter Ee

e elephant e e elephant

e eleven e e eleven

e egg e e egg

e elbow e e elbow

This is the letter Ee

My Friend



Make the letter E e



- Tell the children that it's **play-doh time**. Ask the children "**Who will help us make the letter Ee today?** They should now say the name **Donny the play-doh kid**. Show them the character of Donny. Ask "**What's he made of?**" They should now say **play-doh**.
- Sit the children in their groups for this activity. Give each one in the group a blob of play-doh, the alphabet play-doh mat of letter Ee (*photocopied and laminated from the TRB before the lesson*) and a play-doh safe knife.
- Tell the children that our friend *Donny the play-doh kid* will help us learn the letter Ee today.
- Ask them "What do we do with play-doh?" help them answer "We cut it with a knife (cut as you say the word cut), we squish it, knead it, roll and mould it". Now some good children will be doing what you are doing and imitating you. Others will still wait for your help. This is normal and shows the individual differences but you need to accept it all and wait for their motor skills to develop and for their muscles to strengthen.
- Demonstrate to the students how to form the letter Ee on the mat.
- Now let them start working and you watch and help around. When they finish display their work in class for a while See introduction under (*What is Donny the play-doh kid*).

Activity Book Session Pages 22 and 23

- **Circle the letter, page 22:** Draw the letter Ee small and capital with a dotted outline. Tell the kids you will trace it now.
- Show them how you trace it starting from the dot and going with the direction of the arrows. Invite them to trace on the board first. The rest of the class can use their fingers to write **E** big and **e** small in the air.
- Now they open their activity book on page 22 and trace and write letter Ee.
- Ask them to name the pictures.

Circle the letter Ee, page 22

- This one is easy now but important. Tell them to circle the correct letter under the picture.
- Let them name the picture and sound out the first letter. Next they circle the letter that the picture represents.

Circle the words that start with letter Ee, page 23

- This one is easy now but important. Tell them to circle the letter Ee in the words. The point is to find the e amongst other letters.
- You can demonstrate it on the board. Write two words one starting with **e** and another starting with any other letter. Circle the word that starts with the letter **e** in the word.

Trace and write, page 23

- Draw the 4-line-grid on the board for the students to write on. Write letter Ee dotted then add the starting dots.
- Tell them now to trace and then write the letter on the grid in their activity books in the same way.
- Walk around to help and direct the children towards forming the letter right. Keep reminding them to start at the dot and follow the arrows.

Assessment

- Now point to a picture and let the children name it. Then point to the letter **Ee** and ask: What's this letter? What sound does it make? What word starts with the letter Ee? Quiz the students for answers.

Pupil's Book Session page 23

- **Warm-up:** A song - Play any numbers song (1-20) and let the children sing along as you point to a poster or the numbers flashcards 1- 10.
- **Show flashcards and visuals:** Use the flashcards of numbers 9 and 10 (digit side) or just write the numbers one by one on the board and draw 9 items for number 9, let them visualize the concept of 9. You want them to understand the sense of number and understand that 9 represents 9 things to build the concept of numeration and what numbers are for. Use 9 fingers up and count “one - nine”. Do the same to introduce number 10.
- **Students' number cards:** In the TRB you look for students stuff. Photocopy the numbers 1-20 for each student to use in lessons of numbers (*See TRB for more details*). Let the children find the number you say amongst other numbers in their number cards and ask them to hold it up for you to see. You say 9, they all hold up number 9 for you to see. Walk around praising and helping other slower kids to find the correct card. Many other fun number activities are in the TRB to do with the student's cards. Do the same with number 10.
- **Sounding out:** say “1 - 10” out loud several times pointing to the visuals that represent the numbers. Make sure all students are listening.
- **Listen and point, student's book page 23:** Let pupils open their books on page 23 and point to the digits and the kids. Say 9 kids, 10 kids as you point and the children point in their books.
- **Play CD 2 track 21:** Play the song to sing the new numbers. Let the students listen to the CD while pointing in their books. They listen again and join the singing until they get familiar with it and become able to sing it on their own.



CD 2 track 21 Unit 3
Numbers Song (9 , 10)

*Nine and ten
Nine and ten
After eight come
Nine and ten
Nine and ten
Nine and ten
On big brown eggs
Sat my hen*

- **Listen and say, pupil's book page 23:** Students say the number and point in their pupil's books. Let the children repeat and say 9, 10 as they point to the digits and the kids.
- Try to sing the a song with numbers 9,10 if you can find one..
- **Count and say the number, pupil's book page 23:** Say “*How many children?*” “Let's count” “1 - 9” as you point to the first group. Do the same for 10 and tell them to **count** to get them to understand the concept of counting (*See introduction for teaching numbers*). Let the children start counting. You walk around and help. You can use counters to extend the activity and give more practice on counting 10 items.

- **Sense of touch:** Use play-doh to make the number. Or use number blocks and let students feel the number or fitting the number in a hollowed space. Tell them Donny the play-doh kid will help them make numbers. Give them the blobs of play-doh and show them how to use it. If you like you can use number mats like the ones for the letters (See TRB for more details on letter mat). The point is that you want the child to use his sense of touch in learning the numbers.
- **Read the number word:** Use the number flashcards, word side to teach students read the number word nine and ten. Hold the card up and say “**nine**” pointing to the digit, the word and representing items so the pupils can relate the three parts, the word, the digit and how many items it represents. Then concentrate on the word and the related digit. Students repeat several times. Do the same with number 10 (ten) digit and word.
- **Assessment:** Quiz students’ understanding using flashcards. Quiz them on the digits and on reading the words and ask them *how many?* To quiz the counting concept.

Activity Book session page 24

- Write numbers 9 and 10 on the board and invite pupils to do the same. Let them trace it if you feel it is still difficult for some of them to write it right away.
- **Trace and write the numbers page 24:** Ask students to open their activity book on page 24 and let them identify and say numbers 9 and 10 trace them then write them in the empty squares.
- **Count and write page 24:** Demonstrate one example on the board. Draw the 10 pears on the board and ask one child to come out, count the pears loudly with the class. Invite another child to come out and write 10 in the square under the picture.
- Now let them work alone in their books while you walk around guiding them and monitoring their progress.



Pinpoints of the lesson



- **Warm up:** Use the alphabet poster. Play CD 2 track 4 on the Alphabet song A-Z.
- **Review:** Letters Aa, Bb Cc Dd and Ee.
- **Listen and point** *pupil's book page 24 CD 2 track 22: Letter Ff fish, family, flower, fly and frog.* Children listen to letter Ff song on CD 2 track 22. Teacher points to letter Ff on poster or flashcards. Students listen and point on poster and flashcards.
- **Listen and say** (Letter Ff fish, family, flower, fly and frog): Children listen, point on poster and in their books, name and sound the letter and name the pictures.
- **Listen and sing** Letter Ff Song: Children sing and point in their pupil's books.
- **Make the letter Ff:** Play-doh time with Donny the play-doh kid.
- **Activity Book pages 26 and 27:** Trace, tick, circle and write.
- **Phonics Book 2:** Unit 3 pages 16-21.

Pupil's Book Session page 24

Warm-up

Display the Alphabet poster. Play CD 2 track 4 on Alphabet Song A-Z. The children sing along as you point to each letter on the alphabet poster. Invite the children to point to the letters on the poster each child points to one letter and then the next letter you let another student and so on.



Listen and point

Introducing the Letter Ff

- Use **Alphabet flashcards** to introduce letter Ff and the words fish , family , flower , fly and frog Show the flashcard of the letter Ff. Show 5 things that start with the letter Ff fish , family , flower , fly and frog.
- Tell them each letter has a name and a sound. Say this letter's name is F (name) its sound is /f/.
- Follow the same procedure you used to present previous letters. First, show the letter to the children. Say the name is "F" (Saying the name of the letter). Teach them the objects that start with the letter "f", teach the words by showing them the picture side of the flashcards of "fish", "family", "flower", "fly" and "frog". Repeat many times till you feel they can point to the four pictures when you say their words. Show the word flashcards for each picture with the initial "f" in a different color. Draw children's attention to the "f" at the start.

My Friend

Read the words repeating the “f” sound several times and then the full word: “**f**” “**f**” “**f**” “**fish**”. Do the same with **family, flower, fly and frog**.

- Invite children to come out and point to the pictures. Say point to fish, family and flower.
- **Play CD 2 track 22:** Now tell the students that they will listen to the letter Ff song. Play the song and you point to the flashcards.
- **Pupil’s Book page 24:** Play CD2 track 22 again and invite some to point to the flashcards while the rest point in their books. Let them students take turns in coming out to do so.
- For the last time they all listen and they all point in their books. Check they are all doing this right.



Listen and say

- Remind the student that letters have names and sounds. This letter is Ff (name) and it has a sound /f/ f f fish (pointing to the picture of a fish). Say the word many times pointing to the flashcard. Say the sound pointing to the letter at the beginning of the word fish ff **fish**. Do the same with the words **family, flower, fly and frog**.
- Let children point to the letter and words in their books and say
- Ff (name of letter, /f/ (sound) and fish, family, flower, fly and frog.
- Let the children repeat several times.
- **Assessment:** Now point to a picture and let students name it. Then point to the letter **Ff** and ask: What’s this letter (name)? What sound does it make (sound)? What word starts with the letter Ff? Quiz the students for the answers.



Listen and Sing

- Play CD 2 track 22 and let the students listen to letter Ff song.
- Play it again and let children sing with the CD first then without it. Let them point in their books as they are singing.
- Encourage the children to sing. Repeat the song making pauses as necessary to help children pick up and produce the words and the tune.
- Let them sing the song again without the CD this time and listen carefully to how they are sounding the /f/ sound.



CD 2 track 22 Unit 3

Letter Ff Song

This is the letter Ff

f fish f f fish

f family f f family

f flower f f flower

f frog f f frog

f fly f f fly

This is the letter Ff



Make the letter F f



- Tell the children that **it's play-doh time**. Ask the children "**Who will help us make the letter Ff today?** They should now say the name **Donny the play-doh kid**. Show them the character of Donny. Ask "**What's he made of?**" They should say now **play-doh**.
- Sit the children in their groups for this activity. Give each one in the group a blob of play-doh, the alphabet play-doh mat of letter Ff (*photocopied and laminated from the TRB before the lesson*) and a play-doh safe knife.
- Tell the children that our friend *Donny the play-doh kid* will help us today learn the letter Ff.
- Ask them "What do we do with play-doh?" help them answer "We cut it with a knife (cut as you say the word cut), we squish it, knead it, roll it and mould". Now some good children will be doing what you are doing and imitating you. Others will still need your help. This is normal and shows the individual differences but you need to accept it all and wait for their motor skills to develop and for their muscles to strengthen.
- Demonstrate to the students how to form the letter **f** on the mat.
- Now let them start working and you watch and help around. When they finish display their work in class for some time.

Activity Book Session Pages 26 and 27

- Draw the 4-line-grid on the board.
- Draw the letter Ff small and capital with a dotted outline. Tell the kids you will trace it now.
- **Trace the letter Ff page 26:** Show them how you trace it starting from the dot and going with the direction of the arrows. Invite them to trace on the board first. The rest of the class can use their fingers to write **F** big and **f** small in the air.
- Now they open their activity book on page 26 and trace the letter Ff.
- Ask them to name the pictures.

Tick the box of the picture that starts with f page 26: Let the students name the pictures and invite them to come out and write the first letter of each picture. Tell them they need tick the box of the picture that starts with **f**.

- **Circle the words that starts with letter Ff, page 27**
- This one is easy now but important. Tell them to circle the words with **Ee** at the beginning. The point is to find the **e** amongst other letters.
- You can demonstrate it on the board. Write two words one starting with **e** and another starting with any other letter. Circle the word that starts with the letter **e** in the word.

Trace and write page 27: Tell them now to trace and then write the letter on the grid in the same way they traced it. 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.

- **Assessment:** Now point to a picture and let the children name it. Then point to the letter **Ff** and ask: What's this letter? What sound does it make? What word starts with the letter Ff? Quiz the students for the answers.

Phonics Book Session pages 16 - 21

Pages 16, 17, 18, 19

- Follow the same procedure you used to introduce previous letters Aa-Dd.
- Page 17: "**Help the hen get to her egg**" you need to show them how to follow the spiral line on the board. Make sure they know how to start from left to right and without taking the marker off the board until they finish the spiral line. Walk around to check they can work individually and to help those who still need help. Those who finish earlier, ask them to colour the elephant and the egg. The point here is to give more practice on left-right-orientation but this time on a spiral line. This movement will help them form letters and move smoothly in their writing in the upcoming classes.
- Page 18: Follow the same procedure you used with letters "Aa –Bb".
- Page 19: "**Help the girl reach her flower**" you need to show the children how to go with the squared line on the board. Make sure they know how to start from left to right and without taking the marker off the board until they finish the open squared line. Watch them moving their hands up-straight to the left and down. Walk around to check they can work individually and to help those who still need help. Those who finish earlier, ask them to colour the fish and the flower.

Page 20

- Pupils can now trace and write letters Ee and Ff on page 20 alone. The teacher can now monitor their writing and provide help to some slower kids in letter formation. Maybe some of the children will still need more practice before they can sit and write alone. Read the words eat, eel, farm and food. These are words that start with Ee and Ff. Draw their attention to the beginning sound.
- Tell the children to follow the arrows to remember how to form the letter.

Page 21

Point, say and match the pictures with their beginning sounds.

- First ask the children to point to the letters and say their names and sounds /e/ and /f/ .
- Ask the children to name the pictures (ear, egg, elephant, flower, frog and fish)
- Ask the children to match the letters with the picture that starts with that letter. You might still need to show them this on the board. Do one with the class then let them finish the rest individually. Walk around to check and help.



Pinpoints of the lesson

- **Poster 6:** talk about the scene. The children make guesses about the scene and answer questions.
- **Listen and point:** Play CD 2 track 23. Students listen. Teacher points to poster.
- Students listen and point to poster. Students listen and point in their books.
- **Listen and say:** Play CD 2 track 23 again. Students listen and repeat.
- **Look and act:** Play CD 2 track 23. Students listen and repeat lines then listen and act out the dialogue.
- **Listen and sing:** Play CD 2 track 24. Use flashcards or demonstrate actions of the song. Students listen, sing and point in their books.
- **Stick the pictures of things you like to do with your friend:** Teacher explains the task. Students stick pictures.

Pupil's Book Session pages 25

Poster 6:

- Talk about poster 6 with the students. Ask them to listen to the CD and look at the pictures on the poster and in their books page 25: ask the students "**What is the mum doing in the picture 1?**" "**What is the mum saying to the girl?**" Tell them that the little girl's name is "**Suzie**". See who and what the children can identify in the picture. The purpose of this stage is to activate students' background skills and knowledge and introduce new words.
- Try to get the children name any of the people they see and expect what the story is about. They already now know Suzie, she is in the story. Ask "**Who is the boy with Suzie?**" Elicit "**brother**". At this stage it's alright if they answer in their mother tongue and praise good guesses. But encourage them and guide them to say "**brother**". Ask "**Is Suzie happy?**" "**Why?**" "**Why not?**"
- Go through the details of the poster and introduce the key words of the dialogue. Point to the new words: Rev. **presents, birthday**. Let the children use "Let's go, time for school" and ask: "**What does her mother say to her?**" say "**It's time for school.**" and explain the expression Say "In the morning when we wake up at 6:00 "It's time for school". Repeat the words several times. Let the students guess "**What is she saying?**".
- You also need to teach "**Let's go!**" Demonstrate this by making a gesture with your hand and say "Let's go!" The children repeat to make students understand when to use these expressions.



Listen and point

- Play CD 2 track 23 and point to the picture of the person speaking.
- Play it again and let children point to the poster.
- Play CD 2 on the dialogue again and let the students open their books on page 25 and point in their books this time.



Listen and say

- Play CD 1 track 23 again. Make pauses for the students to listen and repeat lines.
- Point to key the words on the poster and let the children do the same every time you play the CD.
- Add variety and pause to let children guess who will speak next or what he/she will say. At this stage it is very normal to make a lot of pauses till they get used to hearing English with stress and intonation. They will definitely need your help to repeat some lines.



CD 2, track 23 Unit 3

Story: I Don't Have Friends

Mum: Time to go to school, Suzie.

Suzie: I don't want to go to school, mum.

Tony: But today is your birthday, Suzie!

Mum: Your friends are waiting.

Suzie: No. I don't have friends.

Tony: Of course you do. Let's go!

The Children at school: Happy Birthday Suzie

(All laughing and giving Suzie her presents)

- Play CD 2 track 23 and tell the students to listen again.
- Now tell them to open their activity books on page 25 and explain the task. Tell them they need to listen and number the story pictures in the order they hear it on the CD.
- Play the CD for the last time but with pauses after each line to give the children time to decide which picture is number 1. Take it step by step till they finish numbering the pictures with the CD.
- Walk around to check their answers.

Look and act

- Play CD 2 track 23. Try to say the lines and act them yourself at first. Teach them how to act it by saying and acting all the roles.
- Change your voice every time you do a different character. Then divide them into groups and each group say the line of one character.
- Check if some now can act it individually.

Follow-up Activity

- Let the children put the story in order using the cards in the TRB.

The song page 26

- Before you play the song, Review the words "***I love***" of the song. Some of them probably heard it before.
- Demonstrate the phrase "***I love ...***" by putting your hands on your heart and the students imitate you saying the same phrase.

**Listen and Sing**

- **Play CD 2 track 24:** Use flashcards with the song you and students sing and point to the flashcards.
- **Play CD 2 track 24:** Students listen, and point in their books to the pictures.
- Now play the CD again and let them sing first with CD then without it.
- **Play CD 2 track24:** Do the same thing to teach "I love my friends"

**CD 2, track 24 Unit 3****Songs I Love My Friends**

*I love my friends.
I love them all.
I love my friends.
Short or tall
I love my friends.
Quack, quack, quack
I love my friends.
Yellow or dark*

My Project page 27

Stick pictures of the things you like to do with your friend.

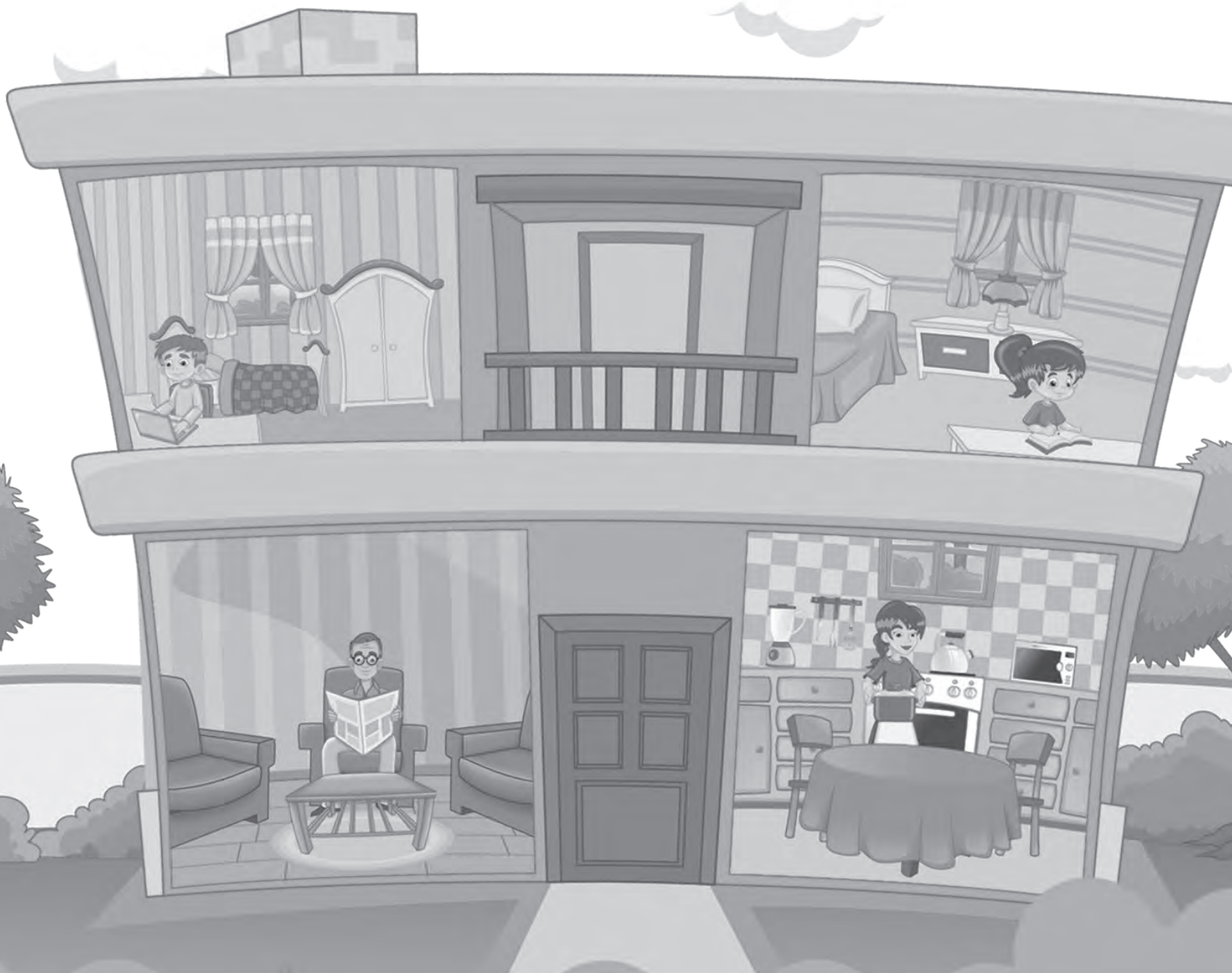
- Explain the task to the children. Tell them to find pictures of things they like to do with their friends and stick them in their pupil's book page 27 in the two squares provided. They did this already in unit 1 so they are a little bit aware of what they need to do.
- You can send a note to the parents to help their children do this activity with them at home. Ask each child this question "***What do you like to do with your friend?***" Let them say what they are doing with their friends. Help them say it.

Assessment

Assessment Sheet 3 (See *TRB for Assessment Sheet 3*).

Unit
4

My House



BUBBLE KIDS 2 LESSONS PLANNER

	Textbooks Sessions	Posters	Flashcards	CD 2tracks
Lesson 1	<ul style="list-style-type: none"> - Pupil's Book Session pages 28 - 29 - Activity Book Session pages 28 – 29 	Poster 7	Words : 44-55 Key Sentences: 15 – 20	1 –25 - 26
Lesson 2	<ul style="list-style-type: none"> - Pupil's Book Session pages 28 - 29: Revision -Activity Book Session pages 28 - 29: Revision - Art & Craft (TRB): Make A paper plate picture for your bedroom 	Poster 7	Words : 44-55 Key Sentences: 15 – 20	1 – 25 - 26
Lesson 3	<ul style="list-style-type: none"> - Pupil's Book Session page 30 - Activity Book Session pages 30 - 31 	Alphabet poster: Letter Gg	Alphabet flashcards: Letter Gg, girl, goat, gorilla, grapes	4 -27
Lesson 4	<ul style="list-style-type: none"> - Pupil's Book Session page 31 - Activity Book Session page 32 - Number Book Session Unit 3 pages 24-33 		Numbers Flashcards: 1-20	6 - 28
Lesson 5	<ul style="list-style-type: none"> - Pupil's Book Session page 32 - Activity Book Session pages 34-35 - Phonics Book Session Unit 4 pages 22-27 	Alphabet poster: Letter Hh	Alphabet flashcards: Letter Hh, house, horse, hen, hair, hat	4 - 29
Lesson 6	<ul style="list-style-type: none"> - Pupil's Book Session Story: page 33 Song : page 34 My Project: page35 - Assessment Sheet 4 (TRB) 	Poster 8	Flashcards : 56-63	30 - 31

New words, New Language and Language Functions

Words: *house, bedroom, living room, kitchen, bathroom, garden, tidy, store room, , shelf, (Verbs: cooking, playing, watering, making, reading, working, feeding).*

Language: *Preposition "in", present progressive (is/are + v + ing),*

Rev: Hello, This is my (house), Yes/ No question, Where/Who/What questions.

Language Functions: *Talking about what we do in different rooms in the house.*

Outcomes

- Identify rooms in the house.
- Talk about actions in progress using present progressive form.
- **Review.** Respond to **Yes/No** questions and questions with **Who and What?**
- Use preposition **"in"** to talk about where someone is.
- Singal letters' names and sounds song (A-Z).
- Chant new words and language patterns.
- Identify, read and write the letters **Gg** and **Hh**, capital and small, and say the beginning sounds of /g/ and /h/ with 5 word examples that begin with the letter (**Gg**, girl, goat, grapes, gorilla) and the letter (**Hh**, house, horse, hair, hen, hat).
- Read, trace and match keywords of unit 4.
- Identify, read and write numbers 11 and 12. Read number words 11 and 12.
- Listen to and follow a story prompted by pictures.
- Repeat lines of a story after a model (CD).
- Act out a scene.
- Sing the songs in the unit.



Pinpoints of the lesson



- **Warm up:** Bubble Kids Song
- **Flashcards 44 - 55:** Introduce the house parts.
- **Poster 7:** Show Poster 7. Talk about the scene.
- **Listen and point:** Play CD 2 track 25. Students listen. Teacher points to poster 7. Play CD 2 track 25 again, students listen and point to poster.
- **Listen and say:** Play CD 2 track 25: Students listen and repeat.
- **Pupil's Book pages 28 and 29:** Play CD 2 track 25 again. Children listen, repeat and point in their books.
- **Chant:** Play CD 2 track 26. Students listen, repeat and chant key words and structure.
- **Reading:** Flashcards 44- 55 word side.
- **Drama:** Play CD 2 track 25. Students listen, repeat lines and act out the scene.
- **Assessment:** Teacher points to poster or picture flashcards and asks Yes/No questions and Wh-questions. Students name pictures and answer questions.
- **Activity Book pages 28 and 29:** Trace and colour, read and circle, read and trace, write the words in the boxes.

Pupil's Book Session pages 28 and 29

Warm-up

- Play CD 2 track 1 on Bubble Kids Song. Encourage the children to sing along.

Introducing the present progressive form)

- Ask a child to come to the front of the class and give him a marker to write something on the board and say "**Look! He is writing.**" Invite another child to read in front of the class and say "**Look! She is reading.**"
- Show the children pictures of people doing things to teach "**She is cooking.**" "**He is playing**" "**She is watering the flowers.**" Or use pictures to describe the action in progress.
- Try to get the students to repeat several times. Stress the new form (**he is v + ing**) until they master it.
- Use as many examples as you think is really needed using verbs that the children know: "Look! She is **colouring/tracing/ reading/writing.**"
- Now ask the question "**What is he doing?**" and get the students to give you the same key sentences for answers "**He is reading.**" Or "**She is colouring.**"
- Every time you invite a child ask the question "**What's she doing?**" and when it's a boy stress "**What's he doing?**"
- You will need to do this with every student and give him/her the chance to use the new language. Each time ask the question and let the class answer.
- Make sure that the children are now familiar with the new present progressive patterns using **he/she** before you move on to the poster.

Flashcards

- Introduce the house parts using the flashcards (44, 45, 47, 50, 52, 54)
- Hold each card up and say the words. Let the students repeat several times until they come to say the words correctly.
- Quiz them by raising each of the flashcards of the house parts and asking them "**What's this?**" (*Kitchen, bedroom, living room, bathroom, garden*).
- Use flashcards (48, 49 and 55) to introduce the new verbs: **cooking, playing, and watering**.

Poster 7

- Show Poster 7. Ask the students to identify anything or anyone they know on the poster. Ask them "**Who is this?**" Allow them to say the names of the characters on the poster (Rose). Tell the class that this is **Rose's house** and that it's **Rose's family** in the pictures.
- Ask "**Are they at school?**" Elicit "**No**". Ask "**Are they at home in the house?**" elicit "**Yes**".
- Ask "**Is Rose at school?**" Elicit "**No**". Say "**She is in her house.**"
- Tell the class to look at the house and tell you what rooms they see in the house. Get them to name the rooms they know maybe some of the children already remember some rooms and can produce the words you have just introduced and practiced with the flashcards.
- Tell the class to name the family members (*they know family words from unit 2*). Ask "**Where's mum?**" Let a child come out and point to mum. Do the same with "dad, grandma and grandpa, Peter and Jim (Rose's brothers), and the kitten.
- Now point to mum and ask "**What's mum doing?**" Give the model answer because it has the new words and the new structure "**She is in the kitchen.**" Point to the kitchen and let the children repeat the words "**in the kitchen**" many times.
- Ask "**What is mum doing?**" Give the model answer "**She is cooking lunch.**"
- Introduce the other rooms in the house in the same way; and each time you need to ask the questions "**Where is..?**" and "**What's he/she doing?**"
- Let the children repeat the answers and make sure they are repeating them correctly.
- Quiz mastery and understanding by pointing to each picture on the poster or using the flashcards to ask the questions and listen to students' answers.



Listen and point

- Play CD2 track 25 and let the children listen first without pointing to the poster. It is very important to teach students to listen and try to understand.
- Play CD2 track 25 again and this time you point to the speaking characters on the poster as the CD plays.
- Play CD2 track 25 again and invite children out to point to the poster.



Listen and say

- Play CD 2 track 25 again; children listen and repeat as you point to the poster.
- Make pauses as many times as necessary to help the children listen and produce the new language correctly. They will develop accuracy and fluency by time but try to keep their motivation and interest very high to make them love this and want to learn.

Pupil's Book Session pages 28 and 29

- Ask the children in the class to open their pupil's books on pages 28 and 29. Help them do that because some of them probably still need help with opening their books on the target pages.
- Play CD 2 track 25 again. Students listen, repeat and point in their books.
- Walk around to see they are all pointing to the correct picture in their books.


 **CD 2 track 25 Unit 4**
My House**My House**

Julie: Hello! This is my house.

Julie: Where's mum?

Peter: She is in the kitchen. She is **cooking** lunch.

Peter: Where's dad?

Julie: In the living room. He is playing with my little sister.

Julie: Where's **Jim**?

Peter: In his bedroom. He's playing on his laptop.

Julie: Where's the kitten?

Peter: In the bathroom. Look! It's in the tub with the bubbles. (purr-blupblup).

Julie: Where are grandma and grandpa?

Peter: In the garden. Grandma is watering the flowers.

Chant

- Play CD2 track 26. Students listen, repeat and chant key words and structure.
- The point of chanting the new words and forms is to practice and master using the taught language.


 **CD 2 track 26 Unit 4**
Chant

Where is mum?

Where is mum?

She is in the kitchen

She is in the kitchen

She's cooking lunch

She's cooking lunch

Where is dad?

Where is dad?

He is in the living room.

He is in the living room.

Playing with my little sister.

Playing with my little sister.

Where is Jim?

Where is Jim?

He is in his bedroom.

He is in his bedroom.

Reading

- Flash cards (44-55) word side and Key Sentences Flashcards (15-20): Hold each flashcard up, word side, and help the students sight-read the words and key sentences.
- You need to read it to them and they repeat it many times.
- Read the words until you feel that most of the students are able to read the words and the key sentences correctly.
- In reading the key sentences, spread it open and point to each word in the sentence from left to right to teach the children how to read and point to the words in the sentences as you read. By time they will develop speed and fluency in reading sentences.

Drama

- Play CD 2track 25. Students listen and repeat lines.
- Students listen to CD and repeat but this time they need to show change in voice and facial expressions and imitate the voice of the characters they hear on the CD.

Assessment

- Teacher points to poster or picture flashcards and asks Yes/No questions. Students answer teacher's questions.

Activity Book Session pages 28 and 29

- **Trace and colour page 28:** Now the children are pretty much familiar with tracing and colouring. Let them name the rooms they see and trace them, then they colour the pictures.
- **Read and circle page 28:** Write the sentences on the white board and do it orally with the class. Explain to the students that they have 2 answers and only one is correct. They need to look at the picture they coloured and traced to circle the correct answer. The picture is different in the activity book because the family members are now in different rooms (1. Living room, 2. Bedroom, 3. Living room, 4. Kitchen).
- **Read and trace page 29:** Read the words with the class. Either you write the words on the board or use the flashcards word side. Next, let the children trace the words they read.
- **Write the words in the boxes page 29:** Tell the students that now they need to write the words of the house parts in the boxes. It should be easy for them now because they have just read and traced them in the previous exercise. You can also keep the flashcards displayed so they can copy the words. Some letters will be difficult for them to write but you can teach them on the board or one by one in their books.



Pinpoints of the lesson



- **Warm-up:** *Bubble Kids Song*
- **Pupil's Book pages 28 and 29:** Revision of language taught in lesson 1, **Review:** *Hello, (This is my house)*. Review rooms in a house and progressive verbs introduced in lesson 1 using flashcards picture side 44 – 55.
- **Activity book page 28 and 29:** Finish the tracing and writing.
- **Reading:** Flashcards word side (44-55) key sentences (15-20).
- **Art & Craft:** Make a paper plate picture for your bedroom.

Pupil's Book Session pages 28 and 29

Warm-up

- Play CD 2 track 1 on **Bubble Kids Song** and let them enjoy singing along. This song should be played for the kids at the beginning of every unit and as a revision in lesson 2.
- Use poster 7 and flashcards (44-55) to review what the children learnt in lesson 1, (House, living room, bedroom, kitchen, make, lunch, bathroom, tub, garden, playing and water) by pointing to the rooms in the house, or holding up a flashcard and key sentences (15-20) asking: "**Where is (mum)?**", "**Who is this?**" and "**Who is in the.....?**" or say "**point to mum**" **Ask the children:** "**Who is in the kitchen?**". Listen to the students' answers but help them by giving the model answers and asking them to repeat. Ask several questions using, "**Who is in the kitchen?**" Ask "**Where are grandma and grandpa?**" "**What are they doing?**" See if the children are using the preposition "**in**" in their answers. Monitor children's answers to check how much they can remember from lesson 1. Point to every member of the family in the picture and ask the students "**What is he or she is doing in and in what room?**" Stress they produce the progressive verbs in their answers (**cooking, playing, and watering**). If you feel that they still need more work on a certain language item, leave it for a later time and proceed because you need time to prepare some more practice activities and maybe use different strategies.
- Play CD 2 track 25: Let the children say the lines and point to the characters as they speak either on poster or in their books.
- CD 2 track 26: Review the (**House chant**). Get the children to chant with the CD, then without it to check their fluency and accuracy. Remember that we don't want to push the pupils hard; we want them to enjoy learning and get used to this type of activity.

Activity Book Session pages 28 and 29

- In lesson 2 you can always find the chance to finish the activity book work from lesson 1. Some children are slower than others and need another session to finish tracing and writing.
- **Sight-reading:** Use flashcards (44 – 55) and key sentences (15-20) word side and sight-read them again with class one by one. Remember that students need to read the word as a whole from left to right and never try to break the words into sounds (*See sight-reading in the introduction*). Hold the card up for the class to read. Ask who can read this word “**house**”. Let them raise hands to answer. Pick individuals who raise their hands first and monitor who can or can’t read at this point. You might need to do this often till you see that most children are able to read. Some children take more time to figure out this relation between letters and sounds and some struggle through it but they still have time to figure it out with good practice.
- Do the same with the rest of the cards. Check understanding since, for learning to take place, it has to be meaningful. See if the students can read the key sentences from left to right word by word.
- **Read and trace:** Encourage the children to read the words on page **29** fluently and finish tracing.
- **Write the words in the boxes above the pictures:** Walk around to see the children have written all the words correctly in the boxes and check their answers.

Art & Craft

Make a paper plate picture for your bedroom:

You will need:

a paper plate - construction paper – coins - scissors–glue - black marker

Steps:

- Fold a paper plate in half.
- Carefully cut out the center circle and put aside.
- Trace a big coin many times on different colours of construction paper.
- Trace a smaller coin many times on different colours of construction paper.
- Trace a much smaller coin many times on different colours of construction paper.
- Cut all the circles out.
- Glue all of your circles onto the paper plate in any design you like.
- Put your picture in the middle of the circle and stick on the wall of your bedroom.



Pinpoints of the lesson



- **Warm up:** Use the alphabet poster. Play CD 2 track 4 on the Alphabet song A-Z.
- **Review:** Letters Aa-Ff.
- **Listen and point** pupil's book page 30 CD 2 track 27: Children listen to letter Gg song on CD 2 track 27. Teacher points to letter Gg on poster or flashcards. Students listen and point.
- **Listen and say** (*Gg girl, goat, gorilla, grapes*): Children listen, point in their books, name and sound the letter and name the pictures.
- **Listen and sing:** Letter Gg Song: Children sing and point in their pupil's books.
- **Make the letter Gg:** Play-doh time with Donny the play-doh kid.
- **Activity Book pages 30 and 31:** Trace, circle and write.

Pupil's Book Session page 30

Warm-up

Display the Alphabet poster. Tell the children that these are the letters of English. Play CD 2 track 4 on the Alphabet Song A-Z. The children sing along as you point to each letter on the alphabet poster. Invite the children to point to the letters on the poster each child points to one letter and then the next letter you let another and so on.



Listen and point

Introducing the Letter Gg girl, goat, gorilla, grapes

- Use **Alphabet flashcards** to introduce letter Gg and the words: girl, goat, gorilla, grapes. Show the flashcard of the letter Gg. Show 4 things that start with that letter: girl, goat, gorilla, grapes. Tell them each letter has a name and a sound. Say this letter's name is Gg (name) its sound is /g/.
- Follow the same procedure you used to present previous letters. First, show the letter to the children. Say the name is "Gg" (Saying the name of the letter). Let them repeat the name. Teach them the objects that start with the letter "g", teach the words by showing them the pictures of: a "girl", a "goat", a "gorilla" and "grapes". Show the word flashcards of each picture with the initial "g" in a different color. Draw children's attention to the "g" at the start. Read the words repeating the "g" sound several times and then the full word: **"g" "g" g** **"girl"**. Do the same with **goat, gorilla, and grapes**.
- Invite children to come out and point to the pictures. Say point to girl, goat, and gorilla.
- **Play CD 2 track 27:** Now tell the students that they will listen to the letter Ee song. Play the song and you point to the flashcards.
- **Pupil's Book page 30:** Play CD2 track 27 again and invite some children to point to flashcard while the rest

point in their books. Let them take turns in coming out to do so.

- For the last time they all listen and they all point in their books. Check they are all doing this right because they are still in their very beginning lessons.



Listen and say

- Remind the children that letters have names and sounds. This letter is Gg (name) and it has a sound /g/ girl (pointing to the picture of a girl). Say the word many times pointing to the flashcard. Say the sound pointing to the letter at the beginning of the word girl **g g girl**. Do the same with the words **goat, gorilla, grapes**.
- Let children point to the letter and words in their books and say Gg (name of letter), /g/ (sound) and girl, goat, and gorilla.
- **Assessment:** Now point to a picture and let the students name it. Then point to the letter **Gg** and ask: What's this letter (name)? What sound does it make (sound)? What word starts with the letter Gg? Quiz the students for the answers.



Listen and Sing

- Play CD 2 track 27 and let the children listen to letter Gg song.
- Play it again and let children sing with the CD first then without it. Let them point in their books as they are singing.
- Encourage the children to sing. Repeat the song making pauses as necessary to help children pick up and produce the words and the tune.
- Let them sing the song again without the CD this time and listen carefully to how they are sounding the /g/ sound because it's confusing a little since it sounds like /g/.



CD 2 track 27 Unit 4

Letter Gg Song

This is the letter Gg

g girl g g girl

g goat g g goat

g gorilla g g gorilla

g grapes g g grapes

g green g g green

This is the letter Gg



Make the letter G g



- Tell the children that it's **play-doh time**. Ask the children "**Who will help us make the letter Gg today?**". They should now say the name **Donny the play-doh kid**. Show them the character of Donny. Ask "**What's he made of?**". They should now say **play-doh**.
- Sit the children in their groups for this activity. Give each one in the group a blob of play-doh, the alphabet play-doh mat of letter Gg (*photocopied and laminated from the TRB before the lesson*) and a play-doh safe knife.
- Tell the children that our friend *Donny the play-doh kid* will help us today learn the letter Gg.
- Ask them "What do we do with play-doh?" help them answer "We cut it with a knife (cut as you say the word cut), we squish it, knead it, roll it and mould". Now some good children will be doing what you are doing and imitating you. Others will still wait for your help. This is normal and shows the individual differences but you need to accept it all and wait for their small motor skills to develop and for their muscles to strengthen.
- Demonstrate to the students how to form the letter Gg on the mat.
- Now let them start working and you watch and help around. When they finish display their work in class for a while *See introduction under (What is Donny the play-doh kid)*.

Activity Book Session Pages 30 and 31

- Draw the letter Gg small and capital with a dotted outline. Tell the kids you will trace it now.
- Show them how you trace it starting from the dot and going with the direction of the arrows. Invite them to trace on the board first. The rest of the class can use their fingers to write **G** big and **g** small in the air.
- Now they open their Activity Book on page 30 and trace the letter Gg.
- Ask them to name the pictures.

Trace the letter, page 30: Draw the letter Gg small and capital with a dotted outline. Tell the kids you will trace it now.

- Show them how you trace it starting from the dot and going with the direction of the arrows. Invite them to trace on the board first. The rest of the class can use their fingers to write **G** big and **g** small in the air.

Circle the letter Gg, page 30

- This one is easy now but important. Tell them to circle the correct letter under the picture.
- Let them name the picture and sound out the first letter. Next they circle the letter that the picture represents.

Circle the words that start with the letter Gg, page 31

- This one is easy now but important. Tell them to circle the letter Gg in the words. The point is to find the e amongst other letters.
- You can demonstrate it on the board. Write two words one starting with **g** and another starting with any other letter. Circle the word that starts with the letter **g** in the word.

Trace and write, page 31

- Draw the 4-line-grid on the board for the students to write on. Write letter Gg dotted then add the starting dots.
- Tell them now to trace and then write the letter on the grid in their activity books in the same way.
- 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.

Assessment

Now point to a picture and let children name it. Then point to the letter Gg and ask: What's this letter? What sound does it make? What word starts with the letter Gg? Quiz the students for the answers.

Pupil's Book Session page 31

- **Warm-up:** A song – Play the numbers song (1-20) CD 2 track 6 and let the children listen several times. Encourage them to sing along as you point to a poster of numbers or the numbers flashcards 1- 20. Play this song every time you introduce new numbers.
- **Show flashcards, show visuals:**
Use the flashcards of numbers 11 and 12 (digit side) or just write the numbers one by one on the board and draw 11 items for number 11 and twelve items for number 12, let them visualize the concept of 11 and 12. Use 11 fingers up and count “one, two, three, four, five, six, seven, eight, nine, ten, eleven and twelve”. For eleven and twelve invite a child out to add the two fingers for 11 and 12.
- **Sounding out:** say “11 and 12” out loud several times pointing to the visuals that represent the numbers. Make sure all students are listening.
- **Listen and point, pupil's book page 31:** Let pupils open their books on page 31 and point to the digits and the kids. Say 11 kids, 12 kids, as you point and the children point in their books.
- **Students' number cards:** Now you and the children are used to games with number cards. Let them hold up the number card when you say the number. This will guide you to how much progress they have made in identifying each number up to 12.
- Try to sing a song with numbers 11 and 12 if you can find one.
- **Count and say the number, pupil's book page 31:** Say “How many children?” “Let's count” “1-11” as you point to the first group. Do the same for 12 and tell them to **count** to get them understand the concept of counting up to 12. Let the children start counting. You walk around and listen. You can use counters to extend the activity and give more practice on counting up to 12.
- **Sense of touch:** Use Donny the play-doh kid to make the number. Now they have got to the point where they can knead, roll and form the blob to make things. Ask them to make 11 and 12.
- **Read the number word:** Use the number flashcards, word side to teach students read the number words eleven. Hold the card up and say “**twelve**” pointing to the digit, the word and representing items so the pupils can relate the three parts, the word, the digit and how many items it represents. Then concentrate on the word and the related digit read “**eleven**”. Students repeat several times.” Do the same with “**twelve**”.
- **Listen and sing** CD 2 track 28: Play the song several times and every time invite the children to sing along as they point to numbers 11 and 12 in their pupil's books page 31.
- **Assessment:** Quiz students' understanding using flashcards. Quiz them on the digits and on reading the words and ask them *how many?* To quiz the counting concept.

**CD 2 track 28 Unit 4****Numbers Song (11, 12)**

Eleven, twelve, eleven, twelve

1 2 3 4 5 6 7 8 9 10 11 12

Eleven, twelve, eleven, twelve

1 2 3 4 5 6 7 8 9 10 11 12

Eleven, twelve, eleven, twelve

Activity Book Session page 32

- Demonstrate tracing numbers 11 and 12 on the board. Write them with dotted line on the board and invite children to trace. Watch they are tracing from the right point.
- **Count, trace and write page 32:** Ask the students to open their activity book on page 32.
- First, let them count the kids in the picture and say orally how many.
- **Trace:** Let them trace 11 and 12 alone while you walk around monitoring their how they write.
- **Write the missing numbers page 32:** Ask the students to say the numbers from 1 – 12 and while the kids are answering ask other kids to come out and write the numbers in order in the board from 1–12.
- Now the students can do the same and write the missing numbers on the lines.
- Walk around to help and guide.

Number Book Session Unit 3 pages 24– 33**Page 24:****Read and colour the number words and numbers.**

- Use the numbers flashcards to have the children read the number words and identify the digits.
- You have probably introduced the number words before they come to do this exercise but you still need to check they can identify digits 9, 10, 11 and 12 and can read the number words (nine, ten, eleven and twelve). Write the digits and the words on the board. Give them time to point to a digit, say its name and connect it with its word. Let them read several times.
- You might need to introduce number 12 for the first time if it's not introduced in the pupil's book. But the children will pick it up fast since they have come a long way now with learning and counting numbers and they have already learnt how to write 1 and 2 to write 12 together.
- Once you are done with the work on the board, ask them to open their number books on Unit 3 page 24 to name the numbers and colour the hollowed digits and the number words.
- Walk around to help and guide.

Page 25:**Read and colour:**

- Draw 10 items on the board. Invite one pupil out and ask him/her to colour 9 of the items blue.
- Keep inviting different kids out to do the same focusing your questions on numbers 9, 10, 11 and 12.
- Now let the children do page 25 in their number books. You will need to read the rubrics for them to help them colour the number of items the sentence refers to. You can either do it one by one or you can demonstrate it all on the board and leave kids to colour quietly.
- Walk around to help and guide.

Page 26:**Join to the number. Join to the picture:**

- The children have worked on this type of exercise before but it's a little difficult and still needs the teacher's help. This exercise involves identifying items (pencils, boy, teddy bears, and books), identifying the digits that represent number of items and counting. So it is useful to practice this identification and counting items before they start this exercise. They also need to read with you the number words nine - twelve.

- Do an easy example on the board. Write “ten”, then write the digit 10 then draw a group of 10 boys, then a group of nine pencils.
- Show how you will join the number word to the correct number (10) then to the correct representing picture of the (10 boys). Do another similar example on the board or even do all the exercise with the class on the board to make sure they’ll be able to do it in their books.
- Now ask them to open their books on page 12 and do the exercise.
- Walk around to help and explain if they need that.

Page 27:**Trace and copy numbers 9, 10, 11, 12 then match.**

- Explain to the children the task. Tell them they need to write the numbers then match the number to the representing group.
- If you have already taught the children how to form the numbers you can skip this step. If not draw the grid on the board and teach the children how to write the numbers on the lines. Invite them one by one to do so, on the board.
- Let them now write in their books and match to the correct group.
- Walk around to help them write and match.

Page 28**What number comes next?**

- Before they start doing this exercise on paper, make sure they can say the numbers 1-12 orally and in order. Let them say the numbers in order several times.
- Now concentrate on 9, 10, 11 and 12 and let them say the missing number orally. Say 9..and let them say 10, then say 11 and wait till they say 12.
- Now demonstrate one example for the children on the board and invite them out to choose and colour the box that has the correct number.
- You will need to do all the work with them on the board because it might be a little bit confusing and would take them a long time to do it individually. Each time stop at the box that has the question mark and give them time to guess the number that comes next.

Page 29**Read, count and match.**

- Use the numbers flashcards to have the children read the number words and identify the digits.
- Now the children can read the words in their books. Tell them to read the first word (twelve) and try to count the groups and match.
- Walk around to help and explain.
- Do the same with the rest of the exercise. Make sure the pupils are counting correctly and in order.

Page 30**Count the toys and write how many there are.**

- Do the first one on the board with the children.
- Draw ten race cars on the board and ask children to come out, count and write the number.
- Finish the whole exercise in the same way then let them open their books and try to work individually.
- Walk around to check they all counted and wrote the correct number.

Page 31**Match the pictures sums to the number sums.**

- The focus of this exercise is to teach the children how to add numbers up to 12. The addition concept has already been introduced but it is easily forgotten when the kids are this age. The children will learn addition within 12.
- Draw 5 donuts on the board and invite one child to come out and count the 5 donuts loudly. Let the whole class then count with you the 5 donuts. Write 5 under the 5 donuts. Next draw the plus symbol + next to the 4 donuts and draw another 5 donuts next to the plus symbol. Now ask the children to count the donuts with you. Now again write the digit 5 under the added 5 donuts and say (**5 plus 5 is ?**) wait for the children to say the answer. Teach them that if they want to know the answer they need to count all the donuts together. Then count the donuts again and say **five plus five makes ten (5+5=10)**. Let the children repeat after you several times.
- Do all the sums on page 31 on the board with the class one by one and each time ask the class to repeat saying the sum after you.
- Now let open their books on page 31 and ask them to match the picture sum to the correct number sum.
- Walk around to help and guide the students.

Page 32**Join the numbers 1-12:**

- The focus here is to say numbers 1-12 in order.
- You can use the numbers flashcards or write the numbers 1-12 in order on the board to help the children join the numbers in order.
- They did a similar exercise before so let them do this one individually and when they finish they can enjoy colouring the bird.

Page 33**Maze of numbers.**

- Explain the maze to the children and tell them they need to join the numbers at the top of the page with the same numbers at the bottom but following numbers' interconnecting pathway.
- Tell them that the numbers' pathways are interconnected and that they need to be careful in following the correct pathway of each number from top to the other end or else it will lead to the wrong number.
- Ask the children to use a different colour pencil to join the ends of each number.
- Walk around to help and explain.



Pinpoints of the lesson



- **Warm up:** Use the alphabet poster. Play CD 2 track 4 on the Alphabet song A-Z.
- **Review:** Letters *Aa, Bb, Cc, Dd, Ee, Fe and Gg*.
- **Listen and point Pupil's Book page 32 CD 2 track 29.** Letter *Hh hen, hat, house, horse, hair*. Children listen to letter Hh song on CD 2 track 29. Teacher points to letter Hh on poster or flashcards. Students listen and point.
- **Listen and say** (Letter *Hh hen, hat, house, horse, and hair*): Children listen, point in their books, name and sound the letter and name the pictures.
- **Listen and sing** Letter *Hh* Song: Children sing and point in their pupil's books.
- **Make the letter Hh:** Play-doh time with Donny the play-doh kid.
- **Activity Book pages 34 and 35:** Trace, circle and write.
- **Phonics Book 2:** Unit 4 pages 22-27.

Pupil's Book Session page 32

Warm-up

Display the Alphabet poster. Play CD 2 track 4 on Alphabet Song A-Z. The children sing along as you point to each letter on the alphabet poster. Invite the children to point to the letters on the poster each child points to one letter and then the next letter you let another and so on.



Listen and point

Introducing the Letter *Hh hen, hat, house, horse, hair*

- Use **Alphabet flashcards** to introduce letter Hh and the words hen, hat, house, horse and hair Show the flashcard of the letter Hh. Show 5 things that start with the letter Hh hen, hat, house, horse and hair.
- Tell them each letter has a name and a sound. Say this letter's name is h (name) its sound is /h/.
- Follow the same procedure you used to present previous letters. First, show the letter to the children. Say the name is "h" (Saying the name of the letter). Teach them the objects that start with the letter "h", teach the words by showing them the picture side of the flashcards of "hen", "hat", "house", "horse" and "hair". Repeat many times till you feel they can point to the three pictures when you say their names. Show the word flashcards for each picture with the initial "h" in a different colour. Draw children's attention to the "h" at the start. Read the words repeating the "h" sound several times and then the full word: "**h**" "**h**" "**h**" "**hen**". Do the same with **hat, house, horse and hair**.
- Invite children to come out and point to the pictures. Say point to hen, hat and house.
- **Play CD 2 track 29:** Now tell the students that they will listen to the letter Hh song. Play the song and you point to the flashcards.
- **Pupil's Book page 32:** Play CD2 track 29 again and invite some children to point to the flashcards while the rest point in their books. Let them take turns in coming out to do so.
- For the last time they all listen and they all point in their books. Check they are all doing this right.



Listen and say

- Remind the children that letters have names and sounds. This letter is Hh (name) and it has a sound /h/ h h hen (pointing to the picture of a hen. Say the word many times pointing to the flashcard. Say the sound pointing to the letter at the beginning of the word hen **hh hen**. Do the same with the words **hat, house, horse** and **hair**.
- Let children point to the letter and words in their books and say "Hh" (name of letter, /h/ (sound) and hen, hat, house, horse and hair.
- Let the children repeat several times.
- **Assessment:** Now point to a picture and let children name it. Then point to the letter **Hh** and ask: What's this letter (name)? What sound does it make (sound)? What word starts with the letter Hh? Quiz the students for the answers.



Listen and Sing

- Play CD 2track 29 and let the children listen to letter Hh song.
- Play it again and let children sing with the CD first then without it. Let them point in their books as they are singing.
- Encourage the children to sing. Repeat the song making pauses as necessary to help children pick up and produce the words and the tune.
- Let them sing the song again without the CD this time and listen carefully to how they are sounding the /h/ sound.



CD 2 track 29 Unit 4

Letter Hh Song

This is the letter Hh

h h h h Hh

h hen h hen

h hat h hat

h house h house

h horse h horse

h hairh h hair

This is the letter Hh



Make the letter H h



- Tell the children that **it's play-doh time**. Ask the children "**Who will help us make the letter Hh today?**". They should now say the name **Donny the play-doh kid**. Show them the character of Donny. Ask "**What's he made of?**" They should now say **play-doh**.
- Sit the children in their groups for this activity. Give each one in the group a blob of play-doh, the alphabet play-

- doh mat of letter Hh (*photocopied and laminated from the TRB before the lesson*) and a play-doh safe knife.
- Tell the children that our friend *Donny the play-doh kid* will help us today learn the letter Hh.
 - Demonstrate to the students how to form the letter **h** on the mat.
 - Now let them start working and you watch and help around. When they finish display their work in class for some time.

Activity Book Session Pages 34 and 35

- **Trace the letter, page 34:**
- Draw the letter Hh small and capital with a dotted outline. Tell the kids you will trace it now.
- Show them how you trace it starting from the dot and going with the direction of the arrows. Invite them to trace on the board first. The rest of the class can use their fingers to write **H** big and **h** small in the air.
- Now they open their activity book on page 22 and trace and write letter Hh.
- Ask them to name the pictures.

Circle the letter page 34

- This one is easy now but important. Tell them to circle the correct letter under the picture.
- Let them name the picture and sound out the first letter. Next they circle the letter that the picture represents.

Circle the words that start with the letter Hh, page 35

- This one is easy now but important. Tell them to circle the word that starts with Hh in the words. The point is to find the h amongst other letters.
- You can demonstrate it on the board. Write two words one starting with **Hh** and another starting with any other letter. Circle the word that starts with the letter **h** in the word.

Trace and write, page 35

- Draw the 4-line-grid on the board for the students to write on. Write letter Hh dotted then add the starting dots.
- Tell them now to trace and then write the letter on the grid in their activity books in the same way.
- 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.
- **Assessment:** Now point to a picture and let children name it. Then point to the letter **Hh** and ask: What's this letter? What sound does it make? What word starts with the letter Hh? Quiz the students for the answers.

Phonics Book Session pages 22 - 27

Pages 22 - 24

- Follow the same procedure you used to introduce previous letters Aa - Ff.
- **Page 25:**
- "**Help the hen get to her house**" you need to show them how to go with the m-shaped line on the board. Make sure they know how to start from left to right and without taking the marker off the board until they finish the line. Walk around to check they can work individually and to help those who still need help. Those

who finish earlier, ask them to colour the hen and the hat. The point here is to give more practice on left-right-orientation but this time with m-shaped line. This movement will help in forming letters and moving smoothly in their writing in the upcoming classes.

Page 26

- Pupils can now trace and write letters Gg and Hh on page 26 alone. The teacher can now monitor their writing and provide help to some slower kids in letter formation. Maybe some of the children will still need more practice before they can sit and write alone. Read the words (goat, girl, hat and house). These are words that start with Gg and Hh. Draw their attention to how they write the beginning sound.
- Tell the children to follow the arrows to remember how to form the letter.

Page 27

Point, say and match the pictures with their beginning sounds.

- First ask the children to point to the letters and say their names and sounds /g/ and /h/.
- Ask the children to name the pictures (house, hen, hat, gorilla, goat and girl).
- Ask the children to match the letters with the picture that starts with that letter. You might still need to show them this on the board. Do one with the class then let them finish the rest individually. Walk around to check and help them.



Pinpoints of the lesson



- **Poster 8:** talk about the scene. The children make guesses about the scene.
- **Listen and point:** Play CD 2 track 30. Students listen, teacher points to poster.
- Students listen and point to poster. Students listen and point in their books.
- **Listen and say:** Play CD 2 track 30 again. Students listen and repeat.
- **Look and act:** Play CD 2 track 30. Students listen and repeat lines then listen and act out the dialogue.
- **Activity book page 33:** Listen and number the pictures

Pupil's Book Session pages 33, 34 and 35

The story dialogue page 33

Poster 8

- Talk about poster 8 with the children. Ask them to listen to the CD and look at the pictures either in the poster or in their books: ask the students "**Who do you see in the picture?**" "**What are they doing?**" See who and what the children can identify in the picture. The purpose of this stage is activating students' background skills and knowledge.
- Tell them that **Sarah**, her brother, her mother, her father, her grandma and her grandpa are doing things in different rooms of the house. You also need to teach and demonstrate the verbs: (**tidying, feeding, working, making** and **putting**).
- Point to the girl in picture 1 and say "**This is Sarah.**" Ask "**Where is Sarah?**" Ask "**Is she in the kitchen?**" Elicit "No". Ask "**In her bed room?**" Elicit "**Yes**" It's alright for the students to use their own language. But encourage them and guide them to say "**bedroom**". Ask about every member of the family who is in the pictures on the poster. Every time ask "**Where is ..?**" "**What is he/she doing?**" Get the children to name the rooms and what the family is doing. Let the children answer "**He/She is working, making, feeding, putting ...etc.**" and introduce the new words by pointing to them on the poster. Repeat the words several times. Explain that the members of the family are doing some work in the house. Go through the details of the poster and introduce the key words of the dialogue. Point to new words (**big, busy family, tidy, store room, feeding, working, making, putting** and **shelf**)
- Demonstrate the adjective "**big**" by using your hands to show them the meaning of the word "**big**", the students imitate you saying the same word.



Listen and point

- Play CD track 30. Point to the picture of the person speaking.
- Play it again and let children point to poster.
- Play CD on the dialogue again and let the students open their books on page 33 and point in their books this time.



Listen and say

- Play CD 2 track 30 again. Make pauses for the students to listen and repeat lines.
- Point to key the words on the poster and let the children do the same every time you play the CD.
- Add variety and pause to let the children guess who will speak next or what he/she will say. At this stage it is very normal to make a lot of pauses till they get used to hearing English and to English language stress and intonation. They will definitely need your help to repeat some lines.



CD 2 track 30 Unit 4

Story: *Where Is the Family?*

I am Sara.

I live in a big house.

I have a busy family.

I am in my bedroom. Look! It's tidy.

My brother is in the store room. He is making something

Mum is in the dining room. She is feeding the baby.

Grandma is in the kitchen. He is making a cake.

Dad is in the living room. He is putting the books on the shelf.

Grandpa is working in the garden.

Look and act

- Play CD 2 track 30. Try to say the lines and yourself at first. There's only one person speaking in this story and that is **Sarah**.
- Check if some now can act Sarah individually.

Activity book session page 33

- In this exercise the teacher needs to explain this new task. Tell the students that you will say some sentences and that the children need to number the pictures in the same order and write the number in the circle.
- Explain that there are 5 pictures and they need to write the numbers from 1-5. Write the numbers in order for them on the board or you can invite them to do so.
- Start with the first sentence and wait for the students to write number 1 in the circle. Walk around to check they did it right.

My House

- Keep doing the sentences with them one by one till you finish and walk around to check the students' work.
- 1. **The cat is in the garden.**
- 2. **The cat is in the kitchen.**
- 3. **The cat is in the living room.**
- 4. **The cat is in the bedroom.**
- 5. **The cat is in the bathroom.**



Listen and Sing

- **Play CD2 track 31:** Use flashcards **56-63** with the song you and students sing and point to the flashcards.
- **Play CD2track 31:** Students listen, and point in their books to the pictures.
- Now play the CD again and let them sing first with CD then without it.
- **Play CD 2track31:** Do the same thing to teach "I love my friends"



CD 2 track 31 Unit 4

Song I Have a Big House

*I have a big, big house.
a big, big house.
a big, big house.*

*I have a big, big bedroom.
a big, big bedroom.
a big, big bedroom.*

*I have a big, big kitchen.
a big, big kitchen.
a big, big kitchen.*

*We live in a big, busy house.
a big, busy house.
a big, busy house.*

My Project page 35

Stick pictures of room in the house:

- Explain the task to the children. You can ask parents to help their children do this project at home with them.
- Tell them to find pictures of house rooms in magazines and cut them out.
- Show them how to stick the room pictures onto the correct square.

Assessment

Assessment Sheet 4 (See TRB for Assessment Sheet 4).

Unit
5

Colours



BUBBLE KIDS 2 LESSONS PLANNER

	Textbooks Sessions	Posters	Flashcards	CD 2 tracks
Lesson 1	- Pupil's Book Session pages 36 - 37 - Activity Book Session pages 36 – 37	Poster 9	Words : 64 - 73 Key Sentences: 21 – 22 Colour flashcards	1 – 32 - 33
Lesson 2	- Pupil's Book Session pages 36 - 37: Revision - Activity Book Session pages 36 - 37: Revision - Art & Craft (TRB): Handprint Butterfly Craft		Words : 64 - 73 Key Sentences: 21 – 22 Colour flashcards	1 – 32 - 33
Lesson 3	- Pupil's Book Session page 38 - Activity Book Session Pages 38 - 39	Alphabet poster: Letter li	Alphabet flashcards: Letter li, ink, igloo, insect	4 - 34
Lesson 4	- Pupil's Book Session page 39 - Activity Book Session Page 40 - 41 - Number Book Session Unit 4 pages 34 - 43		Number Flashcards: 13 –14 – 15	6 – 35
Lesson 5	- Pupil's Book Session page 40 - Activity Book Session pages 42 - 43 - Phonics Book Session Revision 1 pages 28 - 33 Unit 5: pages 34 - 39	Alphabet poster: Letter Jj	Alphabet flashcards: Letter Jj, jelly, jam, jug	4 - 36
Lesson 6	- Pupil's Book Session Story: page 41 Song : page 42 My Project: page 43 - Assessment Sheet 5 (TRB)	Poster 10	Flashcard: 74	37 - 38

New words, New Language and Language Functions

Words: Colours: red, blue, yellow, green, brown, purple, pink, orange, black, white

Duck, sky, tree, butterfly, grass, flamingo, mountain, cloud, canary, bat, ox

Verbs: mix, makes - Rev: Yes/ No question, "What colour is the...?"

Language Functions: Talking about colours in nature

Outcomes

- Identify colours.
- Talk about actions in progress using present progressive forms.
- **Review:** Respond to **Yes/No** questions and questions with "**What?**".
- Singal letters' names and sounds song (A-Z).
- Chant colour words and new language patterns.
- Identify, read and write the letters **li** and **Jj**, capital and small, and say the beginning sounds of **l** and **j** with 3 word examples that begin with the letter (**li**, igloo,ink,insect) and the letter (**Jj**, jam, jug, jelly).
- Read, trace and write keywords of unit 5.
- Identify, read and write numbers 13, 14 and 15. Read number words 1 – 15.
- Count from 1-15. Add within 15.
- Listen to and follow a story prompted by pictures.
- Repeat lines of a story after a model (CD).
- Act out a scene.
- Sing the songs in the unit.



Pinpoints of the lesson



- **Warm up:** Bubble Kids Song
- **Flashcards:** Introduce the colour words.
- **Poster 9:** Show Poster 9. Talk about the scene.
- **Listen and point:** Play CD 2 track 32. Students listen. Teacher points to poster. Play CD again. Students listen and point to poster.
- **Listen and say:** Play CD 2 track 32: Students listen and repeat.
- **Pupil's Book pages 36 and 37:** Play CD 2 track 32 again. Children listen, repeat and point in their books.
- **Chant:** Play CD2 track 33. Students listen, repeat and chant key words and structure.
- **Reading:** Flashcards (64 - 73) word side.
- **Drama:** Play CD 2 track 32. Students listen, repeat lines and act out the scene.
- **Assessment:** Teacher points to poster or picture flashcards and asks Yes/No questions and What-questions.
- **Activity Book pages 36 and 37:** Point, say and colour.

Pupil's Book Session pages 36 and 37

Warm-up

- Play Bubble Kids Song. Children sing along.
(See lyrics in Unit 1 lesson 1)

Introducing the colours

- Start with any colours song if you wish to help students listen to the colour-names for the first time. Maybe some students already been through colours from previous learning. Use the class colour guide with the song. Point to the colour as the song plays.
- **Listen and sing:** You can play any colours song to help you introduce the new colours since some of the children already know some basic colours. Play the song and point to the colours. Invite children to do the same and encourage them to sing with the CD.

Flashcards

- Using the colours flashcards introduce the colours: *red, blue, yellow, green, brown, purple, pink, orange, black and white.*
- Hold each colour card up and say the colour.

- Let the children repeat them several times until you feel they are now familiar with them.
- Use items in the class and ask "**What colour is this book?**" Elicit answers from individuals and let the whole class repeat the correct answers.
- Try to get the children repeat the colour words several times to get them familiar with all colours.
- Use as many examples as you think is really needed with many items available round the class.
- Every time you invite a child ask the question "**What's colour is the ...?**" and
- You will need to do this with every student and give him/her the chance to use the new language items. Each time ask the question and let the class answer and repeat. They learn by repetition.
- **Flashcards (64 - 73):** Use the flashcards to introduce the new words (**sky, flamingo, canary, duck, tree, ox, mountain, butterfly, bat** and **clouds**)
- If you can take the children out in the school garden, then you can introduce them to the words "sky, tree, grass, mountain, cloud". If not possible just use the picture flashcards to teach the new words. Point to the sky and say "**sky**" let the children repeat several times. Then ask "**What colour is the sky?**" Elicit "**blue**". Point to a tree and say "**tree**" let them repeat several times. Then ask "**What colour is the tree?**" Elicit "**green**".
- Do the same to teach "**butterfly, flamingo, duck, mountain, cloud, bat, ox and canary**".

Poster 9

- Show Poster 9. Ask the students to identify anything they know on the poster. Ask them "**What can you see?**" Allow them to say the names of the things they know on the poster. Tell the class that this is a **picture of nature**.
- Ask "**What colour is the sky?**" Elicit "**blue**". Ask "**What colour is the tree?**" Elicit "**green**". "**What colour is the cloud?**" Elicit "**white**". "**What colour is the snow?**" Elicit "**white**". "**What colour is the sky?**" Elicit "**blue**". "**What colour is the butterfly?**" Elicit "**purple**". "**What colour are the ducklings?**" Elicit "**yellow and black**". "**What colour is the horse?**" Elicit "**brown**". "**What colour is the flamingo?**" Elicit "**pink**". Ask what colour the bat, the canary and the ox are.
- Invite students to come out and ask the children. Help them pose the question and pick classmates to answer for a change. Correct and help where necessary. Accuracy is important now.



Listen and point

Listen and point

- Play CD2 track 32 and let the children listen first without pointing to the poster. It is very important to teach students to listen and try to understand.
- Play CD2 track 32 again and this time you point to the poster as the CD plays.
- Play CD2 track 32 again and invite children out to point to the poster.

**Listen and say**

- Play CD 2 track 32 again; children listen and repeat as you point to the poster.
- Make pauses as many times as necessary to help the children listen and produce the new language correctly. They will develop accuracy and fluency by time but try to keep their motivation and interest very high to make them love this and want to learn.

Pupil's Book pages 36 and 37

- Ask the children in the class to open their pupil's books on pages 36 and 37. Help them do that because some of them probably still need help with opening their books on the target pages.
- Play CD 2 track 32 again. Students listen, repeat and point in their books.
- Walk around to see they are all pointing to the correct picture in their books.

**CD 2 track 32****Unit 5 Colours**

Boy 1: *What colour is the sky?*

Boy 2: *Blue.*

Boy 1: *What colour is the bat?*

Boy 2: *black.*

Boy 1: *What colour is the tree?*

Boy 2: *Green.*

Boy 1: *What colour is the butterfly?*

Boy 2: *Purple.*

Boy 1: *What colour are the duck?*

Boy 2: *white.*

Boy 1: *What colour is the horse?*

Boy 2: *Brown.*

Boy 1: *What colour is the flamingo?*

Boy 2: *Pink.*

Boy 1: *What colour is the snow?*

Boy 2: *White.*

Boy 1: *What colour is the canary?*

Boy 2: *Yellow.*

- Play CD2 track 33. Students listen, repeat and chant colour words.
- The point of chanting the new words and forms is to practice saying the taught language.

**CD 2 track 33 Unit 5****Colours Chant**

The sky is blue

The sky is blue

The Sky, the sky

The sky is blue

The canary is yellow

The canary is yellow

The canary, the canary

The canary is yellow

The snow is white

The snow is white

The snow, the snow

The snow is white

The flamingo is pink

The flamingo is pink

The flamingo, the flamingo

The flamingo is pink

Reading

- Use the colour flashcards, word side and the key sentence flashcard (21-22). Hold each flashcard up, word side, and let students sight-read the words and key sentence.
- You need to read for them and they repeat many times.
- Read the words until you feel that most of them are able to read the words and the key sentences correctly.
- In reading the key sentence, spread it open and point to each word in the sentence from left to right to teach the children how to read and point to words in sentences that are read to them. By time they will develop speed and fluency in reading sentences.

Drama

- Play CD 2track 32. Students listen and repeat the lines.
- Students listen to CD and repeat.
- Invite pairs out to ask and answer about colours.
- Give each child in the class the chance to ask and answer about the pictures.

Assessment

- Teacher points to poster or picture flashcards and asks *What?* And Yes/No questions. Students answer the teacher's questions.

Activity Book session pages 36 and 37

- **Point, say and colour:** Let the children name the things they see in their books one by one (canary, tree, snowman, ox, bat, butterfly, rose, flamingo)
Make sure they point to the correct item in their books and that they are repeating the words correctly. Explain to them that they need to colour them as they are in nature. In nature, the canary is yellow and the rose is red ...etc. Ask the students "**What colour is the bat?**" Elicit "**black**". Do the same with the rest of pictures and lastly let the children enjoy colouring. Walk around to help and check. Play the colours song while they are colouring and let them enjoy.



Pinpoints of the lesson



- **Warm-up:** *Bubble Kids Song (Colours chant). Song (Red, blue and yellow)*
- **Pupil's Book pages 36 and 37:** Revision of language taught in lesson 1.
- **Activity bookpages 36 and 37:** Point, say and colour.
- **Reading:** Flashcards (64-73) key sentence (21): Sight read the words and the key sentence.
- **Art & Craft:** Handprint Butterfly Craft

Pupil's book Session pages 36 and 37

Warm-up

- Play CD 2 track 32 on ***Bubble Kids Song and the colour song*** and let them enjoy singing along.
- Use poster 9 and flashcards (64 – 73) to review what the children learnt in lesson 1, (Colour words: red, yellow, blue, green, orange, purple pink, white, black, brown)
- New: (sky, tree, butterfly, grass, flamingo, canary, mountain, cloud, bat, ox) by pointing to the colours of some objects in the class, or holding up a flashcard asking: "***What colour is the sky?***" Let the students answer "***It's blue***", "What colour is the tree?" "***It's green***" or ask the children: "***What colour are the ducklings, the kitten, the boy's shirt, the boy's trousers ...etc?***" Pointing to the poster or the picture in the pupil's. Hold up the flashcard and the key sentence. Ask about the details of the poster and let the children answer.
- Play CD 2 track 32. Invite children to point to characters as they speak either on poster or in their books. Or let them expect the answer.
- CD 2 track 33: Review the ***colours chant***. Get the children to chant with the CD, then without it to check their fluency and accuracy. Remember that we don't want to push the pupils hard; we want them to enjoy learning and get used to this type of activity.

Activity Book Session pages 36 and 37

Sight-reading

Use flashcards (64 – 73) word side and sight-read them again with class one by one. Remember that students need to read the word as a whole left to right and never try to break the words into sounds (*See sight-reading*)

in the introduction). Hold the card up for the class to read. Ask who can read this word “**sky**”. Let them raise hands to answer. Pick individuals who raise their hands first and monitor who can or can’t read at this point. You might need to do this often till you see that most children are able to read. Some children take more time to figure out this relation between letters and sounds and some struggle through it but they still have time to figure it out with good practice.

- Make sure they can now read all the colour words.
- Do the same with the rest of the cards. Check understanding since for learning to take place, it has to be meaningful.
- **Point, say and colour:** Encourage the children to name the pictures on pages **36 and 37** before colouring them. Explain to the children what they need to do here. Demonstrate one example for them on the book. Hold the book up, say “**trees**” ask them “**What colour are the trees?**” they should answer, “**Green**”.
- Now ask the students to open their Activity books on page **36 and 37**. Let the students point to the pictures and colour the items according to how they really are in nature.

Art & Craft

Handprint Butterfly Craft

This is a simple craft made from a child’s handprint cutouts.

What’s needed: *A few pieces of colored construction paper (stiffer paper makes a more durable butterfly) - A pencil – Scissors – Glue - tape or a stapler – Crayons - paint or markers - Googly eyes (optional) - A pipe cleaner*

Steps

1. Trace a child’s hand on a few pieces of construction paper, for a total of 6 times. These will be the butterfly’s wings.
 2. On a piece of dark construction paper, draw a butterfly’s body (draw a long oval plus a smaller circle at one end).
 3. Glue or staple the handprint tracings to the body, three on each side. The fingers should point outwards.
 4. Fold a pipe cleaner in half. Curl the ends a bit or wad them into balls. The folded pipe cleaner will be the butterfly’s antennae.
 5. Tape or staple the bent part of the pipe cleaner to the back side of the butterfly’s head. Either draw eyes on the butterfly’s head or glue on googly eyes. Decorate the wings with crayons or markers.
- You now have a great butterfly as a decoration.





Pinpoints of the lesson



- **Warm up:** Use the alphabet poster. Play CD 2 track 4 on the Alphabet song A-Z.
- **Review:** Letters Aa - Hh.
- **Listen and point pupil's book page 38 CD 2 track 34:** Letter *li igloo, ink, insect*. Children listen to letter li song on CD 2 track 34. Teacher points to letter li on poster or flashcards. Students listen and point.
- **Listen and say** (Letter li igloo, ink, and insect): Children listen, point in their books, name and sound the letter and name the pictures.
- **Listen and sing:** Letter li igloo, ink, insect Song: Children sing and point in their pupil's books.
- **Make the letter li:** Play-doh time with Donny the play-doh kid.
- **Activity Book pages 38 and 39:** Trace, tick, circle and write.

Pupil's Book Session page 38

Warm-up

Open the Alphabet poster and display. Tell the children that these are the letters of English. Play CD 2 track 4 on Alphabet Song A-Z. The children sing along as you point to each letter on the alphabet poster. Invite the children to point to the letters on the poster each child points to one letter and then the next letter you let another and so on.



Listen and point

Introducing the Letter li, igloo, ink, insect

- Use **Alphabet flashcards** to introduce letter li and the words: igloo, ink, insect. Show the flashcard of the letter li. Show 3 things that start with that letter: igloo, ink, insect. Tell them each letter has a name and a sound. Say this letter's name is li (name) its sound is /i/.
- Follow the same procedure you used to present previous letters. First, show the letter to the children. Say the name is "li" (Saying the name of the letter). Let them repeat the name. Teach them the objects that start with the letter "g", teach the words by showing them the pictures of: " igloo ", " ink" and "insect". Show the word flashcards of each picture with the initial "i" in a different colour. Draw children's attention to the "i" at the start. Read the words repeating the "i" sound several times and then the full word: "**i**" "**i**" "**i**" "igloo". Do the same with ink and insect.
- Invite children to come out and point to the pictures. Say point to igloo, ink, insect.
- **Play CD 2 track 34:** Now tell the students that they will listen to the letter li song. Play the song and you point to the flashcards or alphabet poster if you wish.
- **Pupil's Book page 38:** Play CD2 track 34 again and invite some children to point to flashcard while the rest point in their books. Let them take turns in coming out to do so.
- For the last time they all listen and they all point in their books. Check they are all doing this right.



Listen and say

- Remind the children that letters have names and sounds. This letter is li (name) and it has a sound /ii igloo (pointing to the picture of the igloo. Say the word many times pointing to the flashcard. Say the sound pointing to the letter at the beginning of the word girl **ii** igloo. Do the same with the words ink and insect.
- Let children point to the letter and words in their books and say li (Name of letter), /i/ (sound) and igloo, ink **and** insect.
- **Assessment:** Now point to a picture and let children name it. Then point to the letter **li** and ask: What's this letter (name)? What sound does it make (sound)? What word starts with the letter li? Quiz the students for the answers.



Listen and Sing

- Play CD 2 track 34 and let the children listen to letter li song.
- Play it again and let children sing with the CD first then without it. Let them point in their books as they are singing.
- Encourage the children to sing. Repeat the song making pauses as necessary to help children pick up and produce the words and the tune.
- Let them sing the song again without the CD this time and listen carefully to how they are sounding the /i/ sound because it's confusing a little since it sounds /i/.



CD 2 track 34 Unit 5

Letter li Song

This is the letter li.

l is for igloo i l igloo

l is for ink i i ink

l is for insect l l insect

This is the letter li.



Make the letter l i



- Tell the children that it's **play-doh time**. Ask the children "**Who will help us make the letter li today?**" They should now say the name **Donny the play-doh kid**. Show them the character of Donny. Ask "**What's he made of?**" They should now say **play-doh**.

- Sit the children in their groups for this activity. Give each one in the group a blob of play-doh, the alphabet play-doh mat of letter li (*photocopied and laminated from the TRB before the lesson*) and a play-doh safe knife.
- Tell the children that our friend *Donny the play-doh kid* will help us learn the letter **li** today.
- Ask them “What do we do with play-doh?” help them answer “We cut it with a knife (cut as you say the word cut), we squish it, knead it, roll it and mould”. Now some good children will be doing what you are doing and imitating you. Others will still wait for your help. This is normal and shows the individual differences but you need to accept it all and wait for their motor skills to develop and for their muscles to strengthen.
- Demonstrate to the students how to form the letter **li** on the mat.
- Now let them start working and you watch and help around. When they finish display their work in class for a while See introduction under “*What is Donny the play-doh kid*”).

Activity Book Session Pages 38 and 39

- Draw the letter li small and capital with a dotted outline. Tell the kids you will trace it now.
- Show them how you trace it starting from the dot and going with the direction of the arrows. Invite them to trace on the board first. The rest of the class can use their fingers to write **ll** big and **li** small in the air.
- Now they open their Activity Book on pages 38 and 39 and trace the letter li.
- Ask them to name the pictures.
- **Trace the letter, page 38:** Draw the letter li small and capital with a dotted outline. Tell the kids you will trace it now.
- Show them how you trace it starting from the dot and going with the direction of the arrows. Invite them to trace on the board first. The rest of the class can use their fingers to write **l** big and **i** small in the air.
- Now they open their activity book on page 38 and trace and write letter li.
- Ask them to name the pictures.

Tick the box of the picture that starts with the letter li, page 38

- This one is easy now but important. Tell them to tick the box under the picture that starts with i.
- Let them name the picture and sound out the first letter. Next they circle the letter that the picture represents.

Circle the words that start with the letter li, page 39

- This one is easy now but important. Tell them to circle the letter **li** in the words. The point is to find the **i** amongst other letters.
- You can demonstrate it on the board. Write two words one starting with **i** and another starting with any other letter. Circle the word that starts with the letter **i**.

Trace and write, page 39

- Draw the 4-line-grid on the board for the students to write on. Write letter li dotted then add the starting dots.
- Tell them now to trace and then write the letter on the grid in their activity books in the same way.
- Walk around to help and direct the children towards forming the letter li right. Keep reminding them to start at the dot and to follow the arrows.
- **Assessment:** Now point to a picture and let children name it. Then point to the letter **li** and ask: What’s this letter? What sound it makes? What word starts with the letter li? Quiz the students for the answers.

Pupil's Book Session page 39

- **Warm-up:** A song – Play the numbers song (1-20) CD 2 track 6 and let the children listen several times then try to encourage them to sing along as you point to a poster of numbers or the numbers flashcards 1- 20. Play this song every time you introduce new numbers.
- **Show flashcards, show visuals:**
Use the flashcards of numbers 13, 14 and 15 (digit side) or just write the numbers one by one on the board and draw thirteen items for number 13, fourteen items for number 14 and fifteen items for number 15, let them visualize the concept of 13, 14 and 15. Use 13 fingers up and count “one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen and fifteen”. Ask a child to come out to the front and count using their fingers. Or you can ask two kids to join and count on their fingers.
- **Sounding out:** say “13, 14 and 15” out loud several times pointing to the visuals that represent the numbers. Make sure all students are listening.
- **Listen and point, pupil's book page 39:** Let pupils open their books on page 39 and point to the digits and the kids. Say 13 ducklings, 14 butterflies and 15 fish, as you point and the children point in their books.
- **Students' number cards:** Now you and the children are used to games with number cards. Let them hold up the number card when you say the number. This will guide you to how much progress they have made in identifying each number up to 15.
- Try to sing a song with numbers 13, 14 and 15 if you can find one.
- **Count and say the number, pupil's book page 39:** Say “How many ducklings?” “Let's count” “1-13” as you point to the first group. Do the same for 14 and tell them to **count** to get them understand the concept of counting up to 15. Let the children start counting. You walk around and listen. You can use counters to extend the activity and give more practice on counting up to 15.
- **Sense of touch:** Use Donny the play-doh kid to make the number. Now they have got to the point where they can knead, roll and form the blob to make things. Ask them to make 13, 14 and 15.
- **Read the number word:** Use the number flashcards, word side to teach students read the number words “**thirteen**”. Hold the card up and say “**fourteen**” and “**fifteen**” pointing to the digit, the word and representing items so the pupils can relate the three parts, the word, the digit and how many items it represents. Then concentrate on the word and the related digit read “**thirteen**”. Students repeat several times.” Do the same with “**fourteen**” and “**fifteen**”.
- **Assessment:** Quiz students' understanding using flashcards. Quiz them on the digits and on reading the words and ask them *how many?* To quiz the counting concept.

Activity Book Session page 40 and 41

- Demonstrate tracing numbers 13, 14 and 15 on the board. Write them with dotted line on the board and invite children to trace. Watch they are tracing from the right point.
- **Count and write page 40:** Ask the students to open their Activity book on page 40.
- First, let them count the flowers in the first picture and say orally how many.
- Ask a student to write the number on the board.
- Do the same with the birds, the fish and the teddy bears.

- Let them now write the numbers in the box.

Write the missing numbers page 40

- They did this exercise before and practiced saying the numbers from 1-15.
- Give the numbers flashcards to put in order from 1-15.
- Keep them displayed to help the students write the missing numbers in page 40.

Read the number. Colour the picture page 41:

- Explain the task to the students. Tell them they need to read the digit first and colour only the number of visuals that this digit represents.
- You can demonstrate one example on the board and invite a student to help you count and colour the visuals.
- Now the students open their books on page 41. They count and colour the pictures.
- Walk around to help and guide them.

Number Book Session pages 34 - 43

Page 34:

Read and colour the number words and numbers.

- Use the numbers flashcards and have the children read the number words and identify the digits. Let them count from 1-15.
- You have probably introduced the number words before they come to do this exercise but you still need to check they can identify digits 13, 14 and 15 and can read the number words (thirteen, fourteen and fifteen). Write the digits and the words on the board or show the number flashcards. Give them time to point to a digit, say its name and connect it with its word. Let them read the number words several times.
- Once you are done with the work on the board, ask them to open their number books on Unit 4 page 34 to name the numbers and colour the hollowed digits and the number words.
- Let the children count the dots, the squares and the triangles surrounding the number words and the digits at the top of the page.
- Walk around to help and guide.

Page 35:

Read and colour:

- Draw 15 items on the board. Invite one pupil out and ask him/her to colour 13 of the items blue.
- Keep inviting different kids out to do the same focusing your questions on numbers 13, 14 and 15.
- Now let the children do page 35 in their number books. You will need to read the rubrics for them to help them colour the number of items the sentence refers to. You can either do it one by one or you can demonstrate all the exercise on the board and leave kids to colour individually.
- Walk around to help and guide them.

Page 36:**Join to the number. Join to the picture:**

- The children have worked on this type of exercise before but it's a little difficult and still needs the teacher's help. This exercise involves identifying items (*pencils, biscuits, grapes, and goats*), identifying the digits that represent number of items and counting. So it is useful to practice this identifying and counting items before they start this exercise. They also need to read with you the number words "twelve to fifteen".
- Do an easy example on the board. Write "twelve", then write the digit 12 then draw a group of 12 goats, then a group of 13 pencils.
- Show how you will join the number word to the correct digit (12) then to the correct representing picture of the (12 goats). Do another similar example on the board or even do all the exercise with the class on the board to make sure they'll be able to do it in their books.
- Now ask them to open their books on page 36 and do the exercise.
- Walk around to help and explain if they need it.

Page 37:**Trace and copy numbers 13, 14, 15 then match.**

- Explain to the children the task. Tell them they need to write the numbers then match the number to the representing group.
- If you have already taught the children how to form the numbers you can skip this step. If not draw the grid on the board and teach the children how to write the numbers on the lines. Invite them one by one to do the same on the board.
- Let them now write in their books and match to the correct group.
- Walk around to help them write and match.

Page 38**What number comes next?**

- Before they start doing this exercise on paper, make sure they can say the numbers 1-15 orally and in order. Let them say the numbers in order several times.
- Now concentrate on 13, 14 and 15 and let them say the missing number orally. Say 13...and let them say 14, then say 14 and wait till they say 15.
- Now demonstrate one example for the children on the board and invite them out to choose and colour the box that has the correct number that comes next.
- You will need to do all the work with them on the board because it might be a little bit confusing and would take them a long time to do it individually. Each time stop at the box that has the question mark and give them time to guess the number that comes next.

Page 39**Count and match.**

- Use the numbers flashcards to have the children identify digits 1-15.
- Put counters in front of the children and ask them to count 6 items, ask them to count 9 then 11, then 13 then 15. Repeat many times and every time invite different pupils to come out and count a number of items.
- Let them open their books on page 39. Tell them they need to count the items in each picture and match to the correct digit.
- Walk around to help and explain.

Page 40**Count the toys and write how many there are.**

- Do the first one on the board with the children.
- Draw 13 kites on the board and ask children to come out, count and write the number.
- Finish the whole exercise in the same way then let them open their books and try to work individually.
- Walk around to check they all counted and wrote the correct numbers.

Page 41**Match the pictures sums to the number sums.**

- The focus of this exercise is to teach the children how to add numbers up to 15. The addition concept has already been introduced but it is easily forgotten when the kids are this age. The children will learn addition within 15.
- Draw 8 pears on the board and invite one child to come out and count the 8 pears loudly. Let the whole class then count with you the 8 pears. Write 8 under the 8 pears. Next draw the **plus** symbol **+** next to the 8 pears and draw another 5 pears next to the plus symbol. Now ask the children to count the pears with you. Now again write the digit 5 under the added 5 pears and say (**8 plus 5 is?**) wait for the children to say the answer. Teach them that if they want to know the answer they need to count all the pears together. Then count the pears again and say **eight plus five makes thirteen (8+5=13)**. Let the children repeat saying the sum after you several times.
- Do all the sums on page 41 on the board with the class one by one and each time ask the class to repeat saying the sum after you.
- Now let open their books on page 41 and ask them to match the picture sum to the correct number sum.
- Walk around to help and guide the children.

Page 42**Join the numbers 1-15:**

- The focus here is to say numbers 1-15 in order.
- You can use the numbers flashcards or write the numbers 1-15 in order on the board to help the children join the numbers in order.
- They did a similar exercise before so let them do this one individually and when they finish they can enjoy colouring the snake.

Page 43**Maze of numbers.**

- Explain the maze to the children and tell them they need to join the numbers at the top of the page with the same numbers at the bottom but following the numbers' interconnecting pathway.
- Tell them that the numbers' pathways are interconnected and that they need to be careful in following the correct pathway of each number from top to the other end or else it will lead to the wrong number.
- Ask the children to use a different colour pencil to join the ends of each number.
- Walk around to help and explain.



Pinpoints of the lesson



- **Warm up:** Use the alphabet poster. Play CD 2 track 4 on the Alphabet song A-Z.
- **Review:** Letters Aa- li .
- **Listen and point Pupil's Book page 40 CD 2 track 36 Letter Jj, jelly, jam, jug:** Children listen to letter li song on CD 2 track 36. Teacher points to letter li on poster or flashcards. Students listen and point.
- **Listen and say:** Children listen, point in their books, name and sound the letter and name the pictures.
- **Listen and sing:** Letter Jj Song: Children sing and point to poster or in their pupil's books.
- **Make the letter Jj:** Play-doh time with Donny the play-doh kid.
- **Activity Book pages 42 and 43:** Trace, Tick the box, Circle Trace and write.
- **Phonics Book 2: Revision pages 28-33** Unit 5 pages 34 - 39

Pupil's Book Session page 40

Warm-up

- Display the Alphabet poster. Play CD 2 track 4 on Alphabet Song A-Z. The children sing along as you point to each letter on the alphabet poster. Invite the children to point to the letters on the poster each child points to one letter and then the next letter you let another and so on.



Listen and point

Introducing the Letter J j

- Use **Alphabet flashcards** to introduce letter Jj and the words jelly, jam, jug Show the flashcard of the letter Jj. Show 3 things that start with the **Letter Jj, jelly, jam, jug**. Tell them each letter has a name and a sound. Say this letter's name is j (name) its sound is /j/.
- Follow the same procedure you used to present previous letters. First, show the letter to the children. Say the name is "j" (Saying the name of the letter). Teach them the objects that start with the letter "j", teach the words by showing them the picture side of the flashcards of "jelly", "jam" and "jug". Repeat many times till you feel they can point to the three pictures when you say their names. Show the word flashcards for each picture with the initial "j" in a different color. Draw children's attention to the "j" at the start. Read the words repeating the "j" sound several times and then the full word: "j" "j" "j" "jelly". Do the same with *jam* and *jug*.
- Invite children to come out and point to the pictures. Say point to jelly, jam and jug.

- **Play CD 2 track 36:** Now tell the students that they will listen to the letter Jj song. Play the song and you point to the flashcards.
- **Pupil's Book page 40:** Play CD 2 track 36 again and invite some children to point to flashcard while the rest point in their books. Let them take turns in coming out to do so.
- For the last time they all listen and they all point in their books. Check they are all doing this right.



Listen and say

- Remind the children that letters have names and sounds. This letter is Jj (name) and it has a sound /j/ j j jelly pointing to the picture of jelly. Say the word many times pointing to the flashcard. Say the sound pointing to the letter at the beginning of the word j j jelly. Do the same with the words jam and jug.
- Let children point to the letter and words in their books and say
- Jj (name of letter, /j/ (sound) and jelly, jam and jug.
- Let the children repeat several times.
- **Assessment:** Now point to a picture and let children name it. Then point to the letter **Jj** and ask: What's this letter (name)? What sound does it make (sound)? What word starts with the letter Jj? Quiz the students for the answers.



Listen and Sing

- Play CD 2 track 36 and let the children listen to letter Jj song.
- Play it again and let children sing with the CD first then without it. Let them point in their books as they are singing.
- Encourage the children to sing. Repeat the song making pauses as necessary to help children pick up and produce the words and the tune.
- Let them sing the song again without the CD this time and listen carefully to how they are sounding the /j/ sound.



CD 2 track 36 Unit 5

Letter Jj Song

This is the letter Jj

J J J J Jj

J jelly J J jelly

J jam J J jam

J jug J J jug

This is the letter Jj



Make the letter J j



- Tell the children that it's **play-doh time**. Ask the children "**Who will help us make the letter Jj today?** They should now say the name **Donny the play-doh kid**. Show them the character of Donny. Ask "**What's he made of?**" They should say now **play-doh**.
- Sit the children in their groups for this activity. Give each one in the group a blob of play-doh, the alphabet play-doh mat of letter Jj (*photocopied and laminated from the TRB before the lesson*) and a play-doh safe knife.
- Tell the children that our friend *Donny the play-doh kid* will help us today learn the letter Jj.

Activity Book Session Pages 42 and 43

- Draw the letter Jj small and capital with a dotted outline. Tell the kids you will trace it now.
- Show them how you trace it starting from the dot and going with the direction of the arrows. Invite them to trace on the board first. The rest of the class can use their fingers to write **JJ** /big and **j j** /small in the air.
- Now they open their activity book on pages 42 and 43 and trace the letter Jj.
- Ask them to name the pictures.

Trace and write

- Tell them now to trace and then write the letter on the grid in the same way they traced it. 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.

Tick the box of the picture that starts with the letter Jj

- Tell them to name the pictures first. Next ask them what sound each picture starts with. Ask which pictures start with the letter J. Show them how to tick the box. You can demonstrate it on the board.
- Now let them do the rest individually.
- You walk around to check and guide.

Circle the words that start with the letter Jj, page 43

- This one is easy now but important. Tell them to circle the letter Jj in the words. The point is to find the e amongst other letters.
- You can demonstrate it on the board. Write two words one starting with **Jj** and another starting with any other letter. Circle the word that starts with the letter **j** in the word.

Trace and write, page 35

- Draw the 4-line-grid on the board for the students to write on. Write letter Jj dotted then add the starting dots.
- Tell them now to trace and then write the letter on the grid in their activity books in the same way.
- 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.
- **Assessment:** Now point to a picture and let children name it. Then point to the letter **Jj** and ask: What's this letter? What sound it makes? What word starts with the letter Jj? Quiz the students for the answers.

Phonics Book Session:

Revision 1

Pages 28 – 33

- You can do the revision pages in one or two sessions or do 2 pages in other lessons' sessions to add variety to types of activities you introduce in a session.

Page 28 and 29:

Write the beginning sound: Let the children name the pictures orally first but stress they identify the first sound. You can ask children to come out and write on the board the letter that represents the beginning sound of each picture. Now let the children work alone in their books. The words are (dog, cat, ball, apple, cow, door, goat, frog, hat, elephant, flower, house).

Page 30:

This is a letters-sounds-words board game to revise words that begin with letters a, b, c, d, e, f, g and h.

- You will need playing pieces, one for each child and a dice.
- The playing pieces can be anything of course, buttons, coins, pieces borrowed from a monopoly or (small) chess set.
- Explain to the children that 2, 3 or 4 players can play this game and that in this game there is a winner.
- Tell the children that they all start at the start square.
- Point to the **Start** square on your copy of the page. Tell them that the winner is the one who reaches the end square first. Point to the **End** square on the board.
- Explain to the children how to play the game. To win you need to say the beginning sound of the word that the picture you are standing on starts with.
- Show them how to start the game. Start by dividing the class into two players; if one child is left you play in front of the class with that child to show them how to play the game.
- First let all the children gather round your table to watch you and the child play the game.
- Get hold of a dice and put your playing piece and the child's playing piece on the Start square.
- Roll the dice and let the child roll the dice and the one with the bigger number starts.
- If you are the one to start roll the dice again to move forward the number of squares indicated on the dice.
- When you stop on a square you need to say the beginning sound of the picture. Then it's the other players turn.
- Let the child playing with you roll the dice. Help him move forward the number of squares indicated. When he stops on a square ask the child to say the beginning sound. If the child fails to say the sound he stays on the square and doesn't move forward.
- You both keep rolling the dice and moving forward and the winner is the one who reaches the End square first.
- You can start with 4 players or 5 and again with another 5 and you play the game with all the class until they get it and know how to play it.
- Each time someone wins give the winner a gift. When they all finish, take the pieces and dice and keep them in a container in the class to use them again in later sessions.

Page 31:

Circle the missing sound and write it on the line.

- Let them open their books on the page and name the pictures one by one (family, donut, eleven, candle, deer).
- Each time they name a picture ask one child to give you the beginning sound of it and ask another child to

come out and write the letter of that sound on the board.

- When they're done let them do it in their books and you walk around to help and guide them.

Page 32:

Write the words under the correct pictures.

- Let the pupils name the pictures first.
- Write the words on the board and read them several times with the children.
- Invite children to read from the board and the rest of the children point to the correct picture.
- Now draw the 4 line grid on the board and show them how to write the 4 words. The 4 words are formed from the letters they already learned how to form (Aa – Hh).
- Invite children to write them on the board on the grid.
- Now let them sit and write in their books.

Page 33:

Draw something in the box that starts with the sound given.

- Let the children sound out the sounds given first.
- Then let them give you examples of things that begin with that sound.
- Finally let them draw one thing of the things mentioned in the box.
- Walk around and help the students.
- You need to accept their drawing but make sure that they draw the correct matching sound.

Unit 5 pages 34-39:

Page 34

- Follow the same procedure you used to introduce previous letters Aa to introduce the letters Ii and Jj.
- **Page 35:** "*Follow the ink spots.*" you need to show them how to go with the u-shaped line on the board. Make sure they know how to start from left to right and without taking the marker off the board until they finish the line. Walk around to check they can work individually and to help those who still need help. Those who finish earlier, ask them to colour the *ink* and the *igloo*. The point here is to give more practice on left-right orientation but this time with u-shaped line. This movement will help in forming letters and moving smoothly in their writing in the upcoming classes.
- Page 36: "*Point, say and colour.*" **Use the same technique used previously for this activity.**
- **Page 37:** "*Help the insect reach the jam.*". Show the children on the board how to trace the wavy line from left to right.

Page 38

Trace then use the empty spaces to write the letters and words.

- Pupils can now trace and write letters Ii and Jj on page 38 alone. The teacher can now monitor their writing and provide help to some slower kids in letter formation.
- They also need to write the words (ice, ink, jar and jug). These are words that start with Ii and Jj.
- Tell the children to follow the arrows to remember how to form the letter.
- Some new letters (k,u) are in the words ink and jug but now the children can handle writing some new letters. You can show them how to write the words on the grid on the board.

Page 39

Write the letters. Match with the pictures.

- This is a revision practice of some letters.
- Name the pictures first with the class and ask them to give the beginning letter and sound.
- Ask the students to write the letters big and small next to the given example then match the letter to the correct picture (horse, jacket, flower, insect, and girl).



Pinpoints of the lesson



- **Poster 10:** Talk about the scene. The children make guesses about the scene. They say something about mixing colours.
- **Listen and point:** Play CD 2 track 37 Students listen, teacher points to poster. Students listen and point to poster 10. Students listen and point in their books.
- **Listen and say:** Play CD 2 track 37 again. Students listen and repeat.
- **Look and act:** Play CD 2 track 37. Students listen and repeat lines then listen and act out the dialogue.
- **Listen and sing:** Play CD 2 track 38.

Pupil's Book Session pages 41, 42 & 43

The story dialogue page 41

Poster 10

- Talk about poster 10 with the children. Ask them to look at the pictures on the poster and in their books. Ask the students to identify the colours in the picture and ask them "**What is the Miss Rita doing?**" Give the model answer. "**She is mixing the colours.**" and ask about the colours in the picture "**What colour is this?**" or say "**Point to red/green/yellow.**" Stress the meaning of "**mix**". Put two ingredients of anything and say "**mix**" as you mix the mixture.
- Explain that the mixture of two colours make different one.
- Let the students answer the question "**If we mix (red) with (yellow), what colour do we get?**" See what the children can say. The purpose of this stage is to activate students' background skills and knowledge and see if they can still remember the teacher's mixing experience. Try to get the children name colours and expect what the teacher is trying to do. They already now know the colours, which are in the story. Elicit "**It's red**". Ask them about the other colours. Ask them if we mix **red** with **yellow**, we make "**What?**" Let the children guess then say "**orange!**" pointing to the resulting colour on the poster. Encourage them and guide them to look at the poster and answer. Ask about the other colours mixed on the poster. Ask about the mixture of the two colours which are mixed on the poster. Go through the details of the poster and introduce the key words of the dialogue: "**mix**" colours and "**makes**" (orange). Ask them pointing to the poster and using the new words "**mix** and **makes**" in your definition. Let the children answer "**If we mix red and yellow, it makes orange**" Repeat the words several times. Let the students repeat several times the model sentence.
- Wear an apron and tell the children that you don't want to dirty your clothes with the colours to show them

how careful you are.

- Use safe paints for mixing colours with the children and good brushes. You will need to bring enough paint and paint brushes for each child.
- Demonstrate mixing red and yellow in front of the class and use the key sentence as you are mixing the colours: "***If we mix red and yellow, it makes orange.***" Mix the other colours in front of the class using the same form of the key sentence; "***If we mix red and green it makes brown.***" and "***If we mix blue and yellow, it makes???***" let the children look and say the resulting colour. Keep mixing colours and asking the children to repeat the key sentence but using different colours.
- Use flashcard 74 to read the word "***mix***" with the class.



Listen and point

- Play CD track 37. Point to the colours the teacher is talking about.
- Play it again and let the children point to the poster.
- Play CD on the dialogue again and let the students open their books on page 41 and point in their books this time.



Listen and say

- Play CD 2 track 37 again. Make pauses for the students to listen and repeat lines as they point in their books.
- Point to key the words on the poster and let the children do the same every time you play the CD.
- Add variety and pause to let children guess what Miss Rita will say. At this stage it is very normal to make pauses till they get used to hearing English and to stress and intonation of English language. They will definitely need your help to repeat some lines.



CD 2 track 37 Unit 5

Story: Mixing Colours

Miss Rita: Today we will mix colours.

Red and yellow makes orange.

Blue and yellow makes green.

Red and blue makes purple.

Red and green makes brown.

And if we mix white and red we get? What?

Children: Pink. (Laughing)

Miss Rita: That's right.

Look and act

- Play CD 2 track 37. You act Miss Rita. Then they say Miss Rita's lines. Now you need to see if they can say the lines pointing to the right pictures on the poster.

The song page 42

- Before you play the song, name the colours in the song. Some of them probably still need you to remind them of the new colours.
- Demonstrate the verb “**mix**” (by using a prepared brush and water colour) and show them the meaning of the word “**mix**” Use the water colours ‘Red, blue, green and yellow’ let the children quickly see the resulting colour.
- **CD 2 track 38:** Now do it again with the song playing and mixing the colours as indicated in the song.

**Listen and Sing**

- **Play CD 2 track 38:** Students listen, and point in their books to the pictures.
- Now play the CD again and let them sing first with CD then without it.

Use flashcards or colour tubes to demonstrate the song live and mix colours. Students listen, sing and watch the teacher mixing the colours.

Mix different colours and see what colours you will make: Teacher explains the task. Students mix colours.

**CD 2 track 38 Unit 5****Song: Red, Blue and Yellow**

*Red, blue and yellow
All standing in a row
I mix these together
and this is what they show.
Orange, purple and green
These are the colours
That can be seen.*

My Project**Mixing colours page 43****Mix different colours and see what colour it will make.**

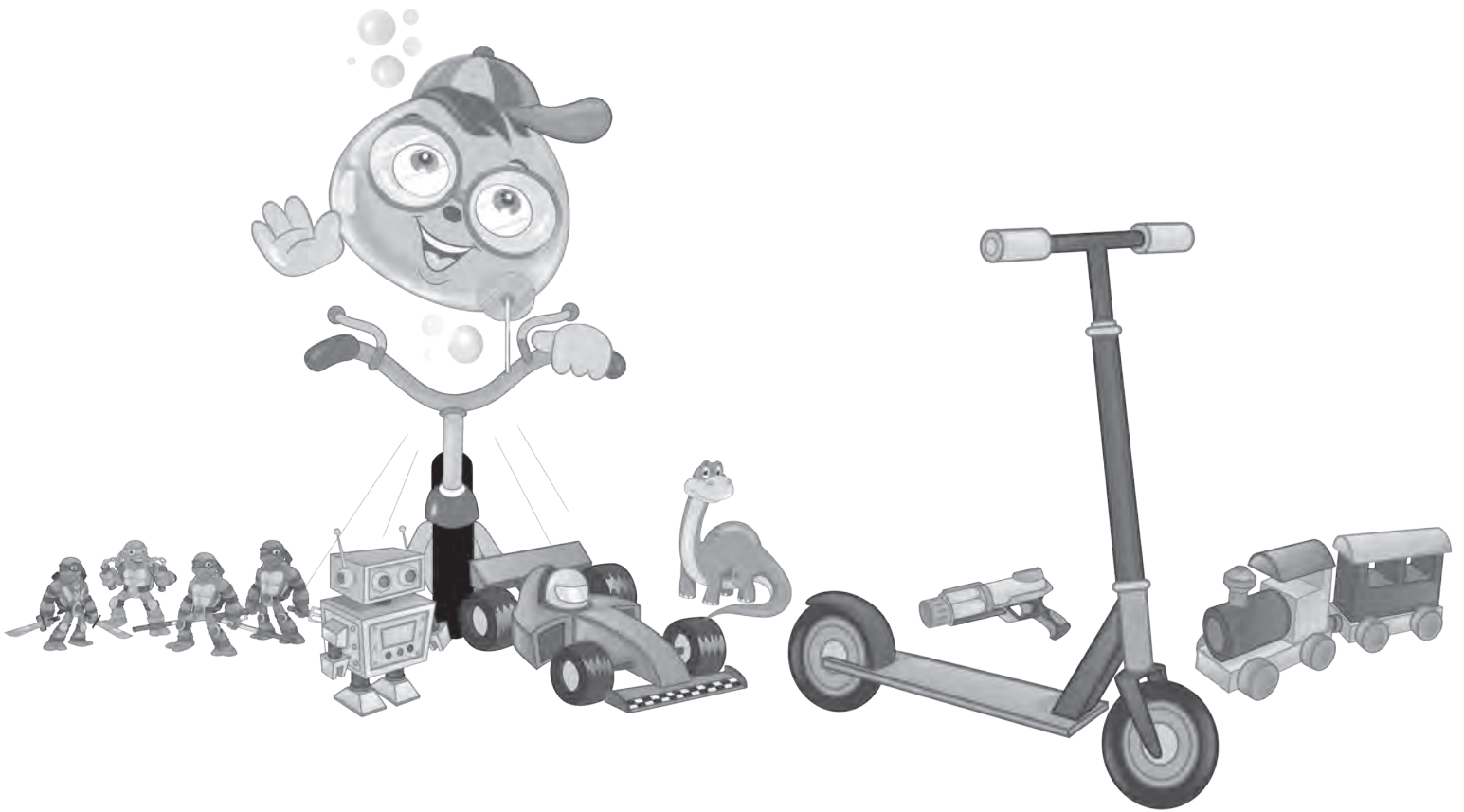
- Let the children wear their aprons before starting and tell them to be careful using the paint tubes and brushes. Give each group the paints and the brushes and a template for mixing trials.
- Explain the task to the children. Students need to put one colour on each circle but mix the two colours in the template first then on a separate paper and then add the resulting colour onto the third circle in their books.
- Once they understand the idea and how to do it, start working with them in their groups.
- Distribute the paint tubes they will need and ask the children to be very careful not to smudge their clothes or spoil the work with too much paint.
- Tell them to open their books on page 43 and start adding the first colour onto the first circle. Then another colour onto the second circle. Do this step by step with them. They can start with different paint and they will get different results. Warn them not to use too much paint onto the circles.
- Now tell them to colour the circles with their brushes. You might need to help them and show them how to use the paint brush.
- Demonstrate how to do it the right way by painting the two circles.
- Now they mix the two colours they chose in the templates to see what colour shows. They need to say the name of the resulting colour.
- The last step is to walk around to help and to see that they all did the work right and are finished with the task.

Assessment of Unit 5

Assessment Sheet 5 (See TRB for Assessment Sheet 5).

Unit
6

Toys



Unit **6** Toys

BUBBLE KIDS 2 LESSONS PLANNER

	Textbooks Sessions	Posters	Flashcards	CD 2tracks
Lesson 1	- Pupil's Book Session pages 44 - 45 - Activity Book Session pages 44 – 45	Poster 11	Words : 75 - 82 Key Sentences: 23 – 27	1 –39 - 40
Lesson 2	- Pupil's Book Session pages 44 - 45: Revision - Activity Book Session pages 44 - 45: Revision - Art & Craft (TRB): Make a toy robot	Poster 11	Words : 75 - 82 Key Sentences: 23 – 27	1 – 39 - 40
Lesson 3	- Pupil's Book Session page 46 - Activity Book Session Pages 46 - 47	Alphabet poster: Letter Kk and Ll	Alphabet flashcards: Letter Kk, kite, key, kitten, kangaroo Letter Ll, lion, leaf, lamb, lemon, leg	4 -41
Lesson 4	- Pupil's Book Session page 47 - Activity Book Session page 48 + 49 - Number Book Session Unit 5 Pages 44- 53		Number Flashcards: 16–17–18	6 – 42
Lesson 5	- Pupil's Book Session page 48 - Activity Book Session pages 50- 51 - Phonics Book Session Unit 6: pages 40 - 45	Alphabet poster: Letter Mm and Nn	Alphabet flashcards: Letter Mm, moon, man, monkey, mouse Nn, nose, neck, nurse, nest	4 - 43
Lesson 6	- Pupil's Book Session Story: page 49 Song : page 50 My Project: page 51 - Assessment Sheet 6 (TRB)	Poster 12	Flashcard: 83 - 86	44 - 45

New words, New Language and Language Functions

Words: Toys: : gun , robot , Ninja Turtles, race car , scooter , doll , dinosaur, train

Rev: Yes/ No question, *What's this? It's a ...* - **New:** *What are these? Toys*

Is this a...? Yes, it is./ No, it isn't. , Can I play with ...?

Language Functions: *Talking about toys, Asking for permission.*

Outcomes

- Identify toys.
- Talk about actions in progress using present progressive forms.
- Ask and answer questions: *Is this a...? Yes, it is. /No, it isn't. What's this? What are these? "Toys" (plural "s")*
- Ask for permission using **Can I ...?**
- Sing all letters' names and sounds song (A-Z).
- Chant new words and language patterns.
- Identify, read and write the letters **Kk, Ll, Mm,** and **Nn**, capital and small, and say the beginning sounds of **k, l, m** and **n** with 3 or 5 word examples that begin with the letter (**Kk**, kite, key, kitten, kangaroo), (**Ll**, lion, lemon, lamb, leaf, leg) , (**Mm**, monkey, moon, mouse, man) , (**Nn**, nest, neck, nose, nurse).
- Read, trace and write keywords of unit 6.
- Identify, read and write numbers 16, 17 and 18. Read number words 1 – 18.
- Count and add within 18.
- Listen to and follow a story prompted by pictures.
- Repeat lines of a story after a model (CD).
- Act out the story scene.
- Sing the songs in the unit.



Pinpoints of the lesson



- **Warm up:** Bubble Kids Song
- **Flashcards:** Introduce the colour words.
- **Poster11:** Show Poster 11.Talk about the scene.
- **Listen and point:** Play CD 2 track 39. Students listen. Teacher points to poster. Play CD again. Students listen and point to poster.
- **Listen and say:** Play CD 2 track 39: Students listen and repeat.
- **Pupil's Book pages 44 and 45:** Play CD 2 track 39 again. Children listen, repeat and point in their books.
- **Chant:** Play CD 2 track 40. Students listen, repeat and chant key words and structure.
- **Reading:** Flashcards (75-82) word side.
- **Drama:** Play CD 2 track39.Students listen, repeat lines and act out the scene.
- **Assessment:** Teacher points to poster or picture flashcards and asks Yes/No questions and Wh-questions with plural "s".
- **Activity Book pages 44 and 45**

Pupil's Book Session pages 44 and 45

Warm-up

- Play Bubble Kids Song. Encourage the children to sing along.
(See lyrics in Unit 1 lesson 1)

Poster 11

Introducing toy words and the Yes/No questions(Yes, it is. . No, it isn't):

- Toys are children's favourite and dearest possessions. So it will be very exciting to them to ask them to bring their toys and make a very fun and exciting introduction to the toys theme.
- It is favourable to teach the toys of lesson 6 too since they will only bring the toys to school for one day and take them home with them.
- You need to make a list of the toys expected and name the toy in English for each child in your class:

Toys	Tricycle	Bike	blocks	transformers	water toys
Wagon	Dolls	barbies	ponies	cards	outdoor toys
Chess	doll house	dominoes	marble	skipping	soft toys
Puzzles	Jacks	Chess	Dice	soldiers	wooden toys
Lego	Teddy	Wii	play station	x box	puppets
Meccano	Balls	scooter	hula hoop	train set	nesting dolls
Trucks	Cars	remote control	yo-yo	spinning top	colouring book

- Now that you have this list of toys you can name any toy that the child brings with him.
- Tell the children to bring their favourite toys (one or two only) and tell them you will bring your favourite toys when you were a kid. You need to make sure that you will have the toys that you will teach in the unit available. The toys you need to teach this unit are: **gun, robot, Ninja Turtles, racecar, scooter, doll, dinosaur, train, singing doll, doll's house and a soft doll.**
- Now put all the toys as in a toy store and have labels with toys' names on them but specifically the toys that you will teach in this unit. Or you can even use the flashcards word side for this purpose and you will use them to help the children read the toy words.
- Now time to teach the target vocabulary. Put the target toys on one side and the other children's toys on a different side of the fake store. This is because you will be concentrating on the toys in unit 6. The other toys are just to show and mention for the sake of fun and to keep the children related to the theme and interested.
- Say "**These are toys.**" Then ask "**What are these?**" help the students with the answer since it has the new question form. Say "**Toys**" give a model answer then keep asking the same question and repeat the model answer with the children till they can answer it without your help.

Flashcards (75-82)

- Now teach the toy words: **gun, robot, Ninja Turtles, race car, scooter, doll, dinosaur, train, singing doll, doll's house** and a **soft doll** by holding each toy and saying its name "**gun**" repeat several times and ask the students to repeat. Do the same with the rest of the target toys. The students need to master the words before you introduce the new forms with the words.
- **Reading:** Use the flashcards to sight-read the new toy words. Let the students try to read the words alone without your help since now in unit six they are expected to have developed a good reading skill to make them able to read some short words.
- Read the words several times with the class asking them to repeat together, in groups and individually.
- **Assessment:** Quiz students' understanding using the picture side of the toy flashcards.
- Quiz students' reading using the word side of the flashcards.
- Every time you invite a child ask the question "**What's this?**" for a single toy and "**What are these?**" for plural toys like the ninja turtles.
- You will need to do this with every student and give him/her the chance to use the new language items. Each time ask the question and let the class answer and repeat. Then individuals.
- To involve students more ask a few questions about their other toys in the same manner.
- Point to a train and ask "**Is this a train?**" Give the model answer "**Yes, it is.**" Repeat several times with different toys asking different students to give you the model answer and repeat it.
- Now hold the racecar and ask "**Is this a train?**" Give the model answer "**No, it isn't.**". Keep asking the No questions using different toys till they can answer them individually.

- After that give them a good practice quiz them for “**Yes, it is.**” and “**No, it isn’t.**” answers.
- **Reading:** Use key sentences **flashcards (23-27)** to read with the class. The point is to read a whole sentence from left to right and to help students follow a sentence in their books in the same way. Hold the flashcard up, read it to the class and have them repeat several times.

Poster 11

- Show Poster 11. Ask the students to identify anything they know on the poster. Ask them “**What’s this?**” “**What are these?**”. Allow them to say the names of the things they know on the poster. Listen to the plural “**s**” when they answer the plural question “**What are these?**”.
- Tell the class that this is Tony’s house and that Willie has come to see and play with Tony’s toys.
- Invite children to come out and name the toys on the poster.
- Invite students to come out and ask the children “**What’s this?**” pointing to a toy, and “**What are these?**” when pointing to the ninja turtles or the toys. Help them pose the question and pick classmates to answer.
- Get the whole class repeat the correct answers “**Yes, it is.**” and “**No, it isn’t.**”



Listen and point

- Play CD2 track 39 and let the children listen first without pointing to the poster. It is very important to teach students to listen and try to understand.
- Play CD2 track 39 again and this time you point to the poster as the CD plays.
- Play CD2 track 39 again and invite children out to point to the poster.



Listen and say

- Play CD 2 track 39 again; children listen and repeat as you point to the poster.
- Make pauses as many times as necessary to help the children listen and produce the new language correctly. They will develop accuracy and fluency by time but try to keep their motivation and interest very high to make them love this and want to learn.

Pupil’s Book pages 44 and 45

- Ask the children in the class to open their pupil’s books on pages 44 and 45. Help them if necessary.
- Play CD 2 track 39 again. Students listen, repeat and point in their books.
- Walk around to see they are all pointing to the correct picture in their books.

**CD 2 track 39 Unit 6****Toys**

Willie: *What is this?*

Tony: *It's a robot.*

Willie: *Is this a racecar?*

Tony: *Yes, it is.*

Willie: *Wow! What are these?*

Tony: *My Ninja Turtles.*

Willie: *Is this a robot?*

Tony: *No, It isn't. It's a gun.*

Reading

- Use flashcards (82-90), word side, to read the words sweater, jacket, hat, mittens, gloves, boots, pants, scarf.
- Hold a card up and read it for them. Let them repeat it many times in chorus, groups and individuals.

Drama

- Play CD 2 track 39 again and let them act the scene out following the lines on the CD.
- Or play the CD and make pauses for them to say the lines.

Chant

- Play CD2 track 40. Students listen, repeat and chant toy words.
- The point of chanting the new words and forms is to practice saying the taught language.

**CD 2 track 40 Unit 6****Toys Chant**

Is it a robot? Yes, it is. Yes, it is.

Is it a race car? Yes, it is. Yes, it is.

Is it a robot? No, it isn't. No, it isn't.

Is it a race car? No, it isn't. No, it isn't.

What is it? What is it? It's a gun.

Assessment

- Teacher points to poster or picture flashcards and asks Yes/No questions and What-question. Students answer the teacher's questions.

Activity Book session pages 44 and 45**Circle the correct answer page 44:**

- Demonstrate the first one as an example on the board.
- Draw a robot as in the activity book page 44 and write the question and the two answers in the same way.
- Invite a student to come out and ask him to read the question with you "Is it a robot?" Now tell the children that they see two answers one is correct and the other is wrong.
- Ask the question again and let the child decide which answer is correct and circle it.
- Do number 2 the same way on the board. Invite another child to come out and answer it.
- Now ask them to open their activity books on page 44 and do the exercise.
- Walk around to help and guide them.

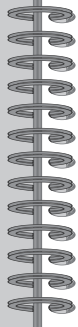
Listen and write the number in the box (page 45):

- Explain to the students that they need to listen and number the pictures.
- Tell them in their mother tongue that they will hear two boys asking and answering about a toy and that they need to look and put number 1 in the square of the toy they are talking about.
- You read the conversation to them:
 1. Is this a dinosaur?
Yes, it is.
 2. Is this a robot?
No, it isn't. It's a gun.
 3. Is this a train?
Yes, it is.
 4. Is this a racecar?
No, it isn't. It's a scooter.

Answers: 1. Dinosaur, 2. Gun, 3. Scooter, 4. train



Pinpoints of the lesson



Warm-up: *Bubble Kids Song CD 2 track 1*

Pupil's Book pages 44 and 45: Revision of language taught in lesson 1 (toy words, key sentences, Yes/ No questions and What are these? Toys.).

Flashcards sight-reading 75 - 82, (**key sentences 23-27**). Students read the words and key sentences.

Activity book page 44: Students read the questions and answers. They finish the work in the activity book.

Art & Craft: Make a toy robot

Pupil's Book Session pages 44 and 45

Warm-up

- Play CD 2 tracks 1 on **Bubble Kids Song** and let them enjoy singing The song should be played for the kids at the beginning of every unit and as a revision in lesson 2.
- Use poster 11 and flashcards (75 – 82) to review what the children learnt in lesson 1. Review: **gun, robot, Ninja Turtles, racecar, scooter, singing doll, dinosaur, dollhouse and train**) by pointing to the pictures. Hold up a flashcard and ask “Is it a racecar?” Let the students answer “Yes, it is or “No, it isn’t”
- Ask “What are these?” get the children to say “Turtles” “Is this a gun/a robot?” The students answer “Yes it is/ No it isn’t
- Hold up the flash cards (**72-79**) and the key sentences from (**23-27**). Ask children several questions using the same way to let them use the key words and key forms in their answers.
- Let the children ask questions pointing to different toys in the poster and using different Yes/No answers.
- Play CD 2 track **39**. Invite children to point to characters as they speak either on poster or in their books.
- CD 2 track **40**: Review the (**Toys Chant**). Get the children to chant with the CD, then without it to check their fluency and accuracy.

Activity Book Session pages 44

- **Sight-reading:** Use flashcards (75 – 82) word side and sight-read them again with class one by one. Remember that students need to read the word as a whole left to right and never try to break the words into sounds (*See sight-reading in the introduction*). Hold the card up for the class to read. Ask who can read these words “**Gun, train, robot, race car, teddy bear, scooter, ninja turtles and doll house.**” Let them raise their hands to answer. Pick individuals who raise their hands first and monitor who can or can’t read at this point. You might need to do this often till you see that most children are able to read. Some children take more time to figure out this relation between letters and sounds and some struggle through it but they still

have time to figure it out with good practice.

- Do the same with the rest of the cards. Check understanding since for learning to take place, it has to be meaningful.
- **Listen and write the numbers in the box:** Encourage the children to listen to the CD, and write the words in page 45. Explain to the children what they need to do here. Demonstrate one example for them on the book. Hold the book up; say “*Gun*” ask them “*What is this?*” They will answer, “It’s a gun”. Now ask the students to open their Activity books on page 45. Let the students listen to the word and write the right words in the box under the pictures. Walk around and help them with it.

Art & Craft

Make a toy robot:

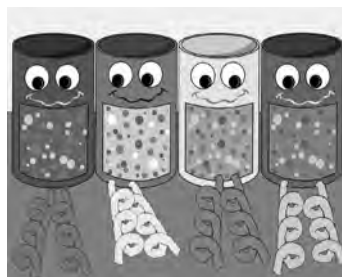
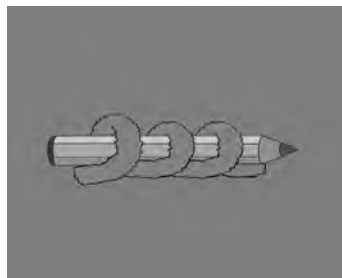
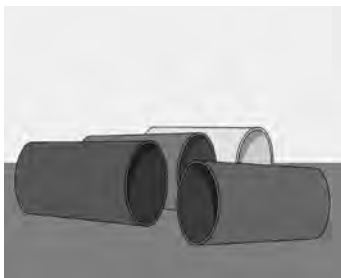
- Tell the class that now they will make toy robots.
- You can make one for each group sitting together in the class.

Things you’ll need:

toilet paper tubes - acrylic paint - paint brush - coloured paper
pipe cleaners (1 per toilet paper tube)- scissors - a pencil - *optional*: googly eyes

Steps

- Ask them to paint their toilet paper tubes each one single colour. They should paint the inside of the tube too!
- Next they’ll need to stand their toilet paper tube up on end. Ask them to choose a different colour paint and paint a square completely coloured in about 3/4 ways down the front of the toilet paper tube as shown below in the pictures. This will be the front “electrical panel”.
- Next they’ll-complete the “electrical panel”. They can design this however they like. Ask them to turn the paint brush around and dip the end of the stick into the paint then make different coloured dots on the panel like shown below.
- Once all of their paint has dried they can start on the arms for the robot. They’ll need one pipe cleaner per toilet paper tube. Ask them to cut their pipe cleaners in half then wrap them around a pencil to make them a spiral shape.
- They don’t have to make them spiral shaped – they-can keep them straight and bend them any way they like!
- Ask them to use a pencil to poke little holes in the side of the toilet paper tube and insert the half pipe cleaner. Ask them to straighten their arms out a bit for a different effect.





Pinpoints of the lesson



- **Warm up:** Use the alphabet poster. Play CD 2 track 4 on the Alphabet song A-Z.
- **Review:** Letters Aa - Jj.
- **Listen and point pupil's book page 46 CD 2 track 41:** (*Letters Kk kite, key, kitten and kangaroo, Letter Ll, lemon, lamb, lion, leaf and leg*) Children listen to letters Kk and Ll songs on CD 2 track 41. Teacher points to letters Kk and Ll on poster or flashcards. Students listen and point to poster and flashcards.
- **Listen and say** (Letter Kk kite, key, kitten, kangaroo)(Letter Ll lemon, lamb, lion, leaf, leg): Children listen, point in their books, name and sound the letter and name the pictures.
- **Listen and sing:** Letters Kk and Ll Songs: Children sing and point in their pupil's books.
- **Make the letters Kk and Ll:** Play-doh time with Donny the play-doh kid.
- **Activity Book pages 46 and 47:** Colour, trace, circle and write.

Pupil's Book Session page 46

Warm-up

- Display the Alphabet poster.
- Play CD 2 track 4 on Alphabet Song A-Z. The children sing along as you point to each letter on the alphabet poster. Invite the children to point to the letters on the poster each child points to one letter and then the next letter you let another student and so on.



Listen and point

Introducing the Letters Kk and Ll

- Use **Alphabet flashcards** to introduce letter Kk and the words Kk kite, key, kitten and kangaroo. Show the flashcard of the letter li. Show 4 things that start with letter Kk: kite, key, kitten and kangaroo. Tell them each letter has a name and a sound. Say this letter's name is Kk (name) its sound is /k/.
- Do the same to introduce (Letter Ll: lemon, lamb, lion, leaf, leg).
- Follow the same procedure you used to present previous letters. First, show the letter to the children. Say the name is "Kk" and "Ll" (Saying the name of the letter). Let them repeat the name. Teach them the objects that start with the letter "k" and the letter "l", teach the words by showing them the pictures of: "kite", "key", "kitten" and "kangaroo" "and "leaf", "lemon", "lamb", "leg" and "lion".
- Show the word flashcards of each picture with the initial "k" in a different color. Draw children's attention to the "k" and "l" at the start. Read the words repeating the /k/ sound and // sound several times and then the

full word: “**k, k, kite**” “**l, l, lamb**”. Do the same with key, kitten, kangaroo and, lion, leaf and leg.

- Invite children to come out and point to the pictures. Say point to kite, key, kitten and kangaroo.
- **Play CD 2 track 41:** Now tell the students that they will listen to the letter Kk song and the LI song. Play the song as you point to the flashcards.
- **Pupil’s Book page 46:** Play CD 2 track 41 again and invite some children to point to flashcard while the rest point in their books. Let them take turns in coming out to do so.
- For the last time they all listen and they all point in their books. Check they are all doing this right because they are still in their very beginning lessons.



Listen and say

- Remind the children that letters have names and sounds. This letter is Kk (name) and it has a sound /kk kite (pointing to the picture of a kite. Say the word many times pointing to the flashcard. Say the sound pointing to the letter at the beginning of the word girl **kk** kite. Do the same with the words key, kitten and kangaroo. Do the same for LI, lemon, lamb , lion, leaf and leg. Let children point to the letter and words in their books and say Kk (name of letter, /k/ (sound) and kite, key, kitten and kangaroo.
- **Assessment:** Now point to a picture and let children name it. Then point to the letter **Kk** and **LI**, ask: What’s this letter (name)? What sound does it make (sound)? What word starts with the letter Kk/LI? Quiz the students for the answers.



Listen and Sing

- Play CD 2 track 41 and let the children listen to letters Kk and LI songs.
- Play it again and let children sing with the CD first then without it. Let them point in their books as they are singing.
- Encourage the children to sing. Repeat the song making pauses as necessary to help children pick up and produce the words and the tune.
- Let them sing the song again without the CD this time and listen carefully to how they are sounding the /k/ and the //.



CD 2 track 41 Unit 6

Letter Kk and Letter LI Song

Letter Kk song

This is the letter Kk

k kite k k kite

k key k k key

k kitten k k kitten

k kangaroo k k kangaroo

This is the letter Kk

Letter LI song

This is the letter LI

l lemon l l lemon

l lamb l l lamb

l lion l l lion

l leaf l l leaf

This is the letter LI



Make the letter K k



and L l



- Tell the children that it's **play-doh time**. Ask the children "**Who will help us make the letter Kk today?**" They should now say the name **Donny the play-doh kid**. Show them the character of Donny. Ask "**What's he made of?**" They should say now **play-doh**.
- Sit the children in their groups for this activity. Give each one in the group a blob of play-doh, the alphabet play-doh mat of letters Kk and Ll (*photocopied and laminated from the TRB before the lesson*) and a play-doh safe knife.
- Tell the children that our friend *Donny the play-doh kid* will help us today learn the letters Kk and Ll.
- Demonstrate to the students how to form the letters Kk and Ll on the mat.
- Now let them start working and you watch and help around. When they finish display their work in class for a while *See introduction under "What is Donny the play-doh kid?"*.

Activity Book Session Pages 46 and 47

- **Trace page 46:** Draw the letters Kk and Ll small and capital with a dotted outline. Tell the kids you will trace them now.
- Show them how you trace each letter starting from the dot and going with the direction of the arrows. Invite them to trace on the board first. The rest of the class can use their fingers to write **K and L** big and **k and l** small in the air.
- Now they open their activity book on page 46 and trace the letters Kk and Ll.
- Ask them to name the pictures.

Circle the words that start with the letters Kk and Ll page 46

- This one is easy now but important. Tell them to circle the words that start with the letters k and l.
- Read the words with them and let them point out the words that start with k and l. Now let them circle the words.
- Walk around to help and guide them.

Trace and write page 47

- Draw the 4-line-grid on the board and show them how to write k and l on the grid. Draw the dotted letters and invite the students out to trace.
- Invite them now to write the letters k and l on the 4-line-grid in the same way they traced it. Draw their attention to the starting dot and the arrows
- 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.

Circle the letter page 47:

- Now the students know how to do this exercise but explain the task.
- Now do the first one with them. Ask them to name the picture (a kitten). Ask them what letter/sound does it start with. Let one student come out and circle the correct letter on your book.
- If you feel you need to do another example with them do it and let all children circle the correct letter of the second picture.
- Or you can use the flashcards again for this exercise.
- Now watch them as they try to do the rest individually.
- Walk around to check and monitor their progress.

Pupil's Book Session page 47

- **Warm-up:** A song – Play the numbers song (1-20) CD 2 track 6 and let the children listen several times then try to encourage them to sing along as you point to a poster of numbers or the numbers flashcards 1- 20. Play this song every time you introduce new numbers.
- **Show flashcards, show visuals:**
Use the flashcards of numbers 16, 17 and 18 (digit side) or just write the numbers one by one on the board and draw sixteen items for number 16, seventeen items for number 17 and eighteen items for number 18, let them visualize the concept of 16, 17 and 18. Use 16 fingers and count “one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen and eighteen”. For numbers more than 10 invite a child and count his fingers with yours. Or invite two students and count on their fingers.
- **Sounding out:** say “16, 17 and 18” out loud several times pointing to the visuals that represent the numbers. Make sure all students are listening.
- **Listen and point, pupil's book page 47:** Let pupils open their books on page 47 and point to the digits and the kids. Say 16 robots, 17 cars and 18 scooters, as you point ask the children point in their books. Let them count the visuals for each number.
- **Students' number cards:** Now you and the children are used to games with number cards. Let them hold up the number card when you say the number. This will guide you to how much progress they have made in identifying each number up to 18.
- **The concept of counting up to 18:** Let the children start counting. Walk around and listen. You can use counters to extend the activity and give more practice on counting up to 18.
- **Sense of touch:** Use Donny the play-doh kid to make the number. Now they have got to the point where they can knead, roll and form the blob to make things. Ask them to make 16, 17 and 18.
- **Read the number word:** Use the number flashcards, word side to teach students to read the number words. Hold the card up and say “**sixteen**”, “**seventeen**” and “**eighteen**” pointing to the digit, the word and representing items so the pupils can relate the three parts, the word, the digit and the visuals. Then concentrate on the word and the related digit read “**sixteen**”. Students repeat several times. Do the same with “**seventeen**” and “**eighteen**”.
- **Assessment:** Quiz students' understanding using flashcards. Quiz them on the digits and on reading the words and ask them *how many?* To quiz the counting concept.

Activity Book session page 48 and 49

Page 48:

Trace and write the numbers.

- Use the numbers flashcards and have the children read the number words and identify the digits. Let them count from 1-18.
- You have probably introduced the number words before they come to do this exercise but you still need to check they can identify digits 16, 17 and 18 and can read the number words (sixteen, seventeen and eighteen). Write the digits and the words on the board or show the number flashcards. Give them time to point to a digit, say its name and connect it with its word. Let them read the number words several times.
- Draw dotted numbers on the board and invite them to come out and write digit numbers 16, 17 and 18. Give them all a chance to do so.
- Once you are done with the work on the board, ask them to open their activity books on Unit 6 page 48 to trace and write the numbers
- Let the children count the dots, the squares and the triangles surrounding the number words and the digits at the top of the page.
- Walk around to help and guide them .

Count and write

- Explain to the students that they need to count and write the number under the visuals.
- Let them write individually and walk around to help and guide them .

Page 49:**Circle the toy you like.**

- This is only for fun. Ask the children to circle the toy they like.

Draw and colour your favourite toy.

- Now they draw the favourite toy they circled and colour it

Number Book Session Unit 5 pages 44 – 53**Page 44:****Read and colour the number words and numbers.**

- Use the numbers flashcards and have the children read the number words and identify the digits. Let them count from 1-18.
- You have probably introduced the number words before they come to do this exercise but you still need to check they can identify digits 16, 17 and 18 and can read the number words (sixteen, seventeen and eighteen). Write the digits and the words on the board or show the number flashcards. Give them time to point to a digit, say its name and connect it with its word. Let them read the number words several times.
- Once you are done with the work on the board, ask them to open their number books on Unit 5 page 44 to name the numbers and colour the hollowed digits and the number words.
- Let the children count the dots, the squares and the triangles surrounding the number words and the digits at the top of the page.
- Walk around to help and guide them.

Page 45:**Read and colour:**

- Draw 18 items on the board. Invite one pupil out and ask him/her to colour 13 of the items blue.
- Keep inviting different kids out to do the same, focusing your questions on numbers 16, 17 and 18.
- Now let the children do page 45 in their number books. You will need to read the rubrics for them to help them colour the number of items the sentence refers to. You can either do it one by one or you can demonstrate all the exercise on the board and leave kids to colour individually.
- Walk around to help and guide.

Page 46:**Join to the number. Join to the picture:**

- The children have worked on this type of exercise before but still needs the teacher's help. This exercise involves identifying items (*ox, flowers, bats, robots*), identifying the digits that represent number of items and counting. So it is useful to practice this identification and counting items before they start this exercise. They also need to read the number words "fifteen to eighteen" with you.
- Do an easy example on the board. Write "sixteen", then write the digit 16 then draw a group of 16 bats, then a group of 15 robots.
- Show how you will join the number word (sixteen) to the correct digit (16) then to the correct picture representing (16 bats). Do another similar example on the board or even do all the exercise with the class on the board to make sure they'll be able to do it in their books.
- Now ask them to open their books on page 46 and do the exercise.
- Walk around to help and explain to those who need it.

Page 47:**Trace and copy numbers 16, 17, 18 then match.**

- Explain to the children the task. Tell them they need to trace the numbers then match the number to the representing group.
- If you have already taught the children how to form the numbers you can skip this step. If not draw the grid on the board and teach the children how to write the numbers on the lines. Invite them one by one to do the same on the board.
- Let them trace in their books now and match to the correct group.
- Walk around to help them trace and match.

Page 48**What number comes next?**

- Before they start doing this exercise on paper, make sure they can say the numbers 1-18 orally and in order. Let them say the numbers in order several times.
- Now concentrate on 16, 17 and 18 and let them say the missing number orally. Say 16.. and let them say 17, then say 17 and wait till they say 18.
- Now demonstrate one example for the children on the board and invite them out to choose and colour the box that has the correct number that comes next.
- You will need to do all the work with them on the board because it might be a little bit confusing and would take them a long time to do it individually. Each time stop at the box that has the question mark and ask "**What number comes next?**"

Page 49**Count and match.**

- Use the numbers flashcards to have the children identify digits 1-18.
- Put counters in front of the children and ask them to count 16 items, then ask them to count 17 items, then 18. Repeat many times and every time invite different pupils to come out and count a number of items.
- Let them open their books on page 49. Tell them they need to count the items in each picture and match to the correct digit.
- Walk around to help and explain.

Page 50**Count the toys and write how many there are.**

- Do the first one on the board with the children.
- Draw 18 balls on the board and ask children to come out, count and write the number.
- Finish the whole exercise in the same way then let them open their books on page 50 and try to work individually.
- Walk around to check they all counted and wrote the correct numbers.

Page 51**Match the pictures sums to the number sums.**

- The focus of this exercise is to teach the children how to add numbers up to 18. The addition concept has already been introduced but it is easily forgotten when the kids are this age. The children will learn addition within 18.
- Draw **13 strawberries** on the board and invite one child to come out and count the **13 strawberries** loudly. Let the whole class then count the **13 strawberries** with you. Write 13 under the **13 strawberries**. Next draw the **plus** symbol **+** next to the **13 strawberries** and draw another 3 strawberries next to the plus symbol. Now ask the children to count the strawberries with you. Now write the digit 3 under the added 3 strawberries

again and say (**13 plus 3 is?**) wait for the children to say the answer. Teach them that if they want to know the answer they need to count all the strawberries together. Then count the strawberries again and say **thirteen plus three makes sixteen (13+3=16)**. Let the children repeat saying the sum after you several times.

- Do all the sums on page 51 on the board with the class one by one and each time ask the class to repeat saying the sum after you.
- Now let them open their books on page 51 and ask them to match the picture sum to the correct number sum.
- Walk around to help and guide the children.

Page 52

Join the numbers 1-18:

- The focus here is to say numbers 1-18 in order.
- You can use the numbers flashcards or write the numbers 1-18 in order on the board to help the children join the numbers in order.
- They did a similar exercise before so let them do this one individually and when they finish they can enjoy colouring the whale.

Do these sums.

- Explain the task to the children and tell them they need to add up the balls.
- Draw the picture sums on the board and invite children to come out and write the number sums that match the picture sums.
- They can count together and write the digits under the pictures.
- Now let the children try to read the sums loudly, **eight plus eight makes sixteen (8+8=16)**.
- Write the second sum on the board and do the same.
- Now they can do the sums in their books.
- Walk around to help and guide them.

Page 53

Subtraction

- Start with simple subtraction stories.
- Give each student 3 coloured stickers and then they cross out a certain number to make a simple subtraction problem.
- Play 4 birds in the tree! Call out the students to remove 2 birds. Then write the problem on the board for the students to see. Repeat and each time call the students out to remove a number of birds and write the subtraction problem on the board.
- Draw 4 items on the board. Tell the children you are going to take away 1 and erase 1 item and ask them "How many left?" they need to count the remaining items with you. Next you write $4-1=3$ on the board and say "**four minus one is three**". Point to the digits and the minus symbol - as you are reading the problem. Teach them the minus symbol.
- Do more on the board with the children calling them out to erase items and say how many left. You need to read the equation with them every time you do one with them on the board.
- Tell the children each time to take away or cross out 1 or 2 or 3 and ask them "**How many left?**" Let the children count the items left and that don't have crosses on them.
- Do all the equations on page 53 with the children on the board first.
- Now let them open their books and try to work on the equations individually.
- Walk around to help and guide.



Pinpoints of the lesson



- **Warm up:** Play CD 2 track 4. Use the alphabet poster. Alphabet song A-Z.
- **Review:** Letters Aa-Ll.
- **Listen and point student's book page 48 CD 2 track 43:** *Letters Mm, monkey, moon, mouse and man* and the letter *Nn, nose, nest, neck and nurse*: Children listen to letters Mm and Nn songs on CD 2 track 43. Teacher points to letters Mm and Nn on poster or flash-cards. Students listen and point.
- **Listen and say** (Letter Mm monkey, moon, mouse, man /Nn nose, nest, neck, nurse): Children listen, point in their books, name and sound the letters and name the pictures.
- **Listen and sing:** Letters Mm and Nn Songs: Children sing and point in their pupil's books.
- **Make the letters Mm and Nn:** Play-doh time with Donny the play-doh kid.
- **Activity Book pages 50 and 51:** Colour, trace, circle and write.
- **Phonics Book:** Unit 6 pages (40 – 45).

Pupil's Book Session page 48

Warm-up

- Open the Alphabet poster and display. Tell the children that these are the letters of English.
- Play CD 2 track 4 on Alphabet Song A-Z. The children sing along as you point to each letter on the alphabet poster.
- Invite the children to point to the letters on the poster each child points to one letter and then the next letter you let another and so on.



Listen and point

Introducing the Letter Mm

- Use **Alphabet flashcards** to introduce the new letters Mm/Nn and the words “monkey, moon, mouse, man, nose, nest, neck and nurse”.
- Show the flashcards of the letters Mm and Nn. Show 4 things that start with each letter: monkey, moon, mouse, man, nose, nest, neck, nurse. Tell them each letter has a name and a sound. Say this letter's names is m (name), its sound is /m/.
- Do the same for the letter n /n/ name and sound.
- Follow the same procedure you used to present previous letters. First, show the letter to the children. Say the name is “Mm” (Saying the name of the letter). Let them repeat the name. Teach them the objects that start

with the letter “m”, teach the words by showing them the pictures of: “monkey”, “moon”, “mouse” and “man”. Show the word flashcards of each picture with the initial “m” in a different color. Draw children’s attention to the “m” at the start. Read the words repeating the “m” sound several times and then the full word: “**m**” “**m**” **m**” “monkey”. Do the same with moon, mouse, and man.

- Invite children to come out and point to the pictures. Say point to monkey, moon, mouse and man. Do the same with the letter Nn and the words *nose*, *neck*, *nest* and *nurse*.
- **Play CD 2 track 43:** Now tell the students that they will listen to the letter Mm and Nn songs. Play the song-sand you point to the flashcards.
- **Pupil’s Book page 48:** Play CD2 track 43 again and invite some children to point to the flashcards while the rest point in their books. Let them take turns in coming out to do so.
- They all listen and point in their books for the last time. Check that they are all doing this right.



Listen and say

- Play CD2 track 43 again.
- The children now point in their books and sound the letters and the words.
- Stop the CD once in a while to listen to the students singing. Or even pick individuals to do that.



Listen and Sing

- Play CD 2 track 43 and let the children listen to letters Mm and Nn songs.
- Play each song again and let children sing with the CD first then without it. Let them point in their books as they are singing.
- Encourage the children to sing. Repeat the song making pauses as necessary to help children pick up and produce the words and the tune.
- Let them sing the song again without the CD this time and listen carefully to how they are sounding the /m/ and the /n/ sounds because it’s confusing a little.



CD 2 track 43 Unit 6 page 48

Letter Mm and Letter Nn Song

Letter Mn song

m m m m Mm
 m monkey m m monkey
 m moon m m moon
 m mouse m m mouse
 m man m m man
 This is the letter Mm

Letter Nn song

This is the letter Nn
 N n n n Nn
 n nose n n nose
 n nest n n nest
 n neck n n neck
 n nurse n n nurse
 This is the letter Nn



Make the letter M m



and N n



- Tell the children that **it's play-doh time**. Ask the children "**Who will help us make the letter Mm today?**" They should now say the name **Donny the play-doh kid**. Show them the character of Donny. Ask "**What's he made of?**" They should now say **play-doh**.
- Sit the children in their groups for this activity. Give each one in the group a blob of play-doh, the alphabet play-doh mat of letter Mm (*photocopied and laminated from the TRB before the lesson*) and a play-doh safe knife.
- Tell the children that our friend *Donny the play-doh kid* will help us today learn the letters Mm and Nn.
- Demonstrate to the students how to form the letters Mm and Nn on the mats.
- Now let them start working while you watch them and help around. When they finish display their work in class for a while. See *introduction under "What is Donny the play-doh kid"*.

Activity Book Session Pages 50 and 51

- Draw the letter Mm small and capital with a dotted outline. Tell the kids you will trace it now.
- Show them how you trace it starting from the dot and following the direction of the arrows. Invite them to trace on the board first. The rest of the class can use their fingers to write **M** big and **m** small in the air and the letter N big and n small.
- Now ask them to open their Activity Book on page 50 and trace the letters Mm and Nn.
- Ask them to name the pictures.
- **Trace page 50:** Draw the letters Mm and Nn small and capital with a dotted outline. Tell the kids you will trace them now.
- Show them how you trace each letter starting from the dot and going with the direction of the arrows. Invite them to trace on the board first. The rest of the class can use their fingers to write **M and N** big and **m and n** small in the air.
- Now ask them to open their activity book on page 50 and trace letters Mm and Nn.
- Ask them to name the pictures.

Circle the words that start with the letters Mm and Nn page 50:

- This one is easy now but important. Tell them to circle the words that start with the letters m and n.
- Read the words with them and let them point out the words that start with m and n. Now let them circle the words.

- Walk around to help and guide them.
- **Trace the letters Mm and Nn:** Now they open their activity books on page 51 and trace the letters Mm , Nn. Ask them to name the pictures, *monkey*, *moon man* and *moon-* then *nurse*, *nose* and *nest* .
- **Trace and write:** Tell them now to trace and then write the letters **Mm** and **Nn** on the grid in the same way they traced it. Walk around to help and direct the children towards forming the letters correctly. Keep reminding them to start at the dot and to follow the arrows.

Phonics Book Session pages 40-45.

Page 40- 45

- Introduce letters Kk, Ll, Mm, and Nn pages in the same way you introduced the previous letters.



Pinpoints of the lesson



- **Poster 12:** Talk about the scene. The children make guesses about the scene. They say something about toys.
- **Flashcards 83-86:** use the flashcards to introduce the new words in the story dialogue.
- **Listen and point:** Play CD 2 tracks 44. Students listen, teacher points to poster. Students listen and point to poster 12. Students listen and point in their books.
- **Listen and say:** Play CD 2 track 44 again. Students listen and repeat.
- **Look and act:** Play CD 2 track 44. Students listen and repeat lines then listen and act out the dialogue.
- **Listen and sing:** Play CD2 track 45. Use toys flashcards or the real toys to demonstrate actions of the song. Students listen, sing and point to the toy the song is indicating.
- **Stick pictures of your favourite toys:** Teacher explains the task. Students stick pictures of their favourite toys.

Pupil's Book Session pages 49, 50 and 51

The story dialogue page 49

Poster 12

- Talk about poster 12 with the children. Let them guess what the story is about. Let the students name the toys they see on the poster. Review the toys flashcards of the story with them: **singing doll**, **doll's house** and a **soft toy**.
- To explain "**Can I play, please?**" for permission. Tell the children that you will leave the room and ask them politely to come in. Leave the room then knock on the door and say "**Can I come in, please?**" repeat this many times and let some students try it and use the permission form to come in.
- Now give some students toys. Now go to the students one by one and say "**Can I play with you, please?**"
- Let other students do the same and say the same thing.
- Tell the students that on the poster Julie came to play with Rose today. Point to Mary and say "This is Mary Rose's mum." And point to Judy and say "This is Judy Julie's mum"
- Introduce the words "**untidy**" and "**chubby**" on the poster. Say "Look at Rose's room." "Is it tidy?" say "No! It's untidy." Repeat.
- To teach "chubby" bring a fat soft toy and a thin one. Say "Look this soft toy is chubby." Fill your cheeks with air as you say so. Show them the other thin soft toy and say "This soft toy isn't chubby"
- Repeat many times.
- Let the students answer the questions using these words "Singing doll , doll's house , soft doll , chubby, untidy and Sorry!" See what the children can say. The purpose of this stage is activating students' background skills and knowledge.
- **Flashcards 83-86:**
- Use the flashcards to introduce the new words in the story dialogue: "dollhouse", "singing doll" and "soft doll".
- Alternatively, you can use real toys to show them or even point to them on the poster as well.



Listen and point

- Play CD2 track 44. Point to the colours the teacher is speaking about.
- Play it again and let children point to poster.
- Play CD2 on the dialogue again and let the students open their books on page 49 and point in their books this time.



Listen and say

- Play CD 2 track 44 again. Make pauses for the students to listen and repeat lines.
- Point to key the words on the poster and let the children do the same every time you play the CD.
- Add variety and pause to let children guess who will speak next or what he/she will say. At this stage it is very normal to make a lot of pauses till they get used to hearing English and to stress and intonation of English. They will definitely need your help to repeat some lines



CD 2 track 44 Unit 6 page 49

Story: Toys

Mary: Hello, Judy.
 Rose: Can I play with Julie, today?
 Judy: Sure. Come in, please.
 Julie is in her bedroom.
 Julie: Come in Rose. Let me show you my toys.
 Rose: What's this?
 Julie: This is Elsa my singing doll.
 Rose: What's that?
 Julie: That's my doll house.
 Rose: What's this?
 Julie: It's Chubby my soft doll.
 Judy: Oh, no! Look at this untidy room.
 Julie: Sorry mum!

Look and act

- Play CD 2 track 44. At first try to say the lines and perform it yourself. Teach them how to act it out by saying the lines of the characters while listening to the CD. Try to imitate the same voice and try to change it whenever the character changes.
- Let the students say, what the two girls are saying.
- Then divide them into groups and each group repeats after the CD.
- Now, check if some can perform it individually.

Follow-up Activity

Let the children put the story in order using the cards in the TRB.

The song page 50

- Before you play the song, review the words used in the song: “**scooter, dinosaur, teddy bear**”
- Let the students say the word orally and point at the pictures.

**Listen and Sing**

- **Play CD2 track 45:** Use flashcards with the song you and students sing and point to the flashcards.
- **Play CD2 track 45:** Students listen, and point in their books to the pictures.
- Now play the CD again and let them sing first with CD then without it.

**CD 2 track 45 Unit 6 page 50 Song (What Is Red?)**

What is red?
What is red?
Can you see?
Can you see?
I can see a scooter!
I can see a scooter!
Point with me!
Point with me!

What is pink?
What is pink?
Can you see?
Can you see?
I can see a dolly!
I can see a dolly!
Point with me!
Point with me!

What is green?
What is green?
Can you see?
Can you see?
I can see a dinosaur!
I can see a dinosaur!
Point with me!
Point with me!

**Stickers page 51
Point, stick and say****Stick pictures of your favourite toys.**

- Explain the task to the children. Tell the students that you will give them pictures of toys.
- Tell them to open their books on page 51. Give each one of them the pictures and ask them to choose their favorite ones.
- Show them the right way of sticking the pictures. Help them glue the back of the pictures.
- The last step is to walk around to help and to see that they all understand what to do and how to do it and to check their work. Ask each student a question: What is this toy? Let them answer using the correct name of the toy.

Assessment of Unit 6

Assessment Sheet 6 (See TRB Assessment Sheet 6)

7

Animals



BUBBLE KIDS 2 LESSONS PLANNER

	Textbooks Sessions	Posters	Flashcards	CD 2 tracks
Lesson 1	- Pupil's Book Session pages 52 - 53 - Activity Book Session pages 52 – 53	Poster 13	Words : 87 - 96 Key Sentences: 28 – 35	1 –46 - 47
Lesson 2	- Pupil's Book Session pages 52 - 53: Revision - Activity Book Session pages 52 - 53: Revision - Art & Craft (TRB): Make an elephant mask		Words : 87 - 96 Key Sentences: 28 – 35	1 – 46 - 47
Lesson 3	- Pupil's Book Session page 54 - Activity Book Session pages 54 - 55	Alphabet poster: Letters Oo and Pp	Alphabet flashcards: Letter Oo, ostrich, owl, orange, octopus Letter Pp, parrot, pear, pencil, penguin, pants	4 -48
Lesson 4	- Pupil's Book Session page 55 - Activity Book Session pages 56 - 57 - Number Book Session Unit 6 Pages 54-56		Number Flashcards: 19 - 20	6 –49
Lesson 5	- Pupil's Book Session page 56 - Activity Book Session pages 58-59 - Phonics Book Session Revision 2: pages 46 - 51 Unit 7: pages 52-59	Alphabet poster: Letters Qq and Rr	Alphabet flashcards: Letter Qq, queen, quilt, question mark, quiet Letter Rr, rabbit, rain, rainbow, robot, ring	4 - 50
Lesson 6	- Pupil's Book Session Story: page 57 Song : page 58 My Project: page 59 - Assessment Sheet 7 (TRB)	Poster 14	Flashcard: 87-96	51 - 52

New words, New Language and Language Functions

Words: *Animals: elephant, lion, tiger, gorilla, fox, wolf, giraffe, rhino, snake, alligator, parrot*

Rev: *Yes/ No question, Is it a...? Yes, it is/No, it isn't. - New: I like lions. I don't like gorillas.*

Do you like lions? (Yes, I do.) (No, I don't.)

Language Functions: *Talking about animals -Expressing likes and dislikes.*

Outcomes

- Identify animals.
- Ask and answer Yes/No questions: ***Is it a...? Yes, it is. /No, it isn't.***
- Ask and answer Yes/No questions: ***Is it a...? Yes, it is. /No, it isn't.***
- Express likes and dislikes: ***I like ... , I don't like ...***
- Identify, read and write the letters ***Oo, Pp, Qq,*** and ***Rr,*** capital and small, and say the beginning sounds of ***o, p, q*** and ***r*** with 3 or 5 word examples that begin with the letter (*Oo: orange, owl, ostrich, octopus*), (*Pp: penguin, pear, pants, parrot, pencil*), (*Qq: queen, quilt, question mark, quiet*), (*Rr: ring, rabbit, rainbow, robot, rain*)
- Chant new words and language patterns.
- Read keywords and sentences of unit 7.
- Trace and write animal words.
- Identify, read and write numbers 19 and 20.
- Count to 20. Add within 20.
- Listen to and follow a story prompted by pictures.
- Repeat lines of a story after a model (CD).
- Act out the story scene.
- Sing the songs in the unit.



Pinpoints of the lesson



- **Warm up: CD 2, track 1.** Bubble Kids Song.
- **Poster:** Show Poster 13. Talk about the scene.
- **Flashcards words (87-96), sentences (28-35):** Introduce new words.
- **Listen and point:** Play CD 2 track 46, children listen and teacher points to poster. Play CD 2 track 46 again. Children listen and point to poster.
- **Listen and say:** Play CD 2 track 11. Children listen and repeat.
- **Pupil's Book pages 52 and 53:** Play CD 2 track 46. Children listen, say and point in their books.
- **Chant:** Play CD 2 track 47. Children listen, repeat and chant key words and structure.
- **Reading:** Flashcards words (87-96) and sentences (28-35) word side.
- **Drama:** Children act out the scene. They listen and repeat.
- **Assessment:** Pupils name the animals on poster or flashcards.
- **Activity Book pages 52 and 53:** Read and match.

Pupil's Book Session pages 52 and 53

Warm-up

- Play CD2 track 1: Bubble Kids Song. Encourage the children to sing along.
- You can use a video about animals to start the lesson with and to help you introduce the new animals' names.

Introducing animals

- Start with any animal song if you wish to help students listen to the animal names for the first time. Some students still remember some animals from book 1. Use the animals' flashcards as a guide with the song. Point to the animals as the song plays.

Flashcards

- Using the animals flashcards introduce the animals (elephant, *tiger*, *giraffe*, *wolf*, *fox*, *rhino*, *alligator*, *snake*, *lion*, *gorilla*). Hold each card up and say its name.
- Let the children repeat them several times. Now quiz them by holding up a flashcard and they name the animal.

Poster 13

- Show Poster 13. Ask them "**What can you see?**" Allow them to point to poster and say the names of the animals they know
- Say "**Look at the animals.**" Then point to each animal and say "**Look! A lion!**" and "**Look! A tiger!**" Point to each animal and say the same pattern. Invite the students to point to the poster and say "**Look! A fox (giraffe, gorilla ...etc.)**"

- Ask the students Yes/No questions with "Is". Point to an animal and ask "***Is this an elephant?***" Let students give you the answer "***Yes, it is.***" or "***No, it isn't.***"
- Ask the students about all the animals in the same way. You can invite pairs of students to ask and answer.
- Come to a student and ask him "***Do you like elephants?***" Help the child say "***Yes, I do.***" "***Do you like lions?***" help him with the model answer "***Yes, I do.***"
- Let students repeat the model answer several times. Now point to the gorilla and pose the question "***Do you like gorillas?***" Shake your head sadly and say "***No, I don't.***" Ask the same question to all students and encourage them to give the short answer with **No**.
- Now repeat the Yes/No questions with "**Do**" several times nodding and smiling for the **Yes questions** and shaking and frowning for the **No questions**.
- To teach (***I like...***) and (***I don't like ...***) ask the children in the class what animals they like and split them into groups. You point to the elephant. The students that like elephants say "***I like elephants.***" The students that don't like elephants say "***I don't like elephants.***" Use the same procedure to let the students talk about their preferences of animals in the same manner using ***I like ... , I don't like....*** Always provide a model for the answer and let them repeat it several times.
- Invite students to come out and ask the children. Help them pose the question and they pick classmates to answer.



Listen and point

- Play CD2 track 46 and let the children listen first. It is very important to teach students to listen and try to understand.
- Play CD2 track 46 again and this time they point to the poster as the CD plays.



Listen and say

- Play CD 1 track 46 again; children listen and repeat as you point to the poster.
- Make pauses as many times as necessary to help the children listen and produce the new language correctly. They will develop accuracy and fluency by time but try to keep their motivation and interest very high to make them love this and want to learn.

Pupil's Book pages 52 and 53

- Ask the children in the class to open their pupil's books on pages 52 and 53. Help them do that because some of them probably still need help with opening their books on the target pages.
- Play CD 1 track 46 again. Students listen, repeat and point in their books.
- Walk around to see they are all pointing to the correct speaking character in their books.



CD 2 track 46 Unit 7 pages 52 & 53

Animals

Miss Rita : Look at the animals.
 Willie : Look! A lion.
 Rose : Look! Is this an elephant?
 Julie : Yes, it is.
 Look! A giraffe.
 Tony : Look! Is this an elephant?
 Willie : No, it isn't. It's a rhino.
 Willie : Look! A tiger
 Rose : Look! A wolf.
 Julie : Look! A gorilla.
 Tony : Look! A fox.
 Miss Rita : children! Look at these animals.
 Miss Rita : What's this?
 Tony : A snake, and a parrot
 Miss Rita : Is this a snake?
 Julie : No, it isn't. It's an alligator.
 Miss Rita : And what's this bird? Is it a parrot?
 Rose : Yes, it is.

Chant

- Play CD 2 track 47. Students listen, repeat and chant the names of the animals.
- Now let the students chant without the CD.

Reading

- Use flashcards (87-96), word side and the key sentence flashcard (28-35). Hold each flashcard up, word side, and let students sight-read the words and key sentences.
- You need to read for them and let them repeat many times.
- Read the words until you feel that most of them are able to read the words and the key sentences correctly.
- In reading the key sentences, show and point to each word in the sentence from left to right to teach the children how to read. By time they will develop speed and fluency in reading sentences.

Drama

- Play CD 2 track 46. Students listen and repeat lines.
- Students listen to CD and repeat but this time they need to show change in voice and facial expressions and imitate the voice of the characters they hear on the CD.

Assessment

- Teacher points to poster or picture flashcards and asks Yes/No questions with "**Is**" and "**Do**". Students answer the questions.

Activity Book session pages 52 and 53

- **Match:** Let the children name the animals they see in their activity books one by one (elephant, tiger, giraffe, lion, gorilla).
Make sure they point to the correct animal in their books and that they can read the words correctly. Explain to them that they need to match the words to the picture of the animal.
- Demonstrate one example to the class then let them finish matching while you walk around to help and guide them.



Pinpoints of the lesson



- **Warm-up:** *Bubble Kids Chant*
- **Pupil's Book pages 52 and 53:** Revision of language taught in lesson 1, Revise the names of some animals: Review: Elephant, lion, gorilla, tiger, giraffe, wolf, fox, rhino, alligator, snake and parrot.
- **Review:** Yes/ No questions and answers. (Is it a...? Yes, it is/No, it isn't. I like lions /don't like gorillas). (Do you like lions? Yes, I do/ No, I don't).
- **Flashcards words (87-96), sentences (28-35):** Students sight-read the flashcards.
- **Activity book:** (pages 52 and 53) Read and match.
- **Art & Craft: Make an elephant mask.**

Pupil's Book Session pages 52 and 53

Warm-up

- Play CD 2 track 1 on *Bubble Kids Song*
- Use poster 13 and flashcards (87-96) to review what the children learnt in lesson 1: **elephant, lion, gorilla, tiger, giraffe, wolf, fox, rhino, alligator, snake, parrot**. Point to the animals on the poster or picture flashcards or the in the pupil's book and ask Yes/ No questions let students answer.
- Hold up the flash cards and the key sentences with "Is" and "Do". Students answer "**Yes, it is /No, it isn't** or **Yes, I do/ No, I don't**".
- Review "**I like elephants.**" And "**I don't like snakes.**". Let some students who like certain animals stand up and talk about the animals they like. And other students who don't like certain animals stand up and talk about the animals they don't like. Remember that they need now to use the forms "I like.." and "I don't like ..." correctly.
- Play CD 2 track 46. Invite children to point to poster and repeat the lines.
- Play CD 2 track 47. Review the **Chant**. Get the children to chant with the CD, then without it to check their fluency and accuracy.

Activity Book Session pages 52 and 53

- **Sight-reading:** Use flashcards **words (87-96), sentences (28-35)** word side and let students sight-read them again one by one. Remember that students need to read the word as a whole left to right and never try to break the words into sounds (*See sight-reading in the introduction*). Hold the card up for the class to read. Ask who can read this word "**elephant**". Let them raise hands to answer. Pick the individuals who raised their hands first and monitor the individual's progress in sight-reading.

- Do the same with the rest of the cards. Check understanding since for learning to take place, it has to be meaningful.
- **Read and match:** Students can finish the work in the activity book children pages on **52 and 53**. Explain to the children what they need to do here. Demonstrate one example for them on the book.

Art & Craft

Make an elephant mask

You can make a gorgeous Indian elephant mask.

You will need:

Large paper plate

- Grey paint
- Grey card
- Coloured paper
- Decoration (we used 3D paint and gems you can use whatever you have to hand)
- Glue
- Thin elastic

Instructions:

Paint the back of the paper plate grey and leave to dry.

When the paint is dry, cut out your eye holes.

From grey card cut a trunk and two ears, remembering that Indian elephants have small ears.

Glue the ears to opposite sides of the face and the trunk to the middle.

Cut out a triangle of coloured paper for the head-dress and glue it to the plate so the point sits between the eyes. Decorate the coloured paper with bits from your craft box.

Make a small hole in either side of the face. Tie a piece of elastic through.

You can make other animals masks in the same way and create a jungle in the class.





Pinpoints of the lesson



- **Warm up:** Use the alphabet poster. Play CD 2 track 4 on the Alphabet song.
- **Review:** Letters Aa-Nn.
- **Listen and point Student's Book page 54 CD 2, track 48:** Letters **Oo** and **Pp** *orange, octopus, ostrich, owl, parrot, penguin, pencil, pants* and *pear*. Children listen to letter song on CD 2 track 48. Teacher points to letter on poster or flashcards. Students listen and point.
- **Listen and say:** Children listen, point to flashcards and in their books, name and sound the letters and name the pictures.
- **Listen and sing:** Letters Oo and Pp Songs: Children sing and point in their pupil's books.
- **Make the letters Oo and Pp:** Play-doh time with Donny the play-doh kid.
- **Activity Book pages 54 and 55:** Trace, write and unscramble the letters.

Pupil's Book Session page 54

Warm-up

- Display the Alphabet poster. Review the alphabet A-Z.
- Play CD 2 track 4 on Alphabet Song A-Z. The children sing along and point to each letter on the alphabet poster.
- Invite the children to point to the letters on the poster each child points to one letter and then the next letter you let another and so on.



Listen and point

Introducing the Letters Oo and Pp

- Use **Alphabet flashcards** to introduce the new Letters **Oo** and **Pp** and their words *orange, octopus, ostrich, owl, parrot, penguin, pencil, pants* and *pear*. Show the flashcard of the letters. Show 5 things that start with Oo and Pp.
- Follow the same procedure you used to present previous letters. First, show the letter to the children. Say the name is "Oo" (Saying the name of the letter) and the sound /o/. Let them repeat the name. Teach them the objects that start with the letter "o", teach the words by showing them the flashcards picture side. Show the word flashcards of each picture with the initial "o" in a different colour. Draw children's attention to the "o" at the start. Read the words repeating the "o" sound several times and then the full word: "o" "o" o "orange ". Do the same with octopus, ostrich and owl.
- Invite children to come out and point to the pictures. Say point to *orange, octopus, ostrich* and *owl*.

- Do the same with **Pp, parrot, penguin, pencil, pants** and **pear**.
- **Play CD 2 track 48:** Now tell the students that they will listen to the letter Oo song. Play the song and you point to the flashcards.
- **Pupil's Book page 54:** Play CD2 track 48 again and invite some children to point to flashcard while the rest point in their books. Let them take turns in coming out to do so.
- For the last time they all listen and they all point in their books.



Listen and say

- **Play CD 2 track 48.** Let children point to the letters and words in their books and say Oo (name of letter) , /o/ (sound) and orange, octopus ,ostrich and owl.
- Do the same with **Pp, parrot, penguin, pencil, pants** and **pear**.
- **Assessment:** Now point to a picture and let children name it. Then point to the letters **Oo / Pp** and ask: What's this letter (name)? What sound does it make? What word starts with the letter Oo/Pp? Quiz the students for the answers.



Listen and Sing

- Play CD 2 track 48 and let the children listen to letters Oo and Pp songs.
- Play it again and let children sing with the CD first then without it. Let them point in their books as they are singing.
- Encourage the children to sing along. Repeat the song making pauses as necessary to help children pick up and produce the words and the tune.
- Let them sing the song again without the CD this time and listen carefully to how they are sounding the /o/ sound.



CD 2 track 48 Unit 7

Letters Oo and Pp Song

Letter Oo Song

This is the letter Oo

oo oo Oo

o orange o o orange

o octopus o o octopus

o ostrich o o ostrich

o owl o o owl

This is the letter Oo

Letter Pp Song

This is the letter Pp

pp pp Pp

p parrot p p parrot

p penguin p p penguin

p pencil p p pencil

p pants p p pants

p pear p p pear

This is the letter Pp



Make the letter O o



and P p



- Tell the children that it's **play-doh time**. Ask the children "**Who will help us make the letter Oo today?**". They should now say the name **Donny the play-doh kid**. Show them the character of Donny. Ask "**What's he made of?**" They should now say **play-doh**.
- Sit the children in their groups for this activity. Give each one in the group a blob of play-doh, the alphabet play-doh mat of letters Oo and Pp (*photocopied and laminated from the TRB before the lesson*) and a play-doh safe knife.
- Tell the children that our friend *Donny the play-doh kid* will help us learn the letters Oo and Pp today.
- Demonstrate to the students how to form the letters Oo and Pp on the mats.
- Now let them start working while you watch and help around. When they finish, display their work in class for sometime. (*See introduction under "What is Donny the play-doh kid"*).

Activity Book Session Pages 54 and 55

- Draw the letters Oo and Pp small and capital with a dotted outline. Tell the kids you will trace it now.
- Show them how you trace it starting from the dot and going with the direction of the arrows. Invite them to trace on the board first. The rest of the class can use their fingers to write **O and P** big and **o and p** small in the air.

Trace page 54

- Draw the letters Oo and Pp small and capital with a dotted outline. Tell the kids you will trace now.
- Show them how you trace starting from the dot and going with the direction of the arrows.
- Invite them to trace on the board first. The rest of the class can use their fingers to write **Oo** and **Pp** big and small in the air.
- Now they open their Activity Books on pages 54 and 55 and trace the letters.
- Ask them to name the pictures.

Write the first letter and trace page 54

- Let the students name the pictures first.
- Ask the students to name the first letter and the sound.
- Invite students to write the first letter of the words on the grid on the board.
- Now let them write and trace in their books. You walk around to help and guide.

Trace and write page 55

- Tell them now to trace and then write each letter on the grid in the same way they traced it.
- Walk around to help and direct the children towards forming letters Oo and Pp right. Keep reminding them to start at the dot and to follow the arrows.

Unscramble the letters to make words page 55

- Let the children identify the pictures first.
- Write the letters of the first picture on the board and let them guess what word the letters make. They need to spell the word orally first.
- Do the same with the other two words and invite children to write the words correctly after they spell them orally (**ostrich, penguin, parrot, and octopus**).
- Now ask them to write the words in their activity books.
- Walk around to help and check.



Pinpoints of the lesson



- **Warm-up:** Review language of lesson 1
- **Pupil's Book page 55:** Talk about pictures in the book. Teacher introduces new words, asks. Pupils repeat and answer questions.
- **CD 1 tracks 52 and 53:** Play CD. Pupils listen, repeat and sing.
- **Activity book pages 56 and 57:** Circle Yes/No (Do you like soup?). Circle the missing letter - d_nuts (e o a)
- **Number book pages 54 and 55:** Join to the number. Join to the picture. Trace the numbers

Pupil's Book Session page 55

Warm-up

A song – Play the numbers song (1-20) CD 2 track 6 and let the children listen several times then try to encourage them to sing along as you point to a poster of numbers or the numbers flashcards 1- 20. Play this song every time you introduce new numbers



CD 2 track 49 Unit 7

Numbers Song (19, 20)

19, 19, 19, 20
 19, 19, 19, 20
 1 2 3 4 5 6 7 8 9 10
 11 12 13 14 15 16 17 18 19 20
 19, 19, 19, 20
 19, 19, 19, 20

Introducing numbers 19 and 20

- Show flashcards, show visuals:

Use the flashcards of numbers 19 and 20 (digit side) or just write the numbers one by one on the board and draw nineteen items for number 19 and twenty items for number 20. Let them visualize the concept of 19 and 20. Let students count the items with you out loud. Use 19 students' fingers and count "one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen and eighteen nineteen and twenty".

- Sounding out: Say 19 and 20 out loud several times pointing to the visuals that represent the numbers. Make sure all students are listening.

- **Listen and point, pupil's book page 55:** Let pupils open their books on page 55 and point to the digits and the kids. Say "Let's count the horses." Count the 19 horses out loud and the 20 pandas, as you point to your book and the children point in their books in the same way.
- **Students' number cards:** Now you and the children are used to games with number cards. Let them hold up the number card when you say a number. This will guide you to know how much progress they have made in identifying each number up to 20.
- **Play CD 2 track 49.** Students sing the song of numbers 19 and 20
- **Sense of touch:** Use Donny the play-doh kid to make numbers 19 and 20. Now they have reached the point where they can knead, roll and form the blob to make things. Ask them to make 19 and 20.
- **Read the number word:** Use the number flashcards, word side to teach students read the number words. Hold the card up and say "nineteen" then "twenty". Pointing to the digit, the word and the representing items so the pupils can relate the three parts, the word, the digit and how many items it represents. Then concentrate on the word and read again "nineteen". Students repeat several times." Do the same with "twenty".
- **Assessment:** Quiz students' understanding using flashcards. Quiz them on the digits and on reading the words and ask them *how many?* To quiz the counting concept.

Activity Book Session page 56 and 57

- Demonstrate tracing numbers 19 and 20 on the board. Write them with dotted line on the board and invite children to trace. Watch they are tracing from the right point.
 - **Trace and write the numbers page 56:** Ask the students to open their Activity books on page 56. They trace and write the numbers.
 - **Match page 56:** Let them count the oranges and ask "How many oranges?" Elicit the answer and tell them to match the oranges to the correct number. Do the same with the pears.
- Trace and write the numbers page 57:** Explain to the students that they need to count the items given and write the number in the box under the picture. Remember to pose the question "How many?" every time you ask them to give you an answer.

Number Book Session pages 54-56

Page 54

Read and colour the number words and digits:

- You have probably introduced the number words before they come to do this exercise but you still need to check they can identify numbers 19 and 20 and can read the number words (nineteen and twenty). Write the digits and the words on the board. Give them time to point to a digit, say its name and connect it with its word.
- Once you are done with the work on the board, ask them to open their number books on Unit 6 page 54 to read the numbers and words then colour the number and the words.

Pages 55 and 56

Read and colour:

- Draw 20 items on the board. Invite one pupil out and ask him/her to colour 15 of the items blue.
- Keep inviting different kids out to do the same but every time you ask the student to colour a different number value.
- Each time you invite a child to do so, write this sentence on the board: **Colour fifteen balls black and white.**
- Change fifteen to fourteen, nineteen, seventeen, eighteen then twenty.
- Now let the children do pages 55 and 56 in their number books.
- Read every sentence for them to help them colour the number of items the sentence refers to.



Pinpoints of the lesson



- **Warm up:** Use the alphabet poster. Play CD 2 track 4 on the Alphabet song A-Z.
- **Review:** Letters Aa - Pp.
- **Listen and point Pupil's Book page 56 CD 2 track 50:** Letters **Qq** and **Rr**, **queen**, **quilt**, **question mark**, **quiet**, **ring**, **rabbit**, **rain**, **robot**, and **rainbow**. Children listen to the songs on CD 2 track 50. Teacher points to letters Qq and Rr on poster or flashcards. Students listen and point.
- **Listen and say:** Children listen, point in their books, name and sound the letters and name the pictures.
- **Listen and sing:** Children sing and point in their pupil's books.
- **Make the letters Qq and Rr:** Play- doh time with Donny the play- doh kid.
- **Activity Book pages 58 and 59:** Trace, write the first letter, trace and write and unscramble the letters to make words.
- **Phonics Book 2 Unit 7 pages 52-59.**

Pupil's Book Session page 56

Warm-up

- Open the Alphabet poster and display. Tell the children that these are the letters of English. Play CD 2 track 4 on Alphabet Song A-Z.
- The children sing along as you point to each letter on the alphabet poster.
- Invite the children to point to the letters on the poster.



Listen and point

Introducing the Letters Qq and Rr

- Use **Alphabet flashcards** to introduce Letters **Qq** and **Rr** and the words **queen**, **quilt**, **question mark**, **quiet**, **ring**, **rabbit**, **rain**, **robot**, and **rainbow**.
- Show the flashcard of the letter Qq and the letter Rr.
- Show 5 things that start with the letters.
- Tell them each letter has a name and a sound. Say this letter's name is Qq (name) its sound is /q/. Do the same with Rr (name and the sound) /r/.
- Follow the same procedure you used to present previous letters. First, show the letter to the children. Say the name is "q" (Saying the name of the letter). Let them repeat the name. Teach them the objects that start with

the letter “q”, teach the words by showing them the picture flashcards of: “queen”, “quilt” and “question mark”. To teach “quiet” use your hushing finger and say “**quiet**” very softly so that they would understand what it means. Show the word flashcards of each picture with the initial “q” in a different color. Draw children’s attention to the “q” at the start. Read the words repeating the “q” sound several times and then the full word: **q qq q queen**. Do the same with **quilt** and **question**

- Invite children to come out and point to the pictures. Say point to **queen, quilt, and question mark**.
- Repeat the procedure this time to introduce **Rr ring, rain, robot, rabbit** and **rainbow**.
- **Play CD 2 track 50:** Now tell the students that they will listen to the letters Qq and Rr songs. Play the songs one at a time and you point to the flashcards.
- **Pupil’s Book page 56:** Play CD2 track 50 again and invite some children to point to the flashcards while the rest point in their books. Let them take turns in coming out to do so.
- For the last time they all listen and they all point in their books. Check they are all pointing to the correct letter.



Listen and say

- Let the children point to the letters and words in their books and say the name of each letter and the sound. Let them name the pictures too.
- **Assessment:** Now point to a picture and let children name it. Then point to the letter **Qq/rr** and ask: What’s this letter (name)? What sound does it make (sound)? What word starts with the letter Qq/Rr? Quiz the students for the answers.



Listen and Sing

- Play CD 2 track 50 and let the children listen to letter Qq song.
- Play it again and let children sing with the CD first then without it. Let them point in their books as they are singing.
- Encourage the children to sing. Repeat the song making pauses as necessary to help children pick up and produce the words and the tune.
- Let them sing the song again without the CD this time and listen carefully to how they are sounding the /q/ sound.
- Repeat for the letter Rr song. The /r/ sound is rounded so be careful and show the students how it’s articulated.



CD 2 track 50 Unit 7

Letters Qq and Rr Song

Letter Qq Song

This is the letter Qq

q qq q Qq

q queen q q queen

q quilt q q quilt

q question mark q q question mark

q quiet q q quiet

This is the letter Qq

Letter Rr Song

This is the letter Rr

rrrrRr

r ring r r ring

r rabbit r r rabbit

r rainbow r r rainbow

r robot r r r robot

r rain r r rain

This is the letter Rr



Make the letter Q q



and R r



- Tell the children that it's **play-doh time**. Ask the children "**Who will help us make the letter Qq today?**" They should now say the name **Donny the play-doh kid**.
- Sit the children in their groups for this activity. Give each one in the group a blob of play-doh, the alphabet play-doh mat of letter Qq (*photocopied and laminated from the TRB before the lesson*) and a play-doh safe knife.
- Tell the children that our friend *Donny the play-doh kid* will help us today learn the letters Qq and Rr.
- Demonstrate to the students how to form the letters Qq and Rr on the mats.
- Now let them start working and you watch and help around. When they finish, display their work in class for a sometime. (*See introduction under "What is Donny the play-doh kid"*).

Activity Book Session pages 58 and 59

Trace page 58

- Draw the letters Qq and Rr small and capital with a dotted outline. Tell the kids you will trace now.
- Show them how you trace starting from the dot and going with the direction of the arrows.
- Invite them to trace on the board first. The rest of the class can use their fingers to write **Qq** and **Rr** big and small in the air.
- Now they open their Activity Books on pages (58 and 59) and trace the letters.
- Ask them to name the pictures.

Write the first letter and trace page 58

- Let the students name the pictures first.
- Ask the students to name the first letter and the sound.
- Invite students to write the first letter of the words on the grid on the board.
- Now let them write and trace in their books. You walk around to help and guide.

Trace and write page 59

- Tell them now to trace and then write each letter on the grid in the same way they traced it.
- Walk around to help and direct the children towards forming letters Qq and Rr correctly. Keep reminding them to start at the dot and to follow the arrows.

Unscramble the letters to make words page 59

- Let the children identify the pictures first.
- Write the letters of the first picture on the board and let them guess what word the letters make. They need to spell the word orally first.
- Do the same with the other two words and invite children to write the words correctly after they spell them orally (**question mark, quilt, rabbit, and robot**).
- Now they write the words in their activity books.
- You walk around to help them and check their work.

Phonics Book Session Unit 7 pages 52 - 59

Revision 2 pages 46 – 51

- You can do the revision pages in one or two sessions or do 2 pages in other lessons' sessions to add variety to types of activities you introduce in a session.

Page 46 and 47:

Write the beginning sound: Let the children name the pictures orally first but stress they identify the first sound. You can ask children to come out and write on the board the letter that represents the beginning sound of each picture. Now let the children work alone in their books. The words are (igloo, jam, key, lemon, moon, nut, insect, jug, kite, lion, monkey and nest).

Page 48:

This is a letter – sound - word board game to revise words that begin with letters l, j, k, l, m and n.

- To play the game, see the procedures on page 30.

Page 49:

Circle the missing sound and write it on the line.

- Let them open their books on the page and name the pictures one by one (*man, monkey, jacket, nurse, kangaroo*).
- Each time they name a picture ask one child to give you the beginning sound of it and ask another child to come out and write the letter of that sound on the board.
- When you finish let them do it in their books and you walk around to help and guide.

Page 50:

Write the words under the correct pictures.

- Let the pupils name the pictures first.
- Write the words on the board and read them several times with the children (*leaf, man, neck, insect, jeans, and kitten*).
- Invite children to read from the board and the rest of the children point to the correct picture.
- Now draw the 4 line grid on the board and show them how to write the words. The 4 words are formed from the letters they already learned except the s and the t. So be careful when writing the words that have s and t. Show them how to write s and t as well.
- Invite children to write them on the board on the grid.
- Now let them sit and write in their books.

Page 51:

Draw something in the box that starts with the sound given.

- Let the children sound out the sounds given first (l, j, k, l, m, n).
- Then let them give you examples that begin with that sound.
- Finally let them draw one thing of the things mentioned in the box.
- Walk around and help them.
- You need to accept their drawing but make sure that they draw the correct matching sound.

Unit 7 pages 52-59**Point, say and colour pages 52, 53, 55 and 56:**

- Present letters Oo, Pp, Qq and Rs the same way you presented the previous letters (*See Aa, Bb*).

Pages 54 and 58:**Trace then use the empty spaces to write the letters and words.**

- Pupils can now trace and write letters Oo, Pp, Qq and Rr on pages 54 and 58 alone. The teacher can now monitor their writing and provide help to some slower kids in letter formation.
- They also need to write the words (open, octopus, pen, penguin, queen, quilt, robot and ring).
- Tell the children to follow the arrows to remember how to form the letter. Now they know how to write most of the letters.

Page 57:**Match the upper case, the lower case and the pictures.**

- Write the upper case letters and the lower case letters on the board and draw their pictures.
- Invite 4 students to come out and do the matching with them and the class (*Oo, octopus and owl- Pp, penguin and pear – Qq, quilt and question mark – Rr, rain and rainbow*).
- Explain to them that they need to match the upper to the lower case letter then match it to the picture.
- Invite other children to do the same.
- Now let them open their books and try to do it individually.

Page 59:**Trace these words and write them next to the correct pictures on the lines.**

- Use the flashcards to revise these words picture side and word side to check the students can all read the words and can identify them.
- Draw the lines on the board and invite children to write the words. Guide their letter formation on the lines and correct them.
- Now let them trace the words in their books and write them next to the correct pictures.



Pinpoints of the lesson



- Poster 14: Talk about the scene. The children make guesses about the scene. They say something about animals.
- Listen and point pupil's book page 57: Play CD 2 track 51. Students listen, teacher points to the poster. Students listen and point to poster 14. Students listen and point in their books.
- Listen and say: Play CD 2 track 51 again. Students listen and repeat.
- Look and act: Play CD 2 track 51. Students listen and repeat lines then listen and act out the dialogue.
- Listen and sing: Play CD2 track 52. Use flashcards or demonstrate actions of the song. Students listen, sing and do the actions in the song.
- Stick pictures of jungle animals: Teacher explains the task, ask them to stick pictures of some "animals in jungle" in the empty boxes in their books.

Pupil's Book Session pages 57, 58 & 59

The story dialogue page 33

Poster 14

- Ask the students to identify the characters, the place and the animals on the poster. Ask "**Who are these boys and girls?**" Let them say the names of the characters they know. Ask "**Where are they?**". Teach them to say "**At the zoo**". Tell the children that a zoo is a place where they keep animals for people to come and see. You can show them a picture of a zoo. Tell the children that these are "**Jungle animals**" and that they live in the "**Jungle**" but man catches some of them and put them in a **zoo** for us to see. You can show the children a picture of a jungle where these animals live to teach the word **Jungle**. Have a class discussion. Let them enjoy looking at the zoo on the poster. The purpose of this stage is activating students' background skills and knowledge and to enhance speaking.
- Point to the lion and ask "**Is it a tiger?**" Elicit "**Yes, it is.**" or "**No, it isn't.**" if it's not the tiger you are pointing at. Ask them about the other animals in the same way to review Yes/No questions with "Is".
- Now point to the gorilla and ask "**Do you like gorillas?**" Elicit "**Yes, I do.**" or "**No, I don't.**" .Say "**I don't like gorillas. They're scary.**" Teach the word "**scary**" by covering your face with your hands when you say "**scary**" and turning your face away from the picture. Say the word **scary** several times and let them repeat it.
- Now point to the parrots and ask "**Do you like parrots?**" Elicit "**Yes, I do.**" or "**No, I don't.**" Say "**I like parrots. They're beautiful.**" Teach the word "**beautiful**" by smiling and put your hands clenched to your chest when you say "**beautiful**" pointing to the picture. Say the word **beautiful** several times and let them repeat it. Show the children a rose and say "**Look! It's beautiful.**" Show the children different pictures of beautiful and scary things and let them say whether they are "**beautiful**" or "**scary**".
- To teach the word roar point to the lions and play a sound of a lion roaring and say "**Lions roar.**". Repeat the word **roar** several times and let the children repeat it. Ask some children to roar like a lion or a gorilla.
- Let the children repeat the new words several times "scary", "beautiful", "roar" and "jungle". Use them in questions and answers until you feel that the students are now familiar with them.
- Talk about poster 14 with the children. Ask them to listen to the CD and look at the pictures in the poster.



Listen and point

- Play CD track 51. Point to the speaking character and the animals they are talking about.
- Play it again and let children point to poster.
- Play CD on the dialogue again and let the students open their books on page 57 and point in their books this time.



Listen and say

- Play CD 2 track 51 again. Make pauses for the students to listen and repeat lines.
- Add variety and pause to let children guess who will speak next or what he/she will say. Make pauses till they get used to hearing English and to stress and intonation of English. They will need your help to repeat some lines.



CD 2 track 51 Unit 7

Story : At the Zoo

Miss Rita took the children to the zoo.

The children are looking at the animals.

Rose: *Look at the lion! I like lions. They are roaring.*

Willie: *Is this a tiger?*

A boy: *Yes, it is. Do you like tigers?*

Willie: *Yes, I do. I like tigers.*

A boy: *Look! The parrots! They're beautiful.*

Julie: *Look! A gorilla! It's very big.*

Do you like gorillas?

A girl: *No, I don't like gorillas. They're scary.*

A boy: *Look at this elephant!*

Tony: *No, it's a rhino.*

A boy: *Is this a fox?*

A girl: *No, it isn't. It's a wolf.*

A boy: *I don't like foxes. They look sneaky.*

Look and act

- Play CD 2 track 51. Let the students imitate and repeat.
- Ask some students to come to the front of the class and act the scene.

The song page 58

- Before you play the song, check they still remember the names of the animals in the song.



Listen and Sing

- **Play CD2 track 52 pupil's book page 58:** Play the song 2 or 3 times for the children to listen and enjoy and you do the actions yourself for the class first. You roar like a lion, hit your chest with your fists like a gorilla and hiss like a snake with the fingers of your hand made like a snake's head bent forward.
- Let students now listen again and try to imitate your actions. Help them roar, boom boom their chests and hiss like a snake.
- **Play CD2 track 52:** Students listen and point in their books.
- Now play the CD again and let them sing first with CD then without it.



CD 2 track 52 Unit 7 Song: In the Jungle

*Roar, roar, roar
goes the golden lion,
Roar, roar, roar
goes the golden lion,
Roar, roar, roar
goes the golden lion,
in the jungle today.*

*Boom, boom, boom
goes the gorilla,
Boom, boom, boom
goes the gorilla,
Boom, boom, boom
goes the gorilla,
in the jungle today.*

*Hiss, hiss, hiss
goes the scary snake,
Hiss, hiss, hiss
goes the scary snake,
Hiss, hiss, hiss
goes the scary snake,
in the jungle today.*

My Project page 59

Stick pictures of jungle animals.

- Explains the task to the children. Tell them to bring pictures of jungle animals. Or you can buy pictures of jungle animals and bring to class for children to use. You need to bring enough pictures for every child in your class.
- Tell them to open their books on page 59. Give each one the picture they will use. Give the children the pictures and the glue sticks and let them start working.
- **Assessment of Unit** Assessment Sheet 7 (See TRB).

Unit
8

I have 5 senses



BUBBLE KIDS 2 LESSONS PLANNER

	Textbooks Sessions	Posters	Flashcards	CD 2tracks
Lesson 1	<ul style="list-style-type: none"> - Pupil's Book Session pages 60 - 61 - Activity Book Session pages 60 – 61 	Poster 15	Words : 97 - 110 Key Sentences: 36 – 41	1 –53 - 54
Lesson 2	<ul style="list-style-type: none"> - Pupil's Book Session pages 60 - 61: Revision -Activity Book Session pages 60 - 61: Revision - Art & Craft (TRB): The 5 senses chart 	Poster 15	Words : 97 - 110 Key Sentences: 36 – 41	1 – 53 - 54
Lesson 3	<ul style="list-style-type: none"> - Pupil's Book Session page 62 - Activity Book Session Pages 62 - 63 	Alphabet poster: Letters Ss and Tt	Alphabet flashcards: Letter Ss, sun, skirt, socks, spider, star Letter Tt, tree, turtle, table, tiger	4 –55
Lesson 4	<ul style="list-style-type: none"> - Pupil's Book Session page 63 - Activity Book Session Pages 64 - 65 - Number Book Session Unit 5 Pages 57 - 58 		Number Flashcards: 1– 20	6 –56
Lesson 5	<ul style="list-style-type: none"> - Pupil's Book Session page 64 - Activity Book Session pages 66-67 - Phonics Book Session Unit 6: pages 60-65 	Alphabet poster: Letters Uu and Vv	Alphabet flashcards: Letter Uu, umbrella, up, under Letter Vv, van, violin, vest, vase, vegetables	4 –57
Lesson 6	<ul style="list-style-type: none"> - Pupil's Book Session Story: page 65 Song : page 66 My Project: page 67 - Assessment Sheet 8 (TRB) 	Poster 16	Flashcard: 97 - 110	58–59

New words, New Language and Language Functions

Words: Senses: Smell, see, feel, taste, hear... eyes, nose, ear, tongue, hands
Adjectives: bad, good, soft, nice

Rev: I have ... I can ...

New: I can smell with my nose. It tastes/ smells/ feels/ sounds/
It looks + adjective, It smells nice, It feels soft

Language Functions: Talking about senses and the parts of our body related to the 5 senses.

Outcomes

- Identify the 5 senses.
- Talk about ability using (**can**). "I can smell with my nose."
- Use verbs of senses + adjective It tastes/ smells/ feels/ sounds.
- Ask and answer questions: "Is this ...?" "Yes, it is. /No, it isn't. What's this?"
- Use the **adjectives** with verbs of senses: **Bad, good, soft, nice**
- Singal letters' names and sounds song (**A-Z**).
- Chant new words and language patterns.
- Identify, read and write (**Ss**, sun, spider, star, socks, skirt). (**Tt**, Tree, tiger, turtle, table) (**Uu**, umbrella, up, under) (**Vv**, van, vase, vest, violin, vegetables)
- Read, trace and write keywords of unit 8.
- Identify, read and write numbers, 1- 20. Read number words 1 – 20.
- Listen to and follow a story prompted by pictures.
- Repeat lines of a story after a model (CD).
- Act out the story scene.
- Sing the songs in the unit.



Pinpoints of the lesson

- **Warm up:** Bubble Kids Song
- **Flashcards words (97-110) sentences (36-41):** Introduce the words which have relation with the five senses and the adjectives related to these senses.
- **Poster 15:** Show Poster 15. Talk about the scene.
- **Listen and point:** Play CD 2 track 53. Students listen. Teacher points to poster. Play CD again. Students listen and point to poster.
- **Listen and say:** Play CD 2 track 53: Students listen and repeat.
- **Pupil's Book pages 60 and 61:** Play CD 2 track 53 again. Children listen, repeat and point in their books.
- **Chant:** Play CD 2 track 54. Students listen, repeat and chant key words and structure.
- **Reading:** Flashcards **words (97-110) sentences (36-41)** word side.
- **Drama:** Play CD 2 track 53. Students listen, repeat lines and act out the scene.
- **Assessment:** Teacher points to poster or picture flashcards and asks Yes/No questions and Wh-questions.
- **Activity Book pages 60 and 61**

Pupil's Book Session pages 60 and 61

Warm-up

- Play Bubble Kids Song. Encourage the children to sing along.

Introducing the five senses

Icebreaker

Hearing

- Have a volunteer come to the front of the class and turn his or her back toward the group. Point to another child, and have her or him say, "Knock! Knock!" The child at the front of the class must listen carefully to the voice and try to guess who spoke.

Seeing

- **I Spy with my little eye game** – Play a traditional game of "I Spy," describing the visual characteristics of an item in the classroom. For example, you might say, "I spy something big and yellow." Children can ask questions about the item until someone guesses what it is. Continue playing the game, inviting volunteers to spy other objects for their classmates to guess.
- **Introductory Activity (Testing senses):** Use a simple drawing to introduce children to the five senses. On

I have 5 senses

the board or a large piece of chart paper, draw a stick figure without **eyes, ears, mouth, nose, or hands**.

Ask children to think about the important features that the person is missing. Prompt them to suggest that the figure needs eyes. Follow the same procedure and add ears, nose, mouth, and hands. Explain that seeing, **hearing, smelling, tasting, touching, and feeling** are **the five senses**. Tell children that people use their senses to learn about the world.

- **Sensory Centers:** Organize a sensory center for each of the five senses.

Sight: Display a small tray with 5-10 items on it. (Items might include a leaf, cotton ball, rock, crayon, and rubber band). Let students study the tray. Then cover the tray and challenge each child to draw the items they saw on the tray.

Sound: Fill 12 or more small boxes with small items such as paper clips, rice, pebbles, pennies, and marbles. Each box should have a plastic-egg partner with the exact same items in it. Children can shake the eggs and listen carefully to find each egg's partner.

Smell: Fill brown paper bags with items such as apple, orange, perfume and cocoa. Encourage students to identify and describe the smells without looking into the bags.

Taste: Show a diagram of the tongue with the sections marked for **sour, salty, sweet, and bitter** tastes. (back: bitter tastes; sides: sour tastes; tip: salty and sweet tastes)

Touch: Put a variety of items under a towel for children to feel (pine cones, sandpaper, rocks, leaves, velvet, feathers, sponges, leather, wax paper, bubble wrap). Then have them identify and describe the texture of each object.

- While testing the senses in the introductory activity introduce the new words: **smell, see, feel, taste, hear** and **bad, good, soft, nice** (*sweet, bitter and salty are only for understanding*). You can also use the new language patterns: "**I can smell with my nose.**" "**It smells nice.**" Say each new sentence and word several times and let the children repeat as many times as you feel necessary.
- Stress the use of the adjectives **bad, good, soft, nice** as you use different items.
- Ask these questions every time "Is it nice?" "Is it bad?" "What does it smell like?" Elicit answers from students: "**Yes, it is.**" or "**No, it isn't.**" and "**It smells good.**"

Flashcards words (97-110) sentences (36-41):

- Use the five senses flashcards to introduce the senses: **nose, ear, tongue, hand** and **eyes**. Hold each card up and say the word. Let the children repeat them several times until you feel they are now familiar with them.
- Say "**I can smell with my nose.**", "**I can hear with my ears.**" and "**I can see with my eyes.**" "**I can touch with my hands.**" Get the children to repeat several times. Each time let them touch the part of body related to that sense.
- You need to pose the right questions with **Is** and **what**. "**Is it good?**" "**What does it taste like?**"

I have 5 senses

Poster 15

- Show Poster 15. Ask the students to identify anything they know on the poster. Ask them “**What can you see?**” Elicit “**I can see ...**” Get them to say who they see on the poster. Say “**Willie is pointing to his ...**” Elicit “**Nose**” and say “**Rose is pointing to her ...**” Elicit “**Eye**” ...etc
- Ask the students about the parts of the body which have relation with the five senses (*using the flashcards and the pictures on the back of the card*).
- Point to rose eating the ice cream and say “**It tastes ...**” Elicit “**Good**”
- Use different foods and invite children to come out and *taste/smell/feel* and give them the model sentences “It tastes (smells/feels/sounds/looks) good bad or nice”.
- Quiz mastery and understanding of the new words and the new patterns by pointing to each flashcard and ask “**What is this?**” Listen to students’ answers (nose, eyes, ears, mouth) Next let the students say the new language I can hear/smell/taste/see/feel with my



Listen and point

- Play CD1 track 53 and let the children listen first without pointing to the poster. It is very important to teach students to listen and try to understand.
- Play CD1 track 53 again and this time you point to the poster as the CD plays.
- Play CD1 track 53 again and invite children out to point to the poster.



Listen and say

- Play CD 1 track 53 many times as necessary to help the children produce the new language correctly. They will develop accuracy and fluency by time but try to keep their motivation and interest very high to make them love this and want to learn.

Pupil’s Book pages 60 and 61

- Ask the children in the class to open their pupil’s books on pages 60 and 61. Help them do that because some of them probably still need help with opening their books on the target pages.
- Play CD1 track 53 again. Students listen, repeat and point in their books.
- Walk around to see they are all pointing to the correct picture in their books.

Reading

- Use the flashcards **words (97-110) sentences (36-41)**: Hold each flashcard up, word side, and let students sight-read the words and key sentences.

I have 5 senses

- Read the words until you feel that most of them are able to read the words and the key sentences correctly.
- In reading the key sentences, show and point to each word in the sentence from left to right to teach the children how to read and point to words in sentences that are read to them. With time they will develop speed and fluency in reading sentences.


 **CD 2 track 53 Unit 8**
I Have 5 Senses

Willie: *I can smell with my nose.*

Rose: *I can see with my eyes.*

Rose: *I can taste with my tongue.*

Tony: *I can touch with my hands.*

Julie: *I can hear with my ears.*

Tony: *Yummy! It tastes good.*

Willie: *It feels soft.*

Julie: *It smells nice.*

Tony: *It smells bad.*

Chant

- Play CD 2 track 54 and let the students repeat the chant to master the language then they chant it again without the CD.


 **CD 2 track 54 Unit 8**
Senses Chant

I can smell with my nose, with my nose, with my nose.

I can see with my eyes, with my eyes, with my eyes.

I can taste with my tongue, with my tongue, with my tongue.

I can touch with my hands, with my hands, with my hands.

I can hear with my ears, with my ears, with my ears.

Drama

- Play CD 1track 53. Students listen and repeat lines.
- Students listen to CD and repeat and show change in voice and facial expressions and imitate the voice of the characters they hear on the CD.

Assessment

- Teacher points to the poster or picture flashcards and asks students to say the lines.

Activity Book session pages 60 and 61

Join the lines page 60: Write the sentences on the board and read them with the class one by one.

- Let students open their activity books on page 60. Read the first sentence again and let the students match the first sentence to the correct picture.
- Do the same with the rest of the sentences and picture.

Listen and circle the correct word page 61: Explain to the students that they need to listen to the model and circle the correct word **good** or **bad**.

- Do the first one with the students then let them finish the rest individually.

- 1.This flower smells **good**.
- 2.This music sounds **bad**.
- 3.This apple tastes **good**.



Pinpoints of the lesson



Pinpoints of the lesson

Warm-up: *Bubble Kids Song*

Pupil's Book pages 60 and 61: Revision of language taught in lesson 1.

Review: *I have ..., I can smell with my, It looks/ sounds/ tastes/ feels good/bad..*

Flashcards words (97-110) sentences (36-41) Students sight-read all key words and sentences.

Activity book page 61: Students finish matching. Teacher checks students' work.

Art & Craft: The 5 Senses Chart

Pupil's Book Session pages 60 and 61

Warm-up

- Play CD 2 track 53 on *Bubble Kids Chant and song* and let them enjoy singing along. Use poster 15 and flashcards **words (97-110) sentences (36-41)** to review what the children learnt in lesson 1. Review: *I have 5 senses. I can smell with my nose. It tastes/ smells/feels/sounds/Looks + adjective (It smells nice), Yes/ No and wh-questions and answers: ("Is it nice?" "Yes, it is"/"No, it isn't") (What does it smell like?). (I can smell with my nose) (I can see with my eyes).*
- Ask the students "**What do you have?**" Point to your (nose, ear, tongue, hand, eyes). Revise the students with the verbs (Smell, see, feel, taste, hear) by asking them "**What do you do with your, eyes/ nose/ ears/ tongue/hands and your eyes?**". Let the students answer using the verbs related to each sense. Ask the students "**How do you feel when you**". Let the students use the adjectives: (Bad, good, soft, nice) in the pupil's book, or holding up a flashcard asking: "Yes/ No questions and an by pointing to the names of the five senses, in the poster or pictures of the parts of the body which we use (**five senses**) (**nose, ear, tongue, hand, eyes**), Is it a...? Yes, it is/No, it isn't.
- Hold up the flash cards and the key sentences from (**36-41**). Ask children several questions using the same way to let them use the verbs we use in feelings (**Smell , see, feel, taste, hear**) in their answers and the new words, they learnt at the beginning of the lesson. Let the children, revise I the adjectives related to the five senses (Bad, good, soft and nice.) (Ask the children to ask each other using "Can you smell with your nose? Let the students answer, using "Yes, I can or No, I can't" Ask the students several questions, using "Doestaste good, or bad?" and ask the students " Does or Dosmell good or bad?"
- Ask questions pointing to different parts of your body and using different names in their answers. Remind them of what they couldn't remember.. If you feel that they still need more work on a certain language item, leave it to a later time and proceed because you need time to prepare some more practice activities and maybe use different strategies.
- Play CD 2 track 53: Invite children to point to the parts of the body, as they speak either on poster or in their books.
- CD 2 track 54: Review the (**Senses chart**). Get the children to sing with the CD, then without it to check their fluency and accuracy. Remember that we don't want to push the pupils hard; we want them to enjoy learning and get used to this type of activity.

Activity Book Session pages 60 and 61

Page 60:

Follow the same procedure you used with the previous letter.

- **Sight-reading:** Use flashcards (97-110) word side and sight-read them again with class one by one. Remember that students need to read the word as a whole left to right and never try to break the words into sounds (*See sight-reading in the introduction*). Hold the card up for the class to read. Revise the students by asking them who can read this word "**nose**". Let them raise hands to answer. Pick individuals who raise their hands first and monitor who can or can't read at this point.
- Revise the students with the rest of the cards. Check understanding since for learning to take place, it has to be meaningful.

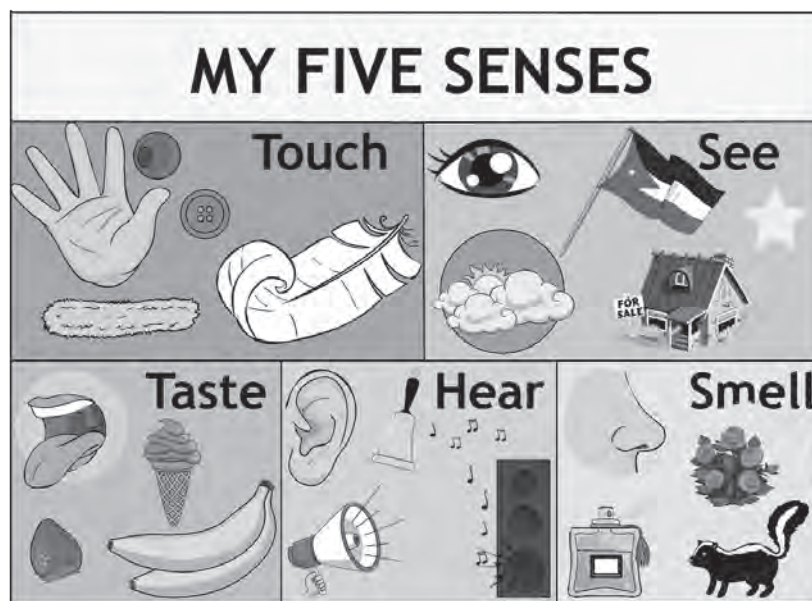
Page 61:

- Read and circle correct the word

- Encourage the children to read and look at the pictures and choose the correct word from page (61). Explain to the children what they need to do here. Demonstrate one example in the book to them. Hold the book up, ask "**What does she do?**" the students look and say "It smells good." ask them "**Does this flower smell good or bad?**". Ask students to look at the picture and answer "**It smells good.**". Circle **good** in the activity book. Now ask the students to open their Activity books on page (61). Let the students look at the pictures; let the students choose the correct word. Elicit answers and show them the right adjective. Now let them try to do it on their own. Walk around and help them with it.

Art & Craft

The 5 senses Chart



You will need: construction paper, old magazines, paper, safe scissors and glue.

- Divide the students into groups and each group works on one chart.
- Write names of senses on each chart and give the students some old magazines.
- Explain the task to the students. Tell them that they need to find pictures, cut them out and stick them under the right sense label like shown in the chart above.



Pinpoints of the lesson

- **Warm up:** Use the alphabet poster. Play CD 2 track 4 on the Alphabet song A-Z.
- **Review:** Letters Aa - Rr.
- **Listen and point pupil's book page 62 CD 2, track 55:** Letters **Ss** and **Tt**, **sun, socks, star, skirt, spider, tree, tiger, turtle** and **table**. Children listen to letter Ss song on CD 2 track 55. Teacher points to letters Ss and Tt on poster or flashcards. Students listen and point to letters, words and pictures.
- **Listen and say** (Letters Ss and Tt): Children listen, point in their books, name and sound each letter and name the pictures.
- **Listen and sing:** Letters Ss and Tt Songs. Children sing and point in their pupil's books.
- **Make the letters Ss and Tt:** Play-doh time with Donny the play-doh kid.
- **Student's book page 63**
- **Activity Book pages 62 and 63:** Trace. Write the first letter and trace. Trace and write. Unscramble the letters.

Pupil's Book Session page 62

Warm-up

- Display the Alphabet poster and tell the children that these are the letters of English.
- Play CD 2 track 4 on Alphabet Song A-Z. The children sing along as they point to each letter on the alphabet poster.



Listen and point

Introducing the Letters Ss and Tt

- Use **Alphabet flashcards** to introduce the letters **Ss** and **Tt** and the words **sun, socks, star, skirt, spider, tree, tiger, turtle** and **table**. Show the flashcard of the letters Ss and Tt. Show the 5 things that start with each letter. Tell them each letter has a name and a sound. Say this letter's name is Ss/Tt (name) the sound is /s/, /t/.
- **Play CD 2 track 55:** Now tell the students that they will listen to the letters **Ss** and **Tt** songs. Play the song and point to the flashcards.
- **Pupil's Book page 62:** Play CD2 track 55 again and invite some children to point to flashcard while the rest point in their books. Let them take turns in coming out to do so.
- For the last time they all listen and point in their books. Check they are all doing this right.



Listen and say

- Let the children point to the letters and words in their books and say **Ss** (name of letter, /s/ (sound) and the words **sun, socks, star, skirt** and **spider**).
- Do the same with the letter **Tt**, **tree, tiger, turtle** and **table**.

Assessment

- Now point to a picture and let the children name it. Then point to the letter **Ss** and ask: “**What’s this letter (name)?**” “**What sound does it make (sound)?**” “**What words start with the letter Ss/Tt?**”. Quiz the students for the answers.



Listen and Sing

- Play CD2 track 55 and let the children listen to letters **Ss** and **Tt** songs.
- Play the CD again and let the children sing with the CD first then without it. Let them point in their books as they are singing.
- Let them sing the song again without the CD this time and listen carefully to how they are sounding the /s/ and /t/ sounds.



CD 2 track 55 Unit 8

Letters Ss and Tt Song

Letter Ss Song

This is the letter Ss

s sun s s sun
s socks s s socks
s star s s star
s skirt s s skirt
s spider s s spider

This is the letter Ss

Letter Tt Song

t tree t t tree
t tiger t t tiger
t turtle t t turtle
t table t t table

This is the letter Tt



Make the letters **S s**



and **T t**



- Tell the children that it's **play-doh time**. Ask the children "**Who will help us make the letter Ss today?**" They should now say the name **Donny the play-doh kid**.
- Sit the children in their groups for this activity. Give each one in the group a blob of play-doh, the alphabet play-doh mat of letters Ss and Tt (*photocopied and laminated from the TRB before the lesson*) and a play-doh safe knife.
- Demonstrate to the students how to form the letters Ss and Tt on the mats.
- Now let them start working and you watch and help around. When they finish display their work in class for sometime in the class.

Activity Book Session Pages 62 and 63

Trace page 62

- Draw the letters Ss and Tt small and capital with a dotted outline. Tell the kids you will trace now.
- Show them how you trace starting from the dot and going with the direction of the arrows.
- Invite them to trace on the board first. The rest of the class can use their fingers to write **Ss** and **Tt** big and small in the air.
- Ask them to name the pictures.

Write the first letter and trace page 62

- Let the students name the pictures first.
- Ask the students to name the first letter and the sound.
- Invite students to write the first letter of the words on the grid on the board.
- Now let them write and trace in their books. You walk around to help and guide.

Trace and write page 63

- Tell them now to trace and then write each letter on the grid in the same way they traced it.
- Walk around to help and direct the children towards forming letters Ss and Tt right. Keep reminding them to start at the dot and to follow the arrows.

Unscramble the letters to make words page 63

- Let the children identify the pictures first.
- Write the letters of the first picture on the board and let them guess what word the letters make. They need to spell the word orally first.
- Do the same with the other two words and invite children to write the words correctly after they spell them orally (**see, touch, hear, taste** and **smell**).
- Now they write the words in their activity books.

Pupil's Book Session page 63

- **Warm-up:** A song – Play the numbers song (1-20) CD 2 track 6 and let the children listen several times then try to encourage them to sing along as you point to a poster of numbers or the numbers flashcards 1- 20. Play this song every time you introduce new numbers.
- **Show flashcards:**
A game: Use the flashcards of numbers 1 to 20 (digit side). You say a number, one student has to pick the right digit flashcard, another to pick the number word and a third to pick the picture flashcard that represents the number you said. This game will review the numbers and they will enjoy it. You can develop the game by asking students to suggest numbers.
- **Pupil's book page 63 CD 2 track 56:**
- Let pupils open their books on page 63. This page reviews the numbers from 1 to 20.
- Play CD 2 track 56. Students listen and point to the digits. The point is to listen to the number and find it on page 63 because the numbers are not in order. They point to the numbers in order.
- Now they count circles and the stars.

**CD 2 track 56 Unit 8****Numbers Song (1 – 20)**

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
 16 17 18 19 20

Activity Book Session pages 64 and 65

- **Count and write the numbers pages 64 and 65:**
- Explain to the students that they need to count the items in each picture and write the number in the square under the picture.
- Demonstrate one example on the board then let them finish the work in their activity books.
- Walk around to guide them and check their work.

Number Book Session pages 57 and 58**Page 57****Trace and match:**

- Tell the students to trace the numbers first.

- Explain to the students that they need to count the items in each picture then match it to the correct representing digit.

Page 58**Write the missing numbers on the numbers line:**

- Write the numbers line from 1 to 20 on the board. Then read the numbers in order with the students out loud.
- Now erase seven numbers randomly and invite students to write the missing numbers again.
- Play this as a memory game and every time you erase numbers they need to try to remember them first orally then they write them on the line again.

Add and trace the correct answer:

- Do the sums on the board. Draw the visuals that represent the numbers ($2+2=?$). Draw the visuals under each number and read the sum out loud (two plus two makes?) wait till the students give you the answer. When one says "four" say "Yes" " $2+2=4$ ". Now invite a student out to write the answer after the = symbol.
- Do the same with the other two sums and each time read the sum with them out loud and invite different students to answer and write on the board.



Pinpoints of the lesson



- **Warm up:** Use the alphabet poster. Play CD 2 track 4 on the Alphabet song A-Z.
- **Review:** Letters Aa -Tt.
- **Listen and point Pupil's Book page 64 CD 2 track 57:** Letters **Uu** and **Vv**, **umbrella, up, under, van, vase, violin, vest** and **vegetables**. Children listen to letters Uu and Vv song on CD 2 track 57. Teacher points to letters on poster or flashcards. Students listen and point.
- **Listen and say pupil's book page 64:** (Letters Uu and Vv Songs). Children listen, point in their books, name and sound the letter and name the pictures.
- **Listen and sing CD 2 track 57:** Letters Uu and Vv Song. Children sing and point in their pupil's books.
- **Make the letters Uu and Vv:** Play-doh time with Donny the play-doh kid.
- **Activity Book pages 66 and 67:** Trace, circle and write.
- **Phonics Book:** Unit 8 pages 60-65.

Pupil's Book Session page 64

Warm-up

- Open the Alphabet poster and display.
- Play CD 2 track 4 on Alphabet Song A-Z.
- The children sing along and point to each letter on the alphabet poster.



Listen and point

Introducing the Letters Uu and Vv

- Use **Alphabet flashcards** to introduce letters **Uu** and **vv umbrella, up, under, van, vase, violin, vest and vegetables**.
- Show the flashcard of the letters Uu and Vv. Show 3 or 5 things that start with the each letter.
- Tell them each letter has a name and a sound. Say this letter's name is Uu/Vv (name) its sound is /u/ , /v/.
- Invite children to come out and point to the pictures. Say point to **umbrella, up, under, van, vase, violin, vest** and **vegetables**.
- **Play CD 2 track 57:** Now tell the students that they will listen to the letters Uu and Vv song. Play the song

and point to the flashcards.

- **Pupil's Book page 64:** Play CD2 track 57 again and invite some children to point to the flashcards while the rest point in their books. Let them take turns in coming out to do so.
- For the last time they all listen and they all point in their books.



Listen and say

- Let children point to the letters and words in their books and say letters (Name and sound) **Uu** and **Vv**, **umbrella**, **up**, **under**, **van**, **vase**, **violin**, **vest** and **vegetables**

Assessment

- Now point to a picture and let the children name it.
- Then point to the letter **Uu** or **Vv** and ask: What's this letter (name)? What sound does it make (sound)? What word starts with the letter Uu/Vv? Quiz the students for the answers.



Listen and Sing

- Play CD 2 track 57 and let the children listen to letter Uu song.
- Play it again and let the children sing with the CD first then without it. Let them point in their books as they are singing.
- Let them sing the song again without the CD this time and listen carefully to how they are sounding the /u/ sound.
- Do the same with letter Vv song.



CD 2 track 57 Unit 8 Letters Uu and Vv Song

Letter Uu Song

uuuuUu

u umbrella u u umbrella

u up u u up

u under u u under

This is the letter Uu

Letter Vv Song

vvvvVv

v van v v van

v vase v v vase

v vest v v vest

v violin v v violin

v vegetables v v vegetables

This is the letter Vv



Make the letters U u



and V v



- Sit the children in their groups. Give each one in the group his/her blob of play-doh, the alphabet play-doh mat of letters Uu and Vv (*photocopied and laminated from the TRB before the lesson*) and a play-doh safe knife.
- Demonstrate to the students how to form the letters Uu and Vv on the mats.
- Now let them start working and you watch and help around. When they finish display their work in class for a while.

Activity Book Session pages 66 and 67

- Draw the letters Uu and vv small and capital with a dotted outline. Tell the kids you will trace it now.
- Show them how you trace it starting from the dot and going with the direction of the arrows.
- Invite them to trace on the board first. The rest of the class can use their fingers to write **U/V** and **u/v** big and small in the air.
- Now they open their Activity Book on pages 66 and 67 and trace the letters.
- Ask them to name the pictures.

Trace page 66

- Draw the letters **Uu** and **Vv** small and capital with a dotted outline. Tell the kids you will trace now.
- Show them how you trace starting from the dot and going with the direction of the arrows.
- Invite them to trace on the board first. The rest of the class can use their fingers to write **Uu** and **Vv** big and small in the air.
- Now they open their Activity Books on page 66 and trace the letters.
- Ask them to name the pictures.

Write the first letter and trace page 66

- Let the students name the pictures first.
- Ask the students to name the first letter and the sound.
- Invite students to write the first letter of the words on the grid on the board.
- Now let them write and trace in their books. Walk around to help and guide them.

Trace and write page 67

- Tell them now to trace and then write each letter on the grid in the same way they traced it.
- Walk around to help and direct the children towards forming letters Uu and Vv right. Keep reminding them to start at the dot and to follow the arrows.

Phonics Book Session pages 60 - 65

Pages 60-65:

- Follow the same procedures suggested in the previous unit (Unit 7) to present letters Ss, Tt, Uu, and Vv.
- Remember that you always need to use the flashcards to check that students can identify letters (*Upper and lower case*), their sounds and the words that begin with those sounds.



Pinpoints of the lesson



- **Poster 16:** Talk about the scene. The children make guesses about the scene. Teacher discusses the story with students.
- **Listen and point:** Play CD 2 track 58. Students listen, teacher points to the poster. Students listen and point to poster 16. Students listen and point in their books.
- **Listen and say:** Play CD 2 track 58 again. Students listen and repeat.
- **Look and act:** Play CD 2 track 58. Students listen and repeat lines then listen and act out the dialogue.
- **Listen and sing pupil's book page 66:** Play CD2 track 59. Use flashcards or demonstrate actions of the song. Students listen, sing and do the actions in the song by pointing to body parts.
- **Stick pictures of the senses:** Teacher explains task. Students stick pictures of some "senses" in the empty boxes in their books.

Pupil's Book Session pages 65, 66 & 67

The story dialogue page 65

Poster 16

- Talk about poster 16 with the children. Ask "**Who are in the picture?**" elicit "**family**" "**Who is in the kitchen?**" Elicit "**Grandma**" ask "**What is she doing?**" elicit "**Cooking**", "**Is she making pizza?**". Say "Look at the children." "**What are they doing?**" Give the model answer "**They are peeping at grandma.**" Teach peeping by standing out of the class and peeping into the class and say "**I am peeping.**" Let them repeat the word peeping several times. Point to the mixer and ask "**Does your mum use this at home?**" some will probably say "**Yes**" Ask "**What does mum use this for?**" "To make a ..." Elicit "**cake**". Tell the children that this machine is for "mixing" act the action of mixing. They took the word "**mix**" in unit 5 with mixing colours. Tell the students to look at the faces of the children in the story on the poster and ask "**Do they smell something nice or bad?**" . Say "**It smells good.**" Let students repeat. Let students look at the last picture and say "**Grandma is making a cake.**"

I have 5 senses



Listen and point

- Play CD track 58. Point at the target picture on the poster.
- Play it again and let children point to poster.
- Play CD on the dialogue again and let the students open their books Page 65 and point in their books this time.



Listen and say

- Play CD 2 track 58 again. Make pauses for the students to listen and repeat lines.
- Point to key the words on the poster and let the children do the same every time you play the CD.
- Add variety and pause to let children guess who will speak next or what he/she will say. At this stage it is very normal to make a lot of pauses till they get used to hearing English and to stress and intonation of English. They will definitely need your help to repeat some lines.



CD 2 track 58 Unit 8

Story: It Smells Good!

Story-teller. *What are the children doing?*

They are peeping at grandma.

She is in the kitchen. She is cooking something.

She is mixing something. I can hear it.

A boy: *Hey! I hear something.*

Grandma: *Come and get it.*

A girl: *What is it grandma?*

The children: *It smells good.*

It's a chocolate cake.

*Yummy! It tastes **nice**, too.*

Look and act

- Play CD 2 track 58. At first try to say the lines and perform yourself by changing your voice according to the conversation in CD. Teach them how to act it by acting the grandma yourself while listening to the CD.
- Let the students imitate, and repeat lines.
- Ask some students to come in front of the class and act the scene.

Follow-up Activity: Let the children put the story in order using the cards in the TRB.

The song page 66

- Before you play the song review the senses words and teach **skin** and **tongue**. Some of them probably know tongue but show them your **tongue** and **skin** and let them repeat the words.
- Go through the pictures of the song in their books and let them point to the parts of body and name them. Help the students describe the other pictures and use the words related to the senses (hear, smell, touch, taste and see).

**Listen and Sing**

- Play CD2 track 59: Use flashcards with the song you and students sing.
- Play CD2 track 59: Students listen, and point in their books to the pictures.
- Now play the CD again and let them sing first with CD then without it.

**CD 2 track 59 Unit 8****Song: My Five Senses**

*I have 5 senses
Eyes, ears, skin
and tongue and nose.
My eyes can see
My ears can hear
My skin can touch
So, so much.
My tongue can taste
My nose can smell
My 5 senses,
Work really well.*

My Project page 67**Stick pictures of senses.**

- Cut out different pictures of parts of body used with senses.
- Explains the task to the children. Tell them to pick the correct body part to stick. Hold up the book and the

I have 5 senses

picture to show them how they are going to stick the pictures in the empty boxes.

- Tell them to open their books on page 67. Give each one the pictures of the five senses they will need to stick.
- Walk around to help and guide them.
- Demonstrate to them how to do it the right way to stick the sense in the right place.
- Tell them that each one will get some pictures of some senses and they have to be very careful when they stick the picture in the empty box.
- The last step is to walk around to help and to see that they all understand what to do and how to do it and to check their work and see if they stick the pictures correctly. Ask each child a question: What is this sense? Let them answer.

Assessment of Unit 8

Assessment Sheet 8 (See *TRB Assessment Sheet 8*)

Unit
9

She has pink ribbons



Unit
9

She has pink ribbons

BUBBLE KIDS 2 LESSONS PLANNER

	Textbooks Sessions	Posters	Flashcards	CD 2tracks
Lesson 1	<ul style="list-style-type: none"> - Pupil's Book Session pages 68 - 69 - Activity Book Session pages 68 – 69 	Poster 17	Words : 111 - 112 Key Sentences: 42 – 45	1 –60 - 61
Lesson 2	<ul style="list-style-type: none"> - Pupil's Book Session pages 68 – 69 : Revision -Activity Book Session pages 68 – 69 : Revision - Art & Craft (TRB): Make hair ribbons 	Poster 17	Words : 111 - 112 Key Sentences: 42 – 45	1 – 60 - 61
Lesson 3	<ul style="list-style-type: none"> - Pupil's Book Session page 70 - Activity Book Session pages 70 - 71 	Alphabet poster: Letters Ww and Xx	Alphabet flashcards: Letter Ww, whale, watch, worm, woman Letter Xx, fox, box, mix, x-ray	4 –62
Lesson 4	<ul style="list-style-type: none"> - Pupil's Book Session page 71 - Activity Book Session pages 72 - 73 - Number Book Session Unit 6 Pages 59-60 		Number Flashcards: 1– 20 Sentence flashcard 45	6 –63
Lesson 5	<ul style="list-style-type: none"> - Pupil's Book Session page 72 - Activity Book Session pages 74-75 - Phonics Book Session Revision 3: pages 66 - 71 Unit 9: pages 72–77 	Alphabet poster: Letters Yy and Zz	Alphabet flashcards: Letter Yy, yacht, yoyo, yarn Letter Zz, zoo, zero, zebra	4 –64
Lesson 6	<ul style="list-style-type: none"> - Pupil's Book Session Story: page73 Song : page74 My Project: page75 - Assessment Sheet 9(TRB) 	Poster 18	Flashcard: 113 - 118	65–66

She has pink ribbons

New words, New Language and Language Functions

Words: **Rev:** the colours (*pink, red, blue, yellow, green, purple white, brown, black*), friend,

New: ribbons, guitar, flute, cook, pilot, nurse, purse and wallet.

Rev: Yes/No questions (Is it ...?) (I have ...) **New:** (What do you have?) (What does he/she have?) She has ... / He has ...

Language Functions: Talking about colours, Using possessive verbs (have/has)

Outcomes

- Review colours.
- Use **(have/has)** to talk about possessions (*I have a yellow pencil/She has pink ribbons*).
- Ask and answer wh-questions using "Which?"
- Use a noun phrase (*a blue ball/pink ribbons*)
- Sing all letters' names and sounds song (A-Z).
- Chant new words and language patterns.
- Identify, read and write the letters **Ww, Xx, Yy, and Zz**, capital and small, and say the beginning sounds of **/w/, /x/, /y/ and /z/** with 3 or 5 word examples that begin with the letter (*Ww, woman, whale, watch, worm,*), (*Xx, box, fox, mix, x-ray*) (*Yy, yoyo, yarn, yacht*), (*Zz, zebra, zero, zoo*)
- Read, trace and write keywords of unit 9.
- Count from 1- 20.
- Add and subtract within 20.
- Listen to and follow a story prompted by pictures.
- Repeat lines of a story after a model (CD).
- Act out the story scene.
- Sing the songs in the unit.

She has pink ribbons



Pinpoints of the lesson



- **Warm up:** Bubble Kids Song
- **Flashcards (Words 111-112 and sentences 42-45):** Review colours as adjectives (a blue pen). Introduce new words.
- **Poster 17: Show Poster 17. Talk about the scene.**
- **Listen and point:** Play CD 2 track 60. Students listen. Teacher points to poster. Play CD again. Students listen and point to poster.
- **Listen and say:** Play CD 2 track 60: Students listen and repeat.
- **Pupil's Book pages 68 and 69:** Play CD 2 track 60 again. Children listen, repeat and point in their books.
- **Chant:** Play CD2 track 61. Students listen, repeat and chant key words and structure.
- **Reading:** Flashcards word side (111-112) and sentences 42-45
- **Drama:** Play CD 2 track 60. Students listen, repeat lines and act out the scene.
- **Assessment:** Teacher points to poster or picture flashcards and asks Yes/No questions and Wh-questions.
- **Activity Book pages 68 and 69:** Read, colour and match. Unscramble the sentences.

Pupil's Book Session pages 68 and 69

Warm-up

- Play Bubble Kids Song CD 2 track 1. Let the children sing along.
- To review the colours play the colours song in unit 5 CD 2 track 38 or any other familiar colours song to help students remember the colours.

Flashcards

(Words 111-112 and sentences 42-45)

- Use the colour flashcards to quiz students and see if they still remember all the colours.
- Let the children repeat them several times until you feel they can all identify the colours.
- Use real ribbons and say "**ribbons**" Let the class repeat. Point to ribbons worn by some little girls in the class and ask "**What colour are these ribbons?**" Elicit answers from individuals and let the whole class repeat the correct answers.
- Try to get the children to repeat the answers.
- Every time you invite a child ask the question "**What colour is this?**" and alternatively bring ribbons for all the girls in the class and ask each child what the ribbons' colour is. You can give the ribbons as presents to girls for correct answers.

She has pink ribbons

- Say again "**ribbons**" and let the children repeat several times.
- Now invite a girl out and say "**Look! She has pink ribbons.**" Let the class repeat the new pattern and every time you want them to repeat ask "**What does she have?**" and let one give the answer "**She has pink ribbons.**"
- Invite all the girls with the different colour ribbons out and ask the same question and see if they can produce the new language pattern "**She has red/blue/purple ribbons.**"
- Bring white and blue balls for the boys in the class and some balls. Now do the same with the boys in the class and ask "**What does he have?**" pointing to a student with a white and blue ball. Say "**He has a white and blue ball.**" Point to the **guitar** and say "**guitar**" let the children repeat several times. Then ask "**What do you have?**" point to a student with the toy red guitar and get him to say "**I have a red guitar.**" Then ask the other students about him "**What does he have?**". See if they can now say "**He has a red guitar.**"
- Practise the new forms with the students and you can create other drills of your own to practice **have** and **has** with the "What do you have?" and "What does he have?" questions.

Poster 17

- Show Poster 17. Ask the students to identify anything they know on the poster. Ask them "**Who do you see?**" or point to a character and ask "**Who is this?**" Allow them to say the names of the people they know on the poster then ask them about the colours of the objects they see. Let them name items and their colours. Remember to ask the correct questions to review the forms they learnt before.
- Point to Julie in the circle on the poster and ask "**What does she have?**" Elicit "**Red ribbons**". Ask "**What does Rose have?**" elicit "**She has pink ribbons.**"
- Now ask about Willie and his gun in the same way "**What does Willie have?**" Elicit "**He has a yellow and green gun.**" Let the class repeat.
- Do the same with the boy with the white and blue ball and the girls with the yellow and the pink umbrellas. Remember to pose the correct questions and elicit the correct answers. Every time you need to let the students repeat the answers.



Listen and point

- Play CD2 track 60 and let the children listen first without pointing to the poster. It is very important to teach students to listen and try to understand.
- Play CD2 track 60 again and this time you point to the poster as the CD plays.
- Play CD2 track 60 again and invite children out to point to the poster.



Listen and say

- Play CD 2 track 60 again; children listen and repeat as you point to the poster.
- Make as many pauses as necessary to help the children listen and produce the new language correctly. They will develop accuracy and fluency by time but try to keep their motivation and interest very high to make them love this and want to learn.

She has pink ribbons

Pupil's Book pages 68 and 69

- Ask the children in the class to open their pupil's books on pages 68 and 69. Help them do that because some of them probably still need help with opening their books on the target pages.
- Play CD2 track 60 again. Students listen, repeat and point in their books.
- Walk around to see they are all pointing to the correct picture in their books.



CD 2 track 60 Unit 9

She has Pink Ribbons

Julie: *This is my friend, Rose.*

Look! She has pink ribbons.

I have red ribbons.

Willie: *This is my friend, Andy.*

*Look! He has a **white and blue** ball.*

I have a yellow gun.

Rose: *This is my friend, Tania.*

Look! She has a yellow umbrella.

I have a purple umbrella.

Tony: *This is my friend, Dave.*

Look! He has a red guitar.

I have a yellow flute.

Chant

Chant: Play CD 2 track 61. Students listen and chant the key words and structure. Follow the same procedure you used in the previous chants.



CD 2 track 61 Unit 9

Chant

I have red ribbons, red ribbons, red ribbons.

I have red ribbons, red ribbons, red ribbons.

She has pink ribbons, pink ribbons, pink ribbons.

She has pink ribbons, pink ribbons, pink ribbons.

He has a blue ball, a blue ball, a blue ball

He has a blue ball, a blue ball, a blue ball

He has a green gun, a green gun, a green gun

He has a green gun, a green gun, a green gun

I have a yellow flute, yellow flute, yellow flute.

I have a yellow flute, yellow flute, yellow flute.

He has a red guitar, a red guitar, a red guitar.

He has a red guitar, a red guitar, a red guitar.

She has pink ribbons**Reading**

- **Flashcards 111- 112 and key sentences 42-45:** Read (word side) until you feel that most of them are able to read the key words and the key sentences correctly.
- In reading the key sentences, spread it open and point to each word in the sentence from left to right to teach the children how to read and point to words in sentences they read. By time they will develop speed and fluency in reading sentences.

Drama

- Play CD 2 track 60. Students listen and repeat lines.
- Students listen to CD and repeat but this time they need to show change in voice and facial expressions and imitate the voice of the characters they hear on the CD.

Assessment

- Teacher points to poster or picture flashcards and asks Yes/No and wh questions. Students answer the teacher's questions. Teacher needs to monitor student's progress and assess their production.

Activity Book session pages 68 and 69**Read colour and match page 68:**

- Let the children open their books on the target page and discuss the pictures with them.
- Tell them that they need to read, understand and colour the pictures.
- Write the sentences on the board and read them with the students. Pick many students to read.
- Now read the sentences with them again and let them match the sentences to the pictures.
- Now see if they can colour the pictures correctly. Walk around to help and guide them.

Unscramble the sentences page 69:

- This might be a little difficult for some children. Write the scrambled sentences on the board and unscramble them with the students one by one.
- Explain to the students that the words in these sentences are not ordered correctly and that they need to rewrite them in the correct order.
- Write the first one on the board. Read it as it is first and check who can unscramble the sentence at this stage. Only students with developed skills will be able to do that at this stage.
- Now if it is difficult say the sentence correctly and invite a student to write it correctly on the board.
- Do the same with the rest of the sentences.
- Now let the students try to do them individually in their activity books. Walk around to help and guide them.

She has pink ribbons



Pinpoints of the lesson



- **Warm-up:** Revise Bubble Kids Song (A-z song).
- **Pupil's Book pages 68 and 69:** Revision of language taught in lesson 1. Revise key words and structure of the previous lesson.
- **Flashcards:** words 111-112 key sentences 42-44
- **Activity book:** pages 68 and 69
- **Art & Craft:** Make hair ribbons

Pupil's Book Session pages 68 and 69

Warm-up

- Play CD 2 track 60 on *Bubble Kids Song* and let them enjoy singing along.
- **Show poster 17 and flashcards (words 111 - 112, sentences 42-45)** to review what the children learnt in lesson 1. Review: I have/She has ... (*possessive have*), "***I have a yellow flute.***" "***She has pink ribbons.***" "***He has a red guitar.***" "***He has a white and blue ball.***"
- Ask questions "What does (a boy student's name) have?" Elicit "***He has a blue pen.***" Point to a girl in the class to her ribbons and ask "***What does she have?***" Elicit "***She has (colour) ribbons.***"
- If you feel that they still need more work on a certain language item, leave it to a later time and proceed because you need time to prepare some more practice activities and maybe use different strategies.
- Ask many questions to stress the use of the new structure and words.
- Play CD 2 track 60. Invite children to point to the poster as they try to produce the dialogue they learnt the previous day. Help them say the lines. Monitor their production and assess mastery.
- Play the CD and check their fluency and accuracy.

Activity Book Session pages 68 and 69

Activity Book page 69

- Write the scrambled sentences on the board and invite students to unscramble them. It's very important to give this chance to all the children in the class.
- **Sight-reading:** Use flashcards (Words 111 - 112, sentences 42-45) word side and sight-read them again with class one by one. Remember that students need to read the word or sentence as a whole left to right and never try to break the words into sounds or the sentence into words (*See sight-reading in the introduction*). Hold the card up for the class to read. Revise the students by asking them who can read this word "***ribbons, guitar and flute.***" Let them raise hands to answer. Pick individuals who raise their hands first and monitor who can or can't read at this point. You might need to do this often till you see that most children are able to read.
- Check understanding since for learning to take place, it has to be meaningful.
- Let the students now finish the work in their activity books and you walk around to check, mark, help and guide.

Art & Craft

Make hair ribbons

You need:***Ribbon - Hair clips- Hot Glue - Scissors***

1. The first thing you'll do is cut your ribbon, 5-6 inches. If the girl is older 7 inches would be good. The longer the ribbon... the bigger the bow!
2. Fold in one end to the center and hot glue
3. Fold in the other end to meet the first one in the middle. You don't want to use too much glue here. A little will do.
4. Place a small dot of glue in the center of the bow and pinch together.
5. Pull the ends back and glue 1/2 inch piece of ribbon around the center. You can cut 1/2 inch piece from your ribbon (make sure to use fray check or fire, so the edges don't fray) or you can use a 1/2 inch piece of ribbon in a different color
6. Glue your alligator hair clip to the back of the bow.

She has pink ribbons



Pinpoints of the lesson



- **Warm up:** Use the alphabet poster. Play CD 2 track 4 on the alphabet song A-Z.
- **Review:** Letters Aa-Vv.
- **Listen and point Pupil's Book page 70 CD 2 track 62:** Letters **Ww** and **Xx**, **woman**, **whale**, **watch**, **worm**, **box**, **fox**, **x-ray** and **mix**: Children listen to letters song on CD 2 track 62. Teacher points to letters on poster or flashcards. Students listen and point to flashcards and in their books.
- **Listen and say:** Children listen, point in their books, name and sound the letters and name the pictures.
- **Listen and sing:** Children listen and as they point in their books.
- **Make the letter Ww:** Play-doh time with Donny the play-doh kid.
- **Activity Book pages 70 and 71:** Trace and write.

Pupil's Book Session page 70

Warm-up

- Display the Alphabet poster and review the alphabet with the students.
- Play CD 2 track 4 on "Alphabet Song A-Z". The children sing along and point to each letter on the alphabet poster.
- Invite the individual children to point to the letters on the poster each child points to one letter and then the next letter you let another and so on.



Listen and point

Introducing the Letters Ww and Xx

- Use **Alphabet flashcards** to introduce letters **Yy** and **Zz**, yoyo, **yacht**, **yarn**, **zebra**, **zero** and **zoo**.
- Show the flashcards of the letters. Show 3 or 5 things that start with each letter: **woman**, **whale**, **watch**, **worm**, **box**, **fox**, **x-ray** and **mix**.
- Follow the same procedure you used to present previous letters.
- Invite children to come out and point to the pictures. Say point to woman, whale, watch, worm, box, fox, x-ray, mix.
- **Play CD 2 track 62:** Now tell the students that they will listen to the letters Ww and Xx song. Play the song and you point to the flashcards.
- **Pupil's Book page 70:** Play CD 2 track 62 again and invite some children to point to flashcards while the rest point in their books. Let them take turns in coming out to do so.
- For the last time they all listen and they all point in their books.

She has pink ribbons



Listen and say

- Let children point to the letters and words in their books and say Ww/Xx (name of letter, /w/ - /x/ (sound), women, whale watch, worm, box, fox, x-ray and mix).
- **Assessment:** Now point to a picture and let children name it. Then point to the letter **Ww/Xx** and ask "What's this letter (name)?" "What sound does it make?" "What words starts with the letter Ww/Xx?" Quiz the students for the answers.



Listen and Sing

- Play CD 2 track 62 and let the children listen to letter Ww and Xx song.
- Play it again and let children sing with the CD first then without it. Let them point in their books as they are singing.
- Let them sing the song again without the CD this time and listen carefully to how they are sounding the /w/ and /x/ sounds.



CD 2 track 62 Unit 9

Letters Ww and Xx Song

Song Letters Ww

<i>W is for Woman</i>	<i>w w woman</i>
<i>W is for Whale</i>	<i>w w whale</i>
<i>W is for Watch</i>	<i>w w watch</i>
<i>W is for worm</i>	<i>w w worm</i>
<i>This is the letter Ww.</i>	

Song Letter Xx

<i>X is for Box</i>	<i>x x box</i>
<i>X is for Fox</i>	<i>x x fox</i>
<i>X is for x-ray</i>	<i>x x x-ray</i>
<i>X is for mix</i>	<i>x x mix</i>
<i>This is the letter Xx.</i>	



Make the letter W w



and X x



- Tell the children that it's **play-doh time**. Ask the children "**Who will help us make the letter Ww today?**" They should now say the name **Donny the play-doh kid**.
- Sit the children in their groups for this activity. Give each one in the group a blob of play-doh, the alphabet play-doh mats of letters Ww and Xx and the play-doh safe knife.
- Demonstrate how to form the letters on the mats to the students.
- Now let them work and you watch and help around.
- When they finish display their work in class for some time.

She has pink ribbons**Activity Book Session pages 70 and 71****Trace page 70:**

- Draw the letters Ww and Xx small and capital with a dotted outline and trace them. Show them how you trace it starting from the dot and going with the direction of the arrows.
- Invite them to trace on the board first. The rest of the class can use their fingers to write **W/X** big and **w/x** small in the air.
- Now they open their Activity Book on page 70 and trace the letter.
- Ask them to name the pictures.

Write the missing letters and trace page 70

- Let the students name the pictures first.
- Ask the students to say the first letter and the sound.
- Invite students to write the first letter of the words on the grid on the board.
- Now let them write and trace the words in their books. You walk around to help and guide them.

Trace and write page 71

- Tell them now to trace and then write each letter on the grid in the same way they traced it.
- Walk around to help and direct the children towards forming letters Ww and Xx right. Keep reminding them to start at the dot and to follow the arrows.

Pupil's Book Session page 71

- **Warm-up:** A song
- Play the numbers song (1-20) CD 2 track 6 and let the children listen first to remember the words and the tune; encourage them to sing along as you and the students point to a poster of numbers or the number flashcards 1- 20.
- **Show flashcards, show visuals:**
Use the flashcards of numbers 1to 20 (digit side) or just invite students to come out and write the numbers one by one on the board.
Let the children repeat the numbers in order from 1-20.
- **Read the number words one to twenty:** Use the number flashcards, word side to read number words.
- **Counting items:** To check students' counting concept use counters or visuals and invite students to come out and count items. Let them count items from 1 – 20.
- Put items in front of each student to count from 1-20.
- **Assessment:** Quiz students and see if they can say or read the numbers and number words by displaying the cards to them randomly.

Revision of Addition

- The focus of this exercise is to review with the children how to add and numbers within 20. The addition concept was introduced in level 1 and in unit 2 in number book 2 pages 21, 31 and 52; but it is easily forgotten when the kids are at this age and it might still be difficult for some other kids in the class. The children will now be learning **addition within 20**. Invite one child to come out and count 4 items loudly. Let the whole class then count the 4 items with you. Write 4 under the 4 items you drew on the board. Next draw the plus symbol + next to the 4 items and draw another 4 items next to the plus symbol but say plus every time you draw +. Now ask the children to count the eight items you drew with you. Now again write digit 4 under the added 4 and say (**4 plus 4 is 8**). Repeat saying the sum many times. Teach them that if they want to know the answer they need to count all the items together. Then count the items again and say "**Four plus four makes eight**" (**4+4=8**). Let the children repeat after you several times.
- Do all the sums in pupil's book page 71 on the board with the class one by one and each time ask the class to repeat the sum after you.
- Use counters or different items and put them on your table. Invite students to come out and add numbers up and every time you use the visuals in sums say the sum in words for the children.

Introducing Subtraction

- Subtracting might need more time so if you feel it is difficult for them to do with the addition, then you will need to leave it for another session maybe with the number book session (page 53). If the students have been taught addition before and you feel that you can now introduce the subtraction you can start with addition then move to subtraction safely. The teacher can always make the proper decisions when it comes to what and when to introduce a new topic.
- To teach the subtraction concept make a simple visualized problem. Give each student 3 items (pencils) and then take away 1 pencil and ask "**How many pencils left?**". Let the students count the items left, with you.

She has pink ribbons

Next write the problem in digits on the board and read the problem with them "**Three minus 1 is two**". Point to each digit as you say it and to the minus symbol.

- Now do a new problem with the students using bigger numbers. Follow the same procedure. Let students repeat the problem in words every time they do a new problem.
- Draw the subtraction problem that the students have in their pupil's books page 71 on the board (12 stars) Say "**How many star?**" Elicit "**12**" Then cross out 6 stars and write the problem under the stars using digits "**12-6=6**" Say "**Twelve minus six is six.**" Repeat several times and let the children repeat.
- Do the same with the last problem on page 71. But this time invite students to do the problem with you on the board.
- Draw the 18 strawberries and invite students to count them and ask "**How many strawberries?**" Elicit "**18.**"
- Now invite students out to cross out 13 strawberries. Call one out and say "**Take away 13 strawberries.**" Let the selected student cross out 13 strawberries and ask "**How many strawberries left?**" Let the student count the left strawberries and say the answer.
- Now invite another child to come out and write the problem in digits. They still need help in that "**18-13=5**". Read it in words for them and let them repeat as you are pointing to the digits and the minus symbol "**Eigh-teen minus thirteen is five**".
- Include the equations they have in their activity books too so that they will find it easy to do when they work in their activity books.
- Do it again on the board with different students. You need to read the equation with them every time you do one on the board.
- Tell the children each time to take away or cross out 1 or 2 or 3 and ask them "**How many left?** Let the children count the items left and that don't have crosses on them.
- Now let them open their pupil's books page 71 and try to work out the equations individually.
- Walk around to help and guide them.
- Read the sums for them one by one and let them repeat.
- Tell the pupils that they need to give answers in the square where there's a question mark. Elicit the answers orally from the students or you can ask them to write the digits in their books.

Activity Book Session pages 72 and 73

Count and write the numbers page 72:

- This is a very simple counting exercise now and you can just leave the children to do it individually.
- You walk around to monitor their work. Help and guide them.

Add or Subtract page 73:

- Follow the same procedure you used in the pupil's book to introduce these problems. Draw the items on the board and invite students to count, take away and answer.
- Remember that every time you need to make the children repeat the problem in words and invite other students to write the problem in digits on the board.
- Once you are done leave the equations on the board to help the students finish the work in their activity books.

Number Book session pages 59 and 60**Page 59****Count and match:**

- This is now an easy task for the kids to do let them try it individually and you just explain to them what they need to do and walk around to watch and monitor their progress.

Page 60**Count and match:**

- Explain to the students what to do. Tell them to point to the horses in the first picture and ask "How many horses?" Elicit the answer "6". Now invite another child to write 6 on the board. They copy the answer in their books.
- Tell them to point to the stars and ask "How many stars?" Elicit the answer "13" and invite another student to write the answer on the board.
- Keep going in the same manner till you finish all the pictures.

She has pink ribbons



Pinpoints of the lesson



- **Warm up:** Use the alphabet poster. Play CD 2 track 4 on the alphabet song A-Z.
- **Review:** Letters Aa-Xx.
- **Listen and point Pupil's Book page 72 CD 2 track 64:** Letters **Yy** and **Zz**, **yoyo**, **yacht**, **yarn**, **zebra**, **zero** and **zoo**: Children listen to letter song on CD 1 track 64. Teacher points to letter on poster or flashcards. Students listen and point.
- **Listen and say** (Letters **Yy** and **Zz**, **yoyo**, **yacht**, **yarn**, **zebra**, **zero** and **zoo**): Children listen, point in their books, name and sound the letter and name the pictures.
- **Listen and sing:** Letters Yy and Zz Song: Children sing and point in their pupil's books.
- **Make the letters Yy and Zz:** Play-doh time with Donny the play-doh kid.
- **Activity Book pages 74 and 75:** Trace. Write. Number the pictures.
- **Phonics Book:** Unit 9: pages 72-77

Pupil's Book Session page 72

Warm-up

- Display the Alphabet poster. Play CD 2 track 4 on Alphabet Song A-Z.
- Let the children sing along as you point to each letter on the alphabet poster.
- Invite the children to point to the letters on the poster each child points to one letter and then the next letter you let another and so on.



Listen and point

Introducing the Letters Yy and Zz, yoyo, yacht, yarn, zebra, zero and zoo:

- Use **Alphabet flashcards** to introduce letters **Yy** and **Zz** and the words **yoyo, yacht, yarn, zebra, zero** and **zoo**. Show the flashcard of the letters. Show 3 or 5 things that start with that letter. Say each letter's name and sound.
- Follow the same procedure you used to present previous letters. First, show the letter to the children. Teach them the objects that start with the new letters.
- Invite children to come out and point to the pictures. Say point to yoyo, yacht, yarn, zebra, zero and zoo.
- **Play CD 2 track 64:** Now tell the students that they will listen to the letters Yy and Zz song. Play the song and you point to the flashcards.
- **Pupil's Book page 72:** Play CD2 track 64 again and invite some children to point to the flashcard while the rest point in their books. Let them take turns in coming out to do so.
- For the last time they all listen and they all point in their books. Check they are all doing this right.

She has pink ribbons



Listen and say

- Let the children point to the letter and words in their books and say Yy/Zz
- (*Name and sound*) and yoyo, yacht, yarn, zebra, zero, zoo.
- **Assessment:** Now point to a picture and let children name it. Then point to the letters **Yy/Zz** and ask: What's this letter (name)? What sound does it make (sound)? What word starts with the letter Yy and Zz? Quiz the students for the answers.



Listen and Sing

- Play CD 2 track 64 and let the children listen to letters Yy and Zz song.
- Play it again and let the children sing with the CD first then without it. Let them point in their books as they are singing.
- Encourage the children to sing. Repeat the song making pauses as necessary to help children pick up and produce the words with the tune.
- Let them sing the song again without the CD and listen carefully.



CD 2 track 64 page 70

Letters Yy and Zz Song

Song Letter Yy

This is the letter Yywy yoyo y y
yoyo
y yacht y y yacht
y yarn y y yarn
This is the letter Yy

Song Letter Zz

This is the letter Zz
z zebra z z zebra
z zero z z zero
z zoo z z zoo
This is the letter Zz



Make the letter Y y



and Z z



- Sit the children in their groups for this activity. Give each one in the group a blob of play-doh, the alphabet play-doh mats of the letters Yy and Zz and a play-doh safe knife.
- Tell the children that our friend *Donny the play-doh kid* will help us today learn the letters Yy and Zz.
- Demonstrate to the students how to form the letters on the mats (See TRB).
- Now let them work while you help around.
- When they finish display their work in class for some time.

She has pink ribbons

Activity Book Session Pages 74 and 75

Trace page 74:

- Draw the letters Yy and Zz small and capital with a dotted outline. Tell the kids you will trace now. Show them how you trace each letter starting from the dot and going with the direction of the arrows.
- Invite them to trace on the board first. The rest of the class can use their fingers to write **Y** and **Z** big and small in the air.
- Now ask them to open their Activity Book on page 74 and trace the letters.
- Ask them to name the pictures.

Write the first letter and trace page 74:

- Let the students name the pictures first.
- Ask the students to say the first letter and the sound.
- Invite students to write the first letter of the words on the grid on the board.
- Now let them write and trace the words in their books. Walk around to help and guide them.

Trace and write page 75

- Tell them now to trace and then write each letter on the grid in the same way they traced it. Walk around to help and direct the children towards forming letters Yy and Zz right. Keep reminding them to start at the dot and to follow the arrows.
- Check they all know the numbers or remind them by writing them on the board from 1- 10.
- A suggested order:
1. *x-ray*, 2. *yarn*, 3. *worm*, 4. *zebra*, 5. *yacht*, 6. *zero*, 7. *Fox* and 8. *watch*.

Phonics Book Session – Revision pages 66 – 71, Unit 9 pages 72-77

Revision 3

Pages 66-71

You will need 3-4 sessions to do the revision pages; so either you start with the pages in separate sessions or you can add them to other sessions to make a variety in the activities introduced in a different type of sessions.

Pages 66 and 67:

You will need 2 sessions to do these 2 pages. Children will find it difficult to do a lot of writing in one session.

Write these words under the correct pictures.

- Let the pupils name the pictures first.
- Use flashcards and let the children read them word side several times (*quilt, rain, orange, ostrich, spider, tree, parrot, penguin, rabbit, tiger, star, pencil and octopus*).
- Invite children to read from the board or the flashcards and the rest of the children can point to the correct pictures in their books.
- Now draw the 4 line grid on the board and show them how to write the words. The words are formed from the letters they already learned. Invite children to write them on the board on the grid.
- Now let them sit and write in their books.
- To make the job easier you can leave the flashcards with the words on the board to help slower children.

Page 68:

Circle the missing sound and write it on the line.

- Let them open their books on the page and name the pictures one by one or use the flashcards to

She has pink ribbons

do so (*pear, sun, ring, rainbow and table*).

- Each time they name a picture ask one child to give you the beginning sound of it and ask another child to come out and write the letter of that sound on the board.
- When your finished let them do it in their books while you walk around to help and guide them.

Page 69

Draw something in the box that starts with the sound given.

- Let the children sound out the sounds given first (o, q, r and s).
- Then let them give you examples of things that begin with that sound.
- Finally let them draw one thing of the things they mentioned in the box.
- Walk around and help them.
- You need to accept their drawing but make sure that they draw the correct matching sound.

Page 70

This is a letter - sound- word board game to revise words that begin with letters o, p, q, r, s, t, u and v.

- To play the game, see the procedures on page 30.

Page 71

Unscramble the letters to make meaningful words.

- Use the flashcards to assess they can name the pictures (a rabbit, a quilt, a turtle, an octopus and a snake).
- Use the flashcards, word side, to read the words of the pictures with the children. Read them several times and ask the children to spell the letters of each word drawing their attention to the first sound.
- Now pick up a flash card and say "*What's this?*" elicit *rabbit* from the children.
- Now tell the children that you will write the letters of the word rabbit scrambled on the board and that they need to unscramble the letters and write the word correctly.
- Write (bbarit) on the board. Invite a clever child to come out and try to unscramble it. Help him if he can't.
- Do the rest of the words with the class in the same way and ask them to spell the word once it is unscrambled.
- Now let them do it individually in their books and you walk around and help them.

Unit 9**Pages 72-75:**

- Follow the same procedures suggested in the previous units (Unit 1-6) to present letters Ww, Xx, Yy, and Zz
- Remember always that you need to use the flashcards to check that students can identify letters (*Upper and lower case*), their sounds and the words that begin with those sounds.

Pages76:

- Play Bubble Kids CD 2 track 4 on the alphabet song, or any alphabet song and use the alphabet poster to revise all letters Aa-Zz upper case and lower case.
- Let the children sing while you point to the alphabet and they point to the letters on page 76.
- Invite children to point to the alphabet randomly. You name a letter or say a sound and the child points to it.
- Ask them to give example words that start with that letter.
- To make it more fun ask children to name letters and sounds and others point to the letter.
- Now let the children sit and write the alphabet on page 76 and you walk around and help.

Pages77:

Match the lower case with the upper case.

- Do one group of letters with the class on the board.
- Invite some children to come out and match the letters.
- Now let this do it individually in their books. You walk around and help them.

She has pink ribbons



Pinpoints of the lesson



- **Poster 18:** talk about the scene. The children make guesses about the scene.
- **Listen and point:** Play CD 2 track **65**. Students listen, teacher points to poster.
- Students listen and point to poster. Students listen and point in their books.
- **Listen and say:** Play CD 2 track **65** again. Students listen and repeat.
- **Look and act:** Play CD 2 track **65**. Students listen and repeat lines then listen and act out the dialogue.
- **Listen and sing:** Play CD2 track **66**. Use flashcards to teach new words (nurse, cook, pilot). Students listen, sing and act out the song.
- **Stick what your friend has:** Teacher explains the task. Students stick pictures of friend's possessions.
- **Pupil's Book Session pages 73, 74 and 75**

Pupil's Book Session pages 73, 74 and 75

The story dialogue page 73

Poster 18

- Talk about poster **18** with the children. Ask them: "**Who do you see in the picture?**" Elicit "**Julie**" Point to picture 2 and ask "**What does she have?**" Elicit "**She has an umbrella.**" Ask "**What colour is her umbrella.**" Ask "**What else does she have?**"
- Do the same with the other pictures of Julie. Draw students' attention to the bubble in the last picture and say "**Look at the bubble.**" Ask "**What does the bubble have?**"
- Now tell the children that they will listen to the CD and they have to guess "**Which one is Julie?**" Tell them that they all look like Julie but one of them only is Julie.



Listen and point

- Play CD 2 track 65. Point to the correct picture on the poster.
- Play it again and let children point to poster and try to see if they so far can identify **which one Julie is**.
- Play CD on the dialogue again and let the students open their books on page **73** and point in their books this time.
- Check who can now identify which one Julie is.

She has pink ribbons



Listen and say

- Play CD 2 track 65 again. Make pauses for the students to listen and repeat lines.
- Point to key the words on the poster and let the children do the same every time you play the CD.



CD 2 track 65 Unit 9

Story: Which One Is Julie?

1. She has a red and blue dress.
2. She has red ribbons.
3. She has a purple umbrella.
4. She has a pink doll.
6. She has a white kitten.

Which one is Julie? Point to Julie.

The song page 74

- Before you play the song, teach them the words which are related to the jobs "**doctor, policeman, cooker** and **wallet**" by showing them flashcards 113-118.
- Explain the meaning of the word "**job**" by giving some examples. Pointing to the picture of the nurse on page 74. "**She is a nurse.**" "**She works in a hospital.**" Ask the children "**What is she?**" Elicit "**She is a nurse.**" Ask "**What does she have?**" Elicit "**She has a black bag.**"
- Ask the same question about the other pictures (the **pilot** and the **cook**). Ask "**What is he?**" "**What does he have?**" Elicit "**He is a pilot.**" And "**He has a wallet.**" Let the children repeat the new words several times. Do the same with the "**cook**" and "a **cook book**".



Listen and Sing

- Play CD2 tracks 66: Use flashcards with the song. Let the students sing and point to the flashcards.
- Play CD2 track 66: Students listen, and point in their books to the pictures.
- Now play the CD again and let them sing first with CD then without it.

She has pink ribbons

My Project page 75

Stick the pictures of what your friend has.

- Explains the task to the children. Tell them that they need to find pictures of the 3 things their friends have and stick them on the squares given.
- They can ask their friends first about the things they have and draw them in the boxes if they can.
- Demonstrate to them how to do it. Say (a student's name) is my friend. Say "**He has a blue pen.**" Next stick the picture of the blue pen on one of the squares.
- Walk around to help them and explain what is asked of them.
- The last step is to let the children talk about the pictures they made and use the new language. "**X is my friend.**" "**She has a ...**"

Assessment of Unit 9

Assessment Sheet 9 (See TRB for Assessment Sheet).

Unit
10

I can speak English



BUBBLE KIDS 2 LESSONS PLANNER

	Textbooks Sessions	Posters	Flash cards	CD 1
Lesson 1	Pupil's Book Session Pages 76 - 77 Activity Book Session: Pages 76 - 77	19	Flashcards: 119 – 126 All letters set 1-26	CD 2 tracks 67 - 68
Lesson 2	Pupil's Book Session Pages 76-77 Activity Book Session: Pages 76-77 Art and craft (TRB): I can make a smiley face	19	Flashcards: 119 - 126 Key sentences: 46-50	CD 2 track 1-67
Lesson 3	Pupil's Book Session: Page 78 Activity Book Session Pages 78-79		Flashcards: 124-131 Colours' set Alphabet flashcard: 1-26	CD 2 track 4-69
Lesson 4	Pupil's Book Session: 79 Activity Book Session: 80+81 Number Book Session unit 6 +7 pages 61-65		Numbers flashcards: 1-20	CD 2 6 - 70
Lesson 5	Pupil's Book Session pages 80 + 81 Activity book page 82 Unit 10: pages 78-83 Revision 4: Pages 84-89			CD 2 71
Lesson 6	Pupil's Book Session page 81-84 - Listen and sing: Goodbye Song Assessment Sheet 10	Poster 20	Flashcards: 127 - 130	CD 2 72,73,74

Revision

Words: *read, write, run, jump, speak, fly* and *slide*.

Language Functions: Talking about abilities using “*I can*”

Review: Colour words, alphabet and words A-Z, What's this? , Who is this? , Is this a/an...? Yes /No. Numbers 1-20

New: I can ..., Can you speak English? (Yes, I can.) , (No, I can't.

Outcomes

- Talk about ability using “I can...”
- Ask and answer Yes/No questions with “Can”
- Review asking and answering WH, questions with “What” and “Who”.
- Review A-Z letters and words
- Review Colours.
- Sing all letters' names and sounds song (A-Z).
- Chant new words and language patterns.
- Review all letters' names and sounds.
- Identify, read and write all letters and words.
- Listen to and follow a story prompted by pictures.
- Repeat lines of a story after a model (CD).
- Act out the story scene.
- Sing the songs in the unit.



Pinpoints of the lesson



- **Warm up:** Bubble Kids Song
- **Flashcards 119-126:** Introduce new words (Read, speak, write, run, fly)
- **Poster 19:** Show Poster. Talk about the scene.
- **Alphabet posters:** Review the alphabet and their words.
- **Listen and point CD 2 track 67.** Students listen. Teacher points to poster. Students listen and point to poster.
- **Listen and say CD 2 track 67:** Students listen and repeat.
- **Pupil's Book pages 76 and 77 CD 2 track 67.** Children listen, repeat and point in their books.
- **Chant CD 2 track 68.** Students listen, repeat and chant key words and structure.
- **Reading:** Read flashcards **119-126** word side..
- **Drama:** Play CD 2 track 67. Students listen, repeat lines and act out the scene.
- **Assessment:** Teacher points to poster or picture flashcards and asks Yes/No questions and Wh-questions using "Can".
- **Activity Book pages 76 and 77:** Read and match. Circle the correct answer. Trace the correct answer.

Pupil's Book Session pages 76 and 77

Warm-up

- Play Bubble Kids Song. Let the children to sing along.

Flashcards 119-126

- Introduce the new words **read, speak, write, run, swim, jump, clap** and **fly**. You can pretend those actions and ask the children to repeat the words. They probably remember and understand the words **read, speak** and **write** from previous learning experiences. You need to stress they understand the words **run** and **fly**. Act the action of running and flying yourself to make it clearer.
- Quiz understanding by showing them the cards one by one and the students need to say the words.

Poster 19

Introducing "I can ..." "I can't..."

- Hold your book in your hands and start reading then look at the children in the class and say "**I can read.**" Invite a child out and let him open a book and pretend he is reading. Let the child say "**I can read.**" Let the whole class hold their books and pretend reading and say "**I can read.**" Let them repeat it several times.
- Point to the child and ask "**Can you read?**" Help the child say "**Yes, I can.**" Give the model answer and let

the students repeat it several times. Keep asking the same question to different students and see they give the model answer.

- Say "***I can speak English?***" "***Hello. How are you?***" Point to a good child and ask "***Can you speak English?***" Tell the pupil to say "***I can speak English.***" Let the whole class repeat but with child pointing to himself and saying "***I can speak English***" Now ask the child "***Can you speak English?***" Get the child to say "***Yes, I can.***" Ask other children "***Can he speak English?***" Give the model answer "***Yes, he can.***" and let the class repeat several times.
- Teach ***read, write, run*** and ***jump*** in the same way. Pretend the action, give the model statement, ask the question and give the model answer then let the children repeat them. "***I can write.***" "***Can you write?***" "***Yes, I can.***" You can later ask the children to ask the questions and answer them.
- To teach the negative form "***I can't speak/read?***" Open your book and blindfold your eyes and say "***I can't read.***" Then blind fold a child and ask him "***Can you read?***" Get the child to say "***No***" "***I can't read.***" Let the class repeat the new negative pattern several times. Now to help the children understand the negative ability invite another child with his book open and ask "***Can you read?***" Elicit "***Yes, I can.***" Ask the blindfolded child "***Can you read?***" Help him say "***No, I can't.***" Ask the class about the blindfolded child "***Can he read?***" Get them to answer "***No, he can't.***" They all need to pretend this and answer the same way; invite them all to do that.
- Teach "***I can run.***" "***I can't run.***": Run yourself in the class and say "***I can run.***" Then pretend falling and hurting your knee and say "***I can't run.***" Repeat it several times.
- Invite two children to the front of the class and tie the feet of one of them together tight. Now ask the untied child to run then ask him "***Can you run?***" Get him to say "Yes, I can." "I can run."
- Now ask the tied up child "***Can you run?***" Get the child say "***No***" "***I can't run.***" Invite couples to perform the same actions and each time ask them the question and get them to repeat their answers.
- To teach ***I can fly*** and ***I can't fly***: Use a bird's picture and say "***Look! It can fly.***" Now you use paper wings and stand on a chair and pretend flying and falling then say "***I can't fly.***" Invite children to do the same.
- Invite 2 children one with a good pencil and one with a broken tip. Ask them to write. Ask the one with the good pencil to write something and ask "***Can you write?***" Get the student to say "***I can write.***" Now ask the other student with the broken pencil "***Can you write?***" Get him to say "***I can't write.***"
- Keep inviting children out to do the actions and say "I can.." "I can't ..." remember to ask the Yes/No questions each time and let them answer with "***Yes, I can.***" "***No, I can't.***"
- To teach "***I can swim.***" "***I can't swim.***" Ask the children who can swim and let them say the sentences following the same previous procedure."



Listen and point

- **Poster 19 CD 2 track 67:** Show poster 19 and play the CD 2 track 67.
- Play CD 2 track 67 and let the children listen first without pointing to the poster. It is very important for the students to listen and try to understand.
- Play CD2 track 67 again and this time you point to the poster as the CD plays.
- Play CD2 track 67 again and invite children out to point to the poster.



Listen and say

- Play CD 2 track 67 again; let the children listen and repeat as you point to the poster.
- Make pauses to help the children listen and produce the new language correctly. They have now developed little accuracy and fluency to repeat faster

Activity Book Session pages 76 and 77

- Ask the children in the class to open their pupil's books on pages 76 and 77.
- Play CD 2 track 67 again. Students listen, repeat and point in their books.
- Walk around to see they are all pointing to the correct picture in their books.



CD 2 track 67 pages 76 & 77

I Can Speak English

1. **Willie:** I can read.
2. **Rose:** I can write.
3. **Tony:** I can run.
4. **A girl:** I can jump.
5. **Julie :** I can speak English.
6. **Julie:** I can clap.
7. **Willie:** I can swim.
8. **A bubble:** I can fly
9. **Julie:** Can you **read**?
10. **Tony:** Yes, I can "apple".
11. **Julie:** Can you fly?
12. **Tony:** No, I can't.
13. **Donny:** I can't see.

Chant



CD 2 track 68

I Can Speak English

I can read, I can write
 I can run, I can jump
 I can speak, I can swim
 I can clap, I can fly

Reading

- Flashcards words **119-126** and the key sentence flashcard 46-50. Hold each flashcard up, word side, and let students sight-read the words and the key sentences.
- You need to read for them and they repeat many times.
- Read the words until you feel that most of them are able to read the words and the key sentences correctly.
- Quiz them by holding the flashcards up to individuals and asking them to sight-read the words.

Drama

- Students listen to CD and act out the scene.

Assessment

- Teacher points to poster or picture flashcards and asks Yes/No questions. Let the students ask and answer the questions.

Activity Book session pages 76 and 77

- **Read and match page 76:** Write the sentences on the board and invite students to try to read them. Read the sentences several times with the class pointing to each word in the sentence. Now explain the task and let the children open their books and read the first sentence and match it to the correct picture. Do the sentences one by one with the class and let the students match them to their pictures. Walk around and help them.
- **Circle the correct answers page 77:** Explain to the children that Rose is asking Julie the questions. They need to look at the picture to choose the correct answer. Write the questions and the answers on the board. Let the students look at the first picture, read Rose's question from the board and pick the correct answer according to the picture.
- **Trace the correct answers page 77:** Tell the children that they now need to answer about themselves. Read the questions and the answers for the children. Let the child choose the correct answer about him or her and trace it. You walk around to help and guide them.



Pinpoints of the lesson



- **Warm-up:** Bubble Kids Song
- **Pupil's Book pages 76 and 77 CD 2 track 67:** Revision of language taught in lesson 1. Use poster or students follow in their books.
- **Flashcards:** words 119-126 and key sentences 46-50. Name the pictures.
- **Reading:** Students sight-read the words and sentences from flashcards.
- **Activity book pages 76 and 77:** Finish the work in these pages and let the children read the sentences.
- **Art and craft:** I can make a smiley face.

Pupil's Book Session pages 76 and 77

Warm-up

- Play CD 2 track 1 on *Bubble Kids* and let the students enjoy singing.
- Review the key words and structure taught in lesson 1. Ask each student these questions: **Can you read? Can you write? Can you swim? Can you run? Can you jump? Can you speak English? Can you fly?**
- Let the students give you short Yes/No questions: **Yes, I can. No, I can't.**
- If you still feel they need more time ask more questions with **Can** and let them repeat the answers several times. Use the procedures suggested in lesson 1 to review positive and negative answers with "**Can**".
- Show poster 19 again. And play Cd 2 track 67 for the students to remember the dialogue.
- **Play CD 2 track 67:** Let the children listen and point in their books or to the poster. Encourage them to say the sentences.
- Now point to the characters speaking and let the students remember what they say. The point is that you want them to produce the key words and the sentences taught in lesson 1.

Flashcards words 119-126

- Hold the flashcards up for the students to name them.
- **Reading:** words 119-126 and key sentences 46-50.
- Use the word side of the flashcards for the students to read.

Activity Book pages 76 and 77

- Write the sentences on the board for the children to read
- Let the students finish the work in their activity books and you check their work and help the slower ones.
- Let each and every student in the class read the sentences with you and point to the correct pictures.

Art & craft

I can make a smiley face.

You need: black paper, yellow paper plate, black yarn and glue

Instructions

- Have the supplies ready for each child before you start.
- Do one as an example yourself in front of them.
- Cut 2 silver coin size circles from black construction paper for the eyes.
- Cut out a 2 1/2 inch smiley face mouth or another circle.
- Cut 10 pieces of yarn each 3 inches long. Line up 9 of them; use the tenth to tie them together in the middle for the hair. Alternately use 9 6-inch pieces of yarn then braid them together to make a girl.
- Glue the eyes and the mouth on the yellow plate.
- Then glue the hair on the yellow plate and let dry.
- This makes an excellent activity for groups of children if the cutting is done beforehand.





Pinpoints of the lesson

- **Warm up:** Play CD 2 track 4 on the alphabet Song.
- **Poster:** Show alphabet poster.
- **Listen and point:** Play CD 2 track 69. Children listen and point in their books.
- **Listen and say:** Play CD 1 track 69. Children listen, point and repeat.
- **Pupil's Book page 78:** Play CD 2 track 69 again. Children listen, repeat and point in their books.
- **Reading:** Use alphabet flashcards 1-26 (*The words of the alphabet*). Students read from flashcards.
- **Activity Book pages 78 and 79:** Students identify picture, say the letter name, sound the letter, write it and read the word.

Pupil's Book Session page 78

Warm-up

- Play CD 2 track 4 on alphabet Song. Let the children sing along
- Display the alphabet poster:**
- Display the poster in front of the children. Review the letters from A-Z with the children.
- Ask "**What's this letter?**" (Point to a certain letter). Students say the name of the letter. Ask "**What sound does it make?**" Ask "**Give me a word that starts with A?**" and ask about more letters in the same way. Ask about all the letters on the poster.



Listen and Point

- Play CD 2 track 69 and say "**Listen**". Let the students listen to CD and point to the letters.
- Walk around to see all the students are pointing to the correct letter.



CD 1 track 69 page 78

A a apple , B b ball , C c cat, D d dog, E e egg, F f fish, G g goat, H h hat, I i igloo, J j jelly, K k kite, L l lion, M m monkey, N n nest, O o orange, P p parrot, Q q queen, R r rabbit, S s sun, T t tree, U u umbrella, V v van, W w woman, X x-ray, Y y yoyo, Z z zebra.

**Listen and say**

- Play CD 2 track 69 again; students listen, point and repeat.

Reading

- Use alphabet flashcards 1-26 (*The words of the alphabet*). Students read from flashcards. Pick some of the flashcards randomly and hold the flashcard up word side for the children to read.

Activity Book Session pages 78 and 79

- Explain to the children that they only need to write the first letter. The letter is there with the picture the point is to see if they can now form the letter correctly and write it on the grid. If they still face difficulty doing so you can draw the grid on the board and write the letters with the students on the board first.
- Go around to help and guide children's work.

Pupil's Book Session page 79

- **Warm-up:** A song – Play the numbers song (1-20) CD 2 track 6 and let the children listen several times then encourage them to sing along as they point to a poster of numbers or the number flashcards 1- 20.
- **Count and say the number, pupil's book page 79:**
- Tell the students that they will listen to Rose and Willie counting the items in each picture. Tell them to count with Willie and Rose.
- To help the children concentrate on what they are listening to, name the items in the pictures before you play the tape to be certain they know what they are counting: **racecars**, **pencils** and **dolls**.
- Let the children point to the first picture and ask "**What are these?**" Elicit "**Racecars**" Ask them "**How many racecars?**" Say "**Let's count**" Then say "**How many?**" Get the answer from the students "**12**" as you point to the first group.
- **Play CD 2 track 70** and let the students listen first as they point to the pictures in their books. Walk around to see they are pointing to the correct pictures.


 CD 2 track 70 page 79

Rose: How many race cars in picture 1? Count!

Willie: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, twelve racecars.

Rose: How many race cars in picture 2? Count!

Willie: 1, 2, 3, 4, 5, 6, 7, Seven racecars.

Rose: How many race cars in picture 3? Count!

Willie: 1, 2, 3, 4, four racecars.

Rose: How many pencils in picture 4? Count!

Willie: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 pencils.

Rose: How many pencils in picture 5? Count!

Willie: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, ten pencils.

Rose: How many pencils in picture 6? Count!

Willie: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, fifteen pencils.

Rose: How many dolls in picture 7? Count!

Willie: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 sixteen dolls.

Rose: How many dolls in picture 8? Count!

Willie: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 thirteen dolls.

Rose: How many dolls in picture 9? Count!

Willie: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, eighteen dolls.

- You can ask the children to write the numbers on the lines or you can help by writing the numbers on the board.

Activity Book Session pages 80 - 81**Count and write:**

- Follow the same procedure you used in pupil's book page 79.
- Let the students name the items in the picture, count them and write the number on the line under the picture.
- Walk around to help and guide.

Number Book Session pages 61 - 65**Page 61****Match the picture sums to the number sums:**

- The students did this type of sums before. The addition concept has already been introduced and practiced in many ways.
- Demonstrate an example on the board. Draw the first picture sum on the board and invite one child to come out and count the 16 strawberries loudly. Let the whole class count with you the 16 strawberries. Write 16 under the 16 strawberries. Next draw the plus symbol + next to the 16 strawberries and draw another 3 strawberries next to the plus symbol. Now ask the children to count the 3 strawberries that are added to the 16 with you. Now again write the digit 3 under the added 3 strawberries and say (**16 plus 3 makes?**) wait for the children to count and say "19". Now ask them to match in their books the picture sum you did with them to the numbers sum.
- Do all the sums on page 61 on the board with the class one by one and each time ask the class to repeat the sum after you.
- Tell the pupils that they can look at the board and see which picture sum goes with which number sum.
- Walk around to see they all understood it.

Page 62**Join the numbers 1-20.**

- Review numbers 1- 20 with the children orally first to check they can all say them in order.
- Use the numbers flashcards to display them in order. Invite the children one by one to choose the correct one and place it on the board till you have all the numbers placed in order on the board.
- Now tell the students to open their number books on page 62.
- See if they can recognize the picture. Tell them that they need to join the numbers in order to know what it is.
- Now the students can start working individually. Walk around to monitor their work.

Page 63**Maze of numbers.**

- Explain the maze to the children and tell them they need to join the numbers at the top of the page with the same numbers at the bottom but following the numbers' interconnecting pathway.
- Tell them that the numbers' pathways are interconnected and that they need to be careful in following the correct pathway of each number from top to the other end or else it will lead to the wrong number.
- Ask the children to use a different colour pencil to join the ends of each number so that each pathway will be in a different colour.
- Walk around to help and guide them.

Page 64**Add and subtract.**

- Start with the addition sums. Explain the task to the children and tell them they need to add up the stars.
- Draw the picture sums on the board and invite children to come out and write the number sums that match the picture sums.
- They can count together and write the digits under the pictures.
- Now let the children try to read the sums loudly, **five plus three makes eight (5+3=8) ...etc.**
- Write the second sum on the board and do the same.
- Now they can do the sums in their books.
- Walk around to help and guide.
- To do the subtraction problems draw the first equation on the board. Tell the children you are going to take away 3 keys and erase 3 keys and ask them "**How many left?**" they need to count with you the remaining keys and say 2. Next you write **5-3=2** on the board under the pictures and say "**five minus three is two**". Point to the digits and the minus symbol as you are reading the problem. Teach them the minus symbol.
- Do more on the board with the children calling them out to erase items and say how many left. You need to read the equation with them every time you do one with them on the board.
- Tell the children each time to take away or cross out 1 or 2 or 3 and ask them "**How many left?**". Let the children count the items left with no crosses on them.
- Do the two equations on page 64 with the children on the board. Leave them on the board to help the students.
- Now let them open their books and try to work out the problems individually.
- Walk around to help and guide.

Page 65**Write the numbers from 1- 20.**

- Explain to the students the task. Review the numbers from 1 to 20 orally and ask some children to put the number flashcards in order in front of the class.
- Ask the students to open their books on page 65 and start writing the numbers in order in the boxes.



Pinpoints of the lesson



- **Warm up:** Play any song to review the colours.
- **Listen and point:** Play CD 2 track 71. Children listen. Teacher points in her book. Play CD again. Children listen and point to pictures in their books.
- **Listen and say:** Play CD 2 track 71. Children listen and repeat.
- **Pupil's Book pages 80 and 81:** Children work in pairs to ask and answer.
- **Phonics book session pages 78 - 83 + Revision 80 - 84**

Pupil's Book Session pages 80 and 81

Warm-up

The Revision pages 80 and 81:

- This is a revision of some vocabulary in the book with numbers and colours. All you need to do is to play the CD track 71 and let the students point first.
- You can play the CD again and invite pairs with their books out to repeat asking and answering.
- Finally let the children work in pairs in asking and answering but you need to help and guide their conversation.
- Let the children take turns in asking and answering the questions.



CD 2 track 71 pages 80 and 81

Willie: *What's that?*

Tony: *It's a hat.*

Willie: *What colour is it?*

Tony: *It's black.*

Willie: *What's number 1?*

Tony: *It's an apple.*

Willie: *What colour is it?*

Tony: *It's green.*

Willie: *What's number 2?*

Tony: *It's a banana.*

Willie: *What colour is it?*

Tony: *It's yellow.*

Willie: *What's number 3?*

Tony: *It's a lunchbox.*

Willie: *What colour is it?*

Tony: *It's blue.*
Willie: *What's number 4?*
Tony: *It's a snowman.*
Willie: *What colour is it?*
Tony: *It's white.*
Willie: *What's number 5?*
Tony: *It's a ribbon.*
Willie: *What colour is it?*
Tony: *It's pink.*
Willie: *What's number 6?*
Tony: *It's a school bag.*
Willie: *What colour is it?*
Tony: *It's red.*
Willie: *What's number 7?*
Tony: *It's a butterfly.*
Willie: *What colour is it?*
Tony: *It's purple.*
Willie: *What's number 8?*
Tony: *It's hair.*
Willie: *What colour is it?*
Tony: *It's brown.*

Activity Book Session page 82

- **Trace and colour:**
- Tell the students to read the word goodbye.
- Explain that the children are saying goodbye to Miss Rita. Let the students colour the characters as they say goodbye to them.
- You can play the Goodbye song while they are colouring.

Phonics Book Session Page 78 - 83 + Revision 80 - 84

- Follow the same technique used previously for these activity.



Pinpoints of the lesson



- **Poster 20:** talk about the scene. The children make guesses about the scene.
- **Flashcards 127-130:** Teacher teaches the new words.
- **Listen and point:** Play CD 2 track **72**. Students listen. Teacher points to poster. Students listen and point to poster. Students listen and point in their books.
- **Listen and say:** Play CD 2 track **72** again. Students listen and repeat.
- **Look and act:** Play CD 2 track **72**. Students listen, repeat lines and act out the dialogue.
- **Listen and sing page 83:** Play CD 2 track **73**. Students Listen and point in their books. Students listen and sing.
- **Page 84:** Play CD 2 track 74. Students point to the last page on the goodbye song and say goodbye to Miss Rita, Rose, Julie, Willie and Tony.

Pupil's Book Session pages 81, 82 & 83

The story dialogue page 82

Poster 20:

- Talk about poster **20** with the children. Ask them: "**What do you see in the picture?**" They know "**butterfly**" but you need to teach them the new words "**snail**", "**grasshopper**" and "**spider**". Use the flashcards to present the new words or you can just point to them on the poster and ask the children to repeat the new words several times.
- Invite some children out to point to items on the poster and name them.
- To introduce the theme of the story you can play a video to let the children see real snails, grasshopper and a spider because most children still haven't seen real snails or grasshoppers. Alternatively you can just introduce the new words as usual. Ask the children these questions and see if they can answer: "**Can a grasshopper jump?**" See if one of the students knows the answer. If not you give the model answer "**Yes, it can.**" Ask the same question many times to get the answer. Ask "**Can a snail jump?**" Elicit "**No, it can't.**" Let the children repeat the answer. Ask "**Can a butterfly fly?**" Get answers and let the children repeat them. Ask "**Can a spider run?**" "**Can a snail run / fly?**" Ask many similar questions about the snail, the spider and the grasshopper. Let the children repeat the model answers "**Yes, it can.**" Or "**No, it can't.**"
- Teach the word "slide" show them **flashcard 130** of the slide and say **slide**. Say "**I slide on a slide.**" Make the sound "Wee" acting with your hand the movement of sliding down a slide. Let them repeat the word **slide** several times.
- **Reading:** Use the flashcards **127-130**, word side, to practice reading the new words with the children. When you finish the drill quiz the children to check they can now read the new words.

School Party



Listen and point

- Play CD 2 track 72. Point to the picture.
- Play the CD again and let the children point to poster.
- Play CD on the dialogue again and let the students open their books on page 82 and point in their books this time.



Listen and say

- Play CD 2 track 72 again. Make pauses for the students to listen and repeat lines.
- Point to the poster and let the children do the same in their books.
- Add variety and pause to let children guess who will speak next or what it will say.



CD 1 track 72 page 82

A Story

Grasshopper: I can jump.

Snail : I can't jump.

Spider : I can run.

Snail : I can't run.

Butterfly : I can fly.

Snail : I can't fly.

Snail : But I can slide.

Look and act

- Play CD 2 track 72. Try to say the lines and act them yourself at first.
- Change your voice every time you do a different character. Then Ask some children to come out in front of the class and act the dialogue.

Follow-up Activity: Let the children put the story in order using the cards in the TRB.

The song page 83

- Before you play the song ask the children some questions about the pictures in their pupil's book page 83. Ask "**Who is this?**" Elicit "**Rose**". Ask "**Can she speak English?**" Elicit "**Yes**". Ask "**Can Rose read?**". Ask about Willie, Tony and Julie in the same way.



Listen and Sing

- **Play CD2 tracks73:** Use flashcards with the song you and students sing and point to the flashcards.
- **Play CD2 track 73:** Students listen, and point in their books to the pictures.
- Now play the CD again and let them sing first with CD then without it.



CD 1 track 73 page 83

A Song : I can

I can read,

I can write,

I can speak English right.

I can play,

I can run,

I am having lots of fun.

I can jump

up and down,

I can clap like a clown.

I can dance,

I can sing

I can fly with my wing.

I can swim,

I can row,

I can paint,

I can draw

The Goodbye song page 84

- Tell the children that the school year is over and Miss Rita, Rose, Willie, Julie and tony are singing a goodbye song and saying goodbye to you.
- Play CD 2 track 74 and let the children listen and look at pupil's book page 84.
- Play the **Goodbye Song** again and let the children sing along.



CD 1 track 74 page 84

Goodbye Song

*Goodbye teachers
Goodbye teachers
Goodbye friends
Goodbye friends
Good bye school
Goodbye school
I'll see you again
I'll see you again
Goodbye*

Assessment 10

Assessment Sheet 10 (See TRB for Unit 10 Assessment Sheet).

Bubble Kids 2 Flashcards

No.	Words	Unit	Lesson
1	good morning	1	1
2	Miss Rita	1	1
3	Willie	1	1
4	Tony	1	1
5	Julie	1	1
6	Rose	1	1
7	Teacher	1	1
8	school bag	1	1
9	pencil	1	1
10	ruler	1	1
11	eraser	1	1
12	book	1	1
13	water bottle	1	1
14	banana	1	1
15	toy cellphone	1	1
16	colour pencils	1	1
17	lunchbox	1	1
18	goodbye	1	1
19	football	1	6
20	like	1	6
21	play	1	6
22	come	1	6
23	family	2	1
24	love	2	1
25	mum	2	1
26	dad	2	1
27	brother	2	1
28	sister	2	1
29	grandma	2	1
30	grandpa	2	1
31	caring	2	1
32	nice	2	1
33	kind	2	1
34	help	2	1

35	naughty	2	1
36	birthday	2+3	6
37	present	2+3	6
38	crayons	2	6
39	colouring book	2	6
40	pretty	2	6
41	beautiful	2	6
42	friend	3	1- 6
43	playground	3	1- 6
44	house	4	1
45	kitchen	4	1
46	lunch	4	1
47	living room	4	1
48	playing	4	1
49	cooking	4	1
50	bedroom	4	1
51	laptop	4	1
52	Bathroom	4	1
53	tub	4	1
54	garden	4	1
55	watering	4	1
56	big	4	6
57	busy	4	6
58	tidy	4	6
59	store room	4	6
60	making	4	6
61	dining room	4	6
61	feeding	4	6
62	shelf	4	6
63	working	4	6
64	sky	5	1
65	tree	5	1
66	butterfly	5	1
67	flamingo	5	1
68	duck	5	1

69	mountain	5	1
70	cloud	5	1
71	bat	5	1
72	snow	5	1
73	canary	5	1
74	mix	5	6
75	gun	6	1
76	train	6	1
78	robot	6	1
79	race car	6	1
80	dinosaur	6	1
81	scooter	6	1
82	ninja turtles	6	1
83	doll house	6	6
84	teddy bear	6	6
85	singing doll	6	6
86	soft doll	6	6
87	elephant	7	1
88	lion	7	1
89	gorilla	7	1
90	tiger	7	1
91	giraffe	7	1
92	snake	7	1
93	rhino	7	1
94	alligator	7	1
95	fox	7	1
96	wolf	7	1
97	nose	8	1
98	ear	8	1
99	tongue	8	1
100	hand	8	1
101	skin	8	1
102	touch	8	1
103	eyes	8	1
104	smell	8	1

105	see	8	1
106	feel	8	1
107	taste	8	1
108	hear	8	1
109	good	8	1
110	bad	8	1
111	ribbons	9	1
112	flute	9	1
113	cook	9	6
114	nurse	9	6
116	pilot	9	6
117	purse	9	6
118	wallet	9	6
119	read	10	1
120	write	10	1
121	run	10	1
122	jump	10	1
123	speak	10	1
124	swim	10	1
125	clap	10	1
126	fly	10	1
127	snail	10	6
128	spider	10	6
129	grasshopper	10	6
130	slide	10	6

No.	Key Sentences	Unit
1	What's this?	1
2	It's a book.	1
3	It's an eraser.	1
4	What's your name?	1
5	My name is ...	1
6	I love my family.	2
7	I love mum and dad.	2

8	Mum is caring and dad is nice.	2
9	They are kind.	2
10	She is my friend.	3
11	He is my friend	3
12	They are my friends.	3
13	I have two friends.	3
14	I don't have a friend.	3
15	Where is mum?	4
16	She is in the kitchen.	4
17	Where is dad?	4
18	He is in the living room.	4
19	Where are grandma and grandpa?	4
20	They are in the garden.	4
21	What colour is the sky?	5
22	Red and yellow makes orange.	5
23	Is this a race car?	6
24	Yes, it is.	6
25	Is this a robot?	6
26	No, it isn't.	6
27	What are these?	6
28	Is this an elephant?	7
29	No, it isn't. It's a rhino.	7
30	Do you like elephants?	7
31	Yes, I do.	7
32	I like elephants.	7
33	Do you like snakes?	7
34	No, I don't.	7
35	I don't like snakes.	7
36	I have five senses.	8
37	I can smell with my nose.	8
38	I can see with my eyes.	8
39	I can taste with my tongue.	8
40	I can touch with my skin.	8
41	I can hear with my ears.	8
42	I have red ribbons.	9
43	She has pink ribbons.	9
44	He has a white and blue ball.	9
45	Three plus three is six.	9

46	I can read.	10
47	I can't fly.	10
48	Can you swim?	10
49	Yes, I can.	10
50	No, I can't.	10
50		

Colours	
1	Red
2	Yellow
3	Blue
4	Green
5	Brown
6	White
7	Orange
8	Purple
9	Pink
10	Black

Numbers			
No.	Number words	Unit	Lesson
1	One	1	4
2	Two	1	4
3	Three	1	4
4	Four	1	4
5	Five	1	4
6	Six	2	4
7	Seven	2	4
8	Eight	2	4
9	Nine	3	4
10	Ten	3	4
11	Eleven	4	4
12	Twelve	4	4
13	Thirteen	4	4

14	Fourteen	5	4
15	Fifteen	5	4
16	Sixteen	5	4
17	Seventeen	6	4
18	Eighteen	6	4
19	Nineteen	7	4
20	Twenty	7	4

No.	Letter	Words	Unit	Lesson
1	Aa	apple , ant , arrow, axe, alligator, arm	1	3
2	Bb	ball , baby , bird, bear, book, biscuit	1	5
3	Cc	cat , car , cap, camel , cake, candles	2	3
4	Dd	dog , doll , donuts, duck , deer	2	5
5	Ee	elephant , eleven , egg , elbow	3	3
6	Ff	fish , family , flower , fly ,frog	3	5
7	Gg	girl , goat , gorilla, grapes	4	3
8	Hh	hen , hat , house , horse , hair	4	5
9	Ii	igloo , ink , insect	5	3
10	Jj	jelly, jam , jug ,	5	5
11	Kk	kite , key , kitten , kangaroo ,	6	3
12	Ll	lemon , lamb , lion , leaf , leg	6	5
13	Mm	monkey , moon , mouse , man	6	3
14	Nn	nose , nest , neck, nurse	6	5
15	Oo	orange , octopus , ostrich , owl	7	3
16	Pp	parrot , penguin , pencil , pants , pear	7	5
17	Qq	queen , quilt, question mark, quiet	7	3
18	Rr	ring , rabbit , rainbow, rain, robot	7	5
19	Ss	sun , socks , star , skirt , spider	8	3
20	Tt	tree , tiger , turtle , table	8	5
21	Uu	umbrella , up , under	8	3
22	Vv	van , vase, violin , vest , vegetables	8	5
23	Ww	woman , whale , watch , worm	9	3
24	Xx	box , fox , x-ray , mix	9	5
25	Yy	yoyo , yacht , yarn	9	3
26	Zz	zebra , zero , zoo	9	5
110 words				

Bubble Kids 2 CD script

CD 2 track 1

The Bubble Kids Song

Bubble kids Bubble kids
Everywhere Bubble kids
Blup blup blup blup ... Bubble kids
Bubble bubble bubble bubble bubble bubble kids
Bubble bubble bubble bubble bubble bubble kids
Blup blup blup blup Bubble kids
Bubble kids Bubble kids
Everywhere Bubble kids
Blup blup blup blup... Bubble kids
Bubble bubble bubble bubble bubble bubble kids
Bubble bubble bubble bubble bubble bubble kids
Blup blup blup blup Bubble kids

CD 2, track 2 Unit 1 pages 4 & 5 Pupil's book pages My School

Miss Rita : Good morning, boys and girls.

The Children : Good morning, Miss Rita.

Tony : Hello, Julie.

Julie : Hi Tony.

Donny: Hi!

Tony : What's this?

Julie: It's a school bag.

Tony: What's this?

Julie: It's a pencil.

Tony: What's this?

Julie: It's an eraser.

Tony: What's this?

Julie: It's a water bottle.

Tony: What's this?

Julie: It's a colour pencil.

Tony: What's this?

Julie: It's lunchbox.

Tony: What's this?

Julie: It's a ruler.

Tony: What's this?

Julie: It's a toy cellphone.

Tony: What's this?

Julie: It's a book.

Tony: What's this?

Julie: *It's a banana.*

Tony: *What's this?*

Julie: *It's an apple.*

Miss Rita : *Bye, kids.*

Children: *Goodbye Miss Rita.*

 **Typescript CD 2, track 3 Unit 1**
School Chant

ruler, book , pencil, eraser, toy cellphone,
banana, apple, colour pencil,
school bag, water , lunchbox


 **Typescript CD 2, track 4**
Alphabet Song A-Z

Aa is for apple a a apple Zz is for zebra z z zebra

A is for apple a a apple B is for ball b b ball C is for cat c c cat D is for dog d d dog

E egg F fish G goat H hat I igloo J jug K kite L lion M monkey N nut O orange

P parrot Q queen R rabbit S sun T tree U umbrella V van W woman X box Y yoyo Z zebra

 **Typescript CD 2, track 5 Unit 1 page 6**
Letter Aa Song

This is the letter Aa

a a a a Aa

a apple a a apple

a ant a a ant

a axe a a axe

a alligator a a alligator

a arm a a arm

a arrow a a arrow

This is the letter Aa

²Typescript CD 2, track 6 Unit 1 page 7
Numbers Song (1 – 20)

1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20

 **Typescript CD 2, track 7 Unit 1 page 7**

Numbers 1-5 Song

One , two, three, four, five

One , two, three, four, five

One stand up

Two clap, clap

Three stamp, stamp, stamp

Four run , run, run, run

Five stop and sit down

 **Typescript CD 2, track 8 Unit 1 page 8**

Letter Bb Song

This is the letter Bb

b b b b Bb

b ball b b ball

b book b b book

b bird b b bird

b biscuit b b biscuit

b baby b b baby

b bear b b bear

This is the letter Bb

 **Typescript CD 2, track 9 Unit 1 page 9**

Story (At school)

Tony: Hello. I'm Tony.

What's your name?

Dave: My name is Dave.

Tony: Hello Dave. How are you?

Dave: Fine, thank you.

Tony: Do you like to play football, Dave?

Dave: Yes. I like football.

Tony: Come with me, Dave.

Rose: Hello. I'm Rose.

What's your name?

Mary: My name is Mary.

Rose: Hello, Mary. How are you?

Mary: Fine, thank you.

Rose: Do you like to play with us?

Mary: Sure. Thank you.

Rose: Come with me, Mary.

 **CD 2, track 10 Unit 1 page 10**
Song (Good Morning to you)


Good morning to you.
Good morning to you.
Good morning, good morning
Good morning to you.

How are you today?
How are you today?
How are you, how are you?
How are you today?

I'm very well, thank you.
I'm very well, thank you.
I'm very well, I'm very well.
I'm very well, thank you.

 **CD 2 track 11 Unit 2 pages 12 , 13**
I Love My Family

Tony: I'm Tony. I'm 5. I love my family.
I love my mum and dad.
Mum is caring and dad is nice, too.
I love my brother and sister.
They help me and play with me.
I love my grandma and grandpa.
They are very kind.
My little sister is sometimes naughty.
But I love my little sister, too.
I love my family.

 **CD 2 track 12 Unit 2**
Chant

I love my family
I love my family
I love you, I love you
I love my family

Mum and dad, mum and dad
I love you, I love you

*My brother and sister
My brother and sister
I love you, I love you*

*My grandma and grandpa
My grandma and grandpa
I love you, I love you*

*I love my family
I love my family
I love you, I love you
I love my family*

 **CD 2 track 13 Unit 2 page 14**

Letter Cc Song

This is the letter Cc

c c c c Cc

c cat c c cat

c cap c c cap

c cake c c cake

c car c c car

c camel c c camel

c candles c c candles

This is the letter Cc

 **CD 2 track 14 Unit 2 page 15**

Numbers Song (6,7,8)

Six and seven

Six and seven

Six and seven

Seven and eight

Run to school!

Run to school!

Run to school!

You are late.

One , two , three , four , five , six , seven , eight

One , two , three , four , five , six , seven , great

Six and seven

Six and seven

Six and seven

Seven and eight

 **CD 2 track 15 Unit 2 page 16**

Letter Dd Song

This is the letter D

d d d d D

d dog d d dog

d doll d d doll

d duck d d duck

d donuts d d donuts

d deer d d deer

This is the letter D

 **Typescript CD 2, track 16 Unit 2 page 17**

Story Dialogue: My Little Sister's Birthday

Voice: Today is Suzie's birthday. She is 3 now. Everyone in the family has a present for Suzie.

Dad: This beautiful doll is for you, Suzie.

Mum: Look, Suzie! A big nice cake for you!

Suzie: Thank you, mum and dad.

Lara: You like this new lunchbox, Suzie?

Suzie: Wow! Thank you, Lara.

David: Suzie, look!

Suzie: Oh! A colouring book and crayons! Thank you, David.

Grandma: I made some nice donuts.

Grandpa: And a new cap for pretty, Suzie.

Suzie: Thank you grandma and grandpa.

Tony: Take these glasses, Suzie.

Suzie: Thank you, Tony. Thank you all. I'm very happy.

The family singing

Happy birthday to you

Happy birthday to you

Happy birthday dear Suzie

Happy birthday to you

 **Typescript CD 2, track 17 Unit 2 page 18**

Song (I love my Family)

I love my mum

I love my dad

I love my grandma

And I love granddad.

I love my brother.

I love my family.

Happy forever.

Happy family.

 **CD 2 track 18 Unit 3 pages 20 & 21**

My Friend

Julie: This is Rose.

She is my friend.

Rose: This is Julie.

She is my friend.

Tony: This is Willie.

He is my friend.

Willie : I have two friends,

They are Tony and Peter.

We play football together.

Rose: I have three friends.

They are Julie, Sara and Pam.

We play together.

A bubble: I don't have a friend.

 **CD 2 track 19 Unit 3**

Chant

Rose, Rose

Rose, Rose

She is my friend

Willie, Willie

Willie, Willie

He is my friend

Tony and Peter

Tony and Peter

They are my friends

Julie and Pam

Julie and Pam

They are my friends

 **CD 2 track 20 Unit 3 page 22**

Letter Ee Song

This is the letter Ee

e e e e Ee

e elephant e e elephant

e eleven e e eleven

e egg e e egg

e elbow e e elbow

This is the letter Ee

 **CD 2 track 21 Unit 3 page 23**

Numbers Song (9 , 10)

Nine and ten
Nine and ten
After eight come
Nine and ten

Nine and ten
Nine and ten
On big brown eggs
Sat my hen

CD 2 track 22 Unit 3 page 24

Letter Ff Song

This is the letter Ff
f f f f Ff
f fish f f fish
f family f f family
f flower f f flower
f frog f f frog
f fly f f fly
This is the letter Ff

CD 2 track 23 Unit 3 page 25

Story Dialogue: I Don't Have Friends

Mum: Time to go to school, Suzie.
Suzie: I don't want to go to school, mum.
Tony: But today is your birthday, Suzie!
Mum: Your friends are waiting.
Suzie: "No. I don't have friends."
Tony: Of course you do. Let's go!
The Children at school: Happy Birthday Suzie
(All laughing and giving Suzie her presents)

CD 2 track 24 Unit 3 page 26

Songs (I Love My Friend)

I love my friends.
I love them all.
I love my friends.
Short or tall
I love my friends.

Quack, quack, quack
I love my friends.
Yellow or dark

 **CD 2 track 25** **Unit 4 pages 29 & 28**

My House

Julie: Hello! This is my house.

Julie: Where's mum?

Peter: She is in the kitchen. She is **cooking** lunch.

Peter: Where's dad?

Julie: In the living room. He is playing with my little sister.

Julie: Where's Jim?

Peter: In his bedroom. He's playing on his laptop.

Julie: Where's the kitten?

Peter: In the bathroom. Look! It's in the tub with the bubbles. (**purr, blup blup**).

Julie: Where are grandma and grandpa?

Peter: In the garden. Grandma is watering the flowers.

 **CD 2 track 26 Unit 4**

Chant

Where is mum?

Where is mum?

She is in the kitchen

She is in the kitchen

She's making lunch

She's making lunch

Where is dad?

Where is dad?

He is in the living room.

He is in the living room.

Playing with the blocks

Playing with the blocks

Where is Jim?

Where is Jim?

He is in his bedroom.

He is in his bedroom.

 **CD 2 track 27** **Unit 4 page 30**

Letter Gg Song

This is the letter Gg

g g g g Gg

g girl g g girl

g goat g g goat

g gorilla g g gorilla

g grapes g g grapes

This is the letter Gg

 **CD 2 track 28** **Unit 4 page 31**

Numbers Song (11, 12)

Eleven, twelve, eleven, twelve

1 2 3 4 5 6 7 8 9 10 11 12

Eleven, twelve, eleven, twelve

1 2 3 4 5 6 7 8 9 10 11 12

Eleven, twelve, eleven, twelve

 **CD 2 track 29** **Unit 4 page 32**

Letter Hh Song

This is the letter Hh

h h h h Hh

h hen h h hen

h hat h h hat

h house h h house

h horse h h horse

h hair h h hair

This is the letter Hh

 **CD 2 track 30** **Unit 4 page 33**

Story: Where Is the Family?

I am Sara.

I live in a big house.

I have a busy family.

I am in my bedroom. Look! It's tidy.

My brother is in the store room. He is making something

Mum is in the dining room. She is feeding the baby.

Grandma is in the kitchen. She is making a cake.

Dad is in the living room. He is putting the books on the shelf.

Grandpa is working in the garden.

 **CD 2 track 31 Unit 4 page 34**

Song I Have a Big House

I have a big, big house.

a big, big house.

a big, big house.

I have a big, big bedroom.

a big, big bedroom.

a big, big bedroom.

I have a big, big kitchen.

a big, big kitchen.

a big, big kitchen.

We live in a big, busy house.

a big, busy house.

a big, busy house.

 **CD 2 track 32 Unit 5 pages 36 & 37**

Colours

Boy 1 : *What colour is the sky?*

Boy 2 : *Blue.*

Boy 1: *What colour is the bat?*

Boy 2: *black.*

Boy 1: *What colour is the tree?*

Boy 2: *Green.*

Boy 1: *What colour is the butterfly?*

Boy 2: *Purple.*

Boy 1: *What colour is the duck?*

Boy 2: *White.*

Boy 1: *What colour is the horse?*

Boy 2: *Brown.*

Boy 1: *What colour is the flamingo?*

Boy 2: *Pink.*

Boy 1: *What colour is the snow?*

Boy 2: *White.*

Boy 1: *What colour is the canary?*

Boy 2: *Yellow.*

 **CD 2 track 33 Unit 5**

Colours Chant

The sky is blue

The sky is blue

Herio cheerio

The sky is blue

The canary is yellow

The canary is yellow

Herio cheerio

The canary is yellow

The snow is white

The snow is white

Herio cheerio

The snow is white

The flamingo is pink

The flamingo is pink

Herio cheerio

The flamingo is pink

 **CD 2 track 34 Unit 5 page 38**

Letter li Song

This is the letter li.

l is for igloo i l igloo

l is for ink i i ink

l is for insect l l insect

This is the letter li.

 **CD 2 track 35 Unit 5**

Numbers Song 13, 14, 15

Thirteen, fourteen, fifteen

Fifteen birds on a tree

Thirteen, fourteen, fifteen

Fifteen birds in the sky

Thirteen, fourteen, fifteen

They spread their wings and fly

 **CD 2 track 36** **Unit 5** **page 40**

Letter Jj Song

This is the letter Jj

J J J J Jj

J jelly J J jelly

J jam J J jam

J jug J J jug

This is the letter Jj

 **CD 2 track 37** **Unit 5** **page 41**

Story **Mixing Colours**

Miss Rita: *Today we will mix colours.*

Red and yellow makes orange.

Blue and yellow makes green.

Red and blue makes purple

Red and green makes brown

And if we mix white and red we get? What?

Children: Pink. (Laughing)

Miss Rita: That's right.

 **CD 2 track 38** **Unit 5** **page 42**

Song **Red, Blue and Yellow**

Red, blue and yellow

All standing in a row

I mix these together

and this is what they show.

Orange, purple and green

These are the colours

That can be seen.

 **CD 2 track 39** **Unit 6** **pages 44 & 45**

Toys

Willie: *What is this?*

Tony: *It's a robot.*

Willie: *Is this a racecar?*

Tony: *Yes, it is.*

Willie: *Wow! What are these?*

Tony: *My Ninja Turtles.*

Willie: *Is this a robot?*

Tony: *No, It isn't. It's a gun.*

 **CD 2 track 40 Unit 6**

Toys Chant

Is it a robot? Yes, it is. Yes, it is.

Is it a race car? Yes, it is. Yes, it is.

Is it a robot? No, it isn't. No, it isn't.

Is it a race car? No, it isn't. No, it isn't.

What is it? What is it? It's a gun.

 **CD 2 track 41 Unit 6 page 46**

Letter Kk Song

This is the letter Kk

k k k k Kk

k kite k k kite

k key k k key

k kitten k k kitten

k kangaroo k k kangaroo

This is the letter Kk

Letter Ll Song

This is the letter Ll

l l l l Ll

l lemon l l lemon

l lamb l l lamb

l lion l l lion

l leaf l l leaf

l leg l l leg

This is the letter Ll

 **CD 2 track 42 Unit 6 page 47**

Numbers Song (16 , 17 , 18)

Sixteen, sixteen, sixteen robots

Sixteen, sixteen, sixteen robots

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Sixteen, sixteen, sixteen robots

Seventeen, seventeen, seventeen race cars

Seventeen, seventeen, seventeen race cars

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

Seventeen, seventeen, seventeen race cars

Eighteen, eighteen, eighteen scooters

Eighteen, eighteen, eighteen scooters

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

Eighteen, eighteen, eighteen scooters

Sixteen , seventeen , eighteen

 **CD 2 track 43 Unit 6 page 48**

This is the letter Mm

m m m m Mm

m monkey m m monkey

m moon m m moon

m mouse m m mouse

m man m m man

This is the letter Mm

The letter Nn Song

This is the letter Nn

n n n n Nn

n nose n n nose

n nest n n nest

n neck n n neck

n nurse n n nurse

This is the letter Nn

 **CD 2 track 44 Unit 6 page 49**

Story: Toys

Mary: Hello, Judy.

Rose: Can I play with Julie, today?

Judy: Sure. Come in, please.

Julie is in her bedroom.

Julie: Come in Rose. Let me show you my toys.

Rose: What's this?

Julie: This is Elsa my singing doll.

Rose: What's that?

Julie: That's my doll house.

Rose: What's this?

Julie: It's Chubby my soft doll.

Judy: Oh, no! Look at this untidy room.

Julie: Sorry mum!

 **CD 2 track 45 Unit 6 page 50**
Song (What Is Red)

What is red?

What is red?

Can you see?

Can you see?

I can see a scooter!
I can see a scooter!
Point with me!
Point with me!

What is pink?
What is pink?
Can you see?
Can you see?
I can see a dolly!
I can see a dolly!
Point with me!
Point with me!

What is green?
What is green?
Can you see?
Can you see?
I can see a dinosaur!
I can see a dinosaur!
Point with me!
Point with me

 **CD 2 track 46** **Unit 7 pages 52 & 53**

Animals

Miss Rita: Look at the animals.
Willie: Look! A lion
Rose: Look! Is this an elephant?
Julie: Yes, it is.
 Look! A giraffe.
Tony : Look! Is this an elephant?
Willie : No, it isn't. It's a rhino.
Willie : Look! A tiger
Rose : Look! A wolf.
Julie : Look! A gorilla.
Tony : Look! A fox.
Miss Rita : Children! Look at these animals.
Miss Rita : What's this?
Tony : a snake, and a parrot
Miss Rita : Is this a snake?
Jullie : No, it isn't. It's an alligator.
Miss Rita : And what's this bird? Is it a parrot?

Rose : Yes, it is.

 **CD 2 track 47 Unit 7**

Animals Chant

elephant, giraffe, lion, tiger, wolf, gorilla, fox, rhino, alligator, snake, parrot

 **CD 2 track 48 Unit 7 page 54**

Letters Oo and Pp Song

Letter Oo Song

This is the letter Oo

o o o o Oo

o orange o o orange

o octopus o o octopus

o ostrich o o ostrich

o owl o o owl

This is the letter Oo

o o o o Oo

Letter Pp Song

This is the letter Pp

p p p p Pp

p parrot p p parrot

p penguin p p penguin

p pencil p p pencil

p pants p p pants

p pear p p pear

This is the letter Pp

p p p p Pp

 **CD 2 track 49 Unit 7 page 55**

Numbers (19, 20)

19, 19, 19, 20

19, 19, 19, 20

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

19, 19, 19, 20

19, 19, 19, 20

 **CD 2 track 50 Unit 7 page 56**

Letter Qq song

This is the letter Qq

q q q q Qq

q queen q q queen

q quilt q q quilt

q question mark q q question mark
q quiet q q quiet

This is the letter Qq

Letter Rr Song

This is the letter Rr

r r r r Rr

r ring r r ring

r rabbit r r rabbit

r rainbow r r rainbow

r robot r r robot

r rain r r rain

This is the letter Rr

 **CD 2 track 51 Unit 7 page 57**

Story (At the Zoo)

*Miss Rita took the children to the zoo.
The children are looking at the animals.
Look at the lion! I like lions. They are roaring.
Is this a tiger?
Yes, it is. Do you like tigers?
Yes, I do. I like tigers.
Look! The parrots!
They're beautiful.
Look! A gorilla! It's very big.
Do you like gorillas?
No, I don't like gorillas. They're scary.
Look at this elephant!
No, it's a rhino.
Is this a fox?
No, it isn't. It's a wolf.
I don't like foxes. They look sneaky.*

 **CD 2 track 52 Unit 7 page 58**

Song (In the Jungle)

*Roar, roar, roar
goes the golden lion,
Roar, roar, roar
goes the golden lion,
Roar, roar, roar
goes the golden lion,*

in the jungle today.

*Boom, boom, boom
goes the gorilla,
Boom, boom, boom
goes the gorilla,
Boom, boom, boom
goes the gorilla,
in the jungle today.*

*Hiss, hiss, hiss
goes the scary snake,
Hiss, hiss, hiss
goes the scary snake,
Hiss, hiss, hiss
goes the scary snake,
in the jungle today.*

 **CD 2 track 53** **Unit 8 pages 60 & 61**

I Have 5 Senses

Willie: *I can smell with my nose.*
Julie: *I can see with my eyes.*
Julie: *I can taste with my tongue.*
Tony: *I can touch with my hands.*
Rose: *I can hear with my ears.*
Tony: *Yummy! It tastes good.*
Willie: *It feels soft.*
Rose: *It smells nice.*
Tony: *It smells bad.*

 **CD 2 track 54** **Unit 8**

Unit 8 Senses Chant

*I can smell with my nose, with my nose, with my nose.
I can see with my eyes, with my eyes, with my eyes.
I can taste with my tongue, with my tongue, with my tongue.
I can touch with my hands, with my hands, with my hands.
I can hear with my ears, with my ears, with my ears.*

 **CD 2 track 55** **Unit 8 page 62**


Letters Ss and Tt Song

*This is the letter Ss
s s s s Ss*

s sun s s sun
s socks s s socks
s star s s star
s skirt s s skirt
s spider s s spider
This is the letter Ss

Letter Tt Song

t t t t Tt
t tree t t tree
t tiger t t tiger
t turtle t t turtle
t table t t table
This is the letter Tt

 **CD 2 track 56** **Unit 8 page 63**
Numbers (1 – 20)
1-2-3-4-5-6-7-8-9-11-12-13-14-15-16-17-18-19-20


 **CD 2 track 57** **Unit 8 page 64**
Letters Uu and Vv Song

Letter Uu Song

u u u u Uu
u umbrella u u umbrella
u up u u up
u under u u under
This is the letter Uu

Letter Vv Song

v v v v Vv
v van v v van
v vase v v vase
v vest v v vest
v violin v v violin
v vegetables v v vegetables
This is the letter Vv

 **CD 2 track 58** **Unit 8 page 65**
Story (It Smells Good!)
Story-teller : What are the children waiting for?
They are peeping at grandma.

*She is in the kitchen doing something.
She is mixing something. I can hear this.*

A boy: *Hey! I hear something.*

Grandma: *Come and get it.*

A girl: *What is it grandma?*

The children: *It smells good.*

It's a chocolate cake.

Yummy! It tastes good, too.

 **CD 2 track 59** **Unit 8 page 66**
Song (My Five Senses)

*I have 5 senses
Eyes, ears, skin
and tongue and nose.
My eyes can see
My ears can hear
My skin can touch
So, so much.
My tongue can taste
My nose can smell
My 5 senses,
Work really well.*

 **CD 2 track 60** **Unit 9 pages 68 & 69**
She has Pink Ribbons

Julie: *This is my friend, **Rose**.
Look! She has pink ribbons.
I have red ribbons.*

Willie: *This is my friend, **Andy**.
Look! He has **a white and blue** ball.
I have a yellow gun.*

Rose: *This is my friend, **Tania**.
Look! She has a yellow umbrella.
I have a purple umbrella.*

Tony: *This is my friend, **Dave**.
Look! He has a red guitar.
I have a yellow flute.*

 **CD 2 track 61** **Unit 9**
Unit 9 Chant

*I have red ribbons, red ribbons, red ribbons.
I have red ribbons, red ribbons, red ribbons.*

She has pink ribbons, pink ribbons, pink ribbons.
She has pink ribbons, pink ribbons, pink ribbons.

I have a yellow flute, yellow flute, yellow flute.
I have a yellow flute, yellow flute, yellow flute.
He has a red guitar, a red guitar, a red guitar.
He has a red guitar, a red guitar, a red guitar.

 **CD 2 track 62 Unit 9 page 70**

Letter Ww song

This is the letter Ww

w w w w Ww

w woman w w woman

w whale w w whale

w watch w w watch

w worm w w worm

This is the letter Ww

Letter Xx Song

This is the letter Xx

x x x x Xx

x box x x box

x fox x x fox

x x-ray x x x-ray

x mix x x mix

This is the letter Xx

 **CD 2 track 63 Unit 9 page 71**

Adding and subtracting

Three plus three equals six

$$3 + 3 = 6$$

Five plus five equals ten

$$5 + 5 = 10$$

Twelve minus six equals six

$$12 - 6 = 6$$

Eighteen minus thirteen equals five

$$18 - 13 = 5$$

 **CD 2 track 64 Unit 9 page 72**

Letters Yy and Zz Song

Letter Yy Song

This is the letter Yy

y y y y Yy

y yoyo y y yoyo

y yacht y y yacht

y yarn y y yarn

This is the letter Yy

Letter Zz Song

This is the letter Zz


z z z z Zz

z zebra z z zebra

z zero z z zero

z zoo z z zoo

This is the letter Zz

 **CD 2 track 65 Unit 9 page 73**

Story: Which One Is Julie?

1. She has a red and blue dress.
2. She has red ribbons.
3. She has a purple umbrella.
4. She has a pink doll.
6. She has a white kitten.

Which one is Julie? Point to Julie.

 **CD 2 track 66 Unit 9 page 74**

Song : Jobs

She is a nurse.

She is a nurse.

She has a black purse.

She is a nurse.

He is a pilot.

He is a pilot.

He has a brown wallet.

He is a pilot.

She is a cook.

She is a cook.

She has a green book.

She is a cook.

 **CD 2 track 67 Unit 10 pages 76 & 77**

I Can Speak English

Willie: I can read.

Rose: I can write.

Tony: I can run.

Suie: I can jump.

Julie : I can speak English.

Willie: I can swim.

Julie: I can clap.

Donny: I can fly.

Julie: Can you read?

Tony: Yes, I can. " apple "

Julie: Can you fly?

Tony: No, I can't.

Donny: I can't see.

 **CD 2 track 68 Unit 10**

Chant I Can Speak English

I can read, I can write

I can run, I can jump

I can speak, I can swim

I can clap, I can fly

 **CD 1 track 69 Unit 10 page 78**

A a apple , B b ball , C c cat, D d dog, E e egg, F f fish, G g goat, H h hat, I l igloo, J j jelly, K k kite, L l lion, M m monkey, N n nest, O o orange, P p parrot, Q q queen, R r rabbit, S s sun, T t tree, U u umbrella, V v van, W w woman, X x x-ray, Y y yoyo, Z z zebra.

 **CD 2 track 70 Unit 10 page 79**

Rose: How many race cars in picture 1? Count!

Willie: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, twelve racecars.

Rose: How many race cars in picture 2? Count!

Willie: 1, 2, 3, 4, 5, 6, 7, seven racecars.

Rose: How many race cars in picture 3? Count!

Willie: 1, 2, 3, 4, four racecars.

Rose: How many pencils in picture 4? Count!

Willie: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 pencils.

Rose: How many pencils in picture 5? Count!

Willie: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, ten pencils.

Rose: How many pencils in picture 6? Count!

Willie: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, fifteen pencils.

Rose: How many dolls in picture 7? Count!

Willie: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 sixteen dolls.

Rose: How many dolls in picture 8? Count!

Willie: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 thirteen dolls.

Rose: How many dolls in picture 9? Count!

Willie: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, eighteen dolls.

 **CD 1 track 71 Unit 10 Revision pages 80 and 81**

Willie: What's that?

Tony: It's a hat.

Willie: What colour is it?

Tony: It's black.

Willie: What's number 1?

Tony: It's an apple.

Willie: What colour is it?

Tony: It's green.

Willie: What's number 2?

Tony: It's a banana.

Willie: What colour is it?

Tony: It's yellow.

Willie: What's number 3?

Tony: It's a lunchbox.

Willie: What colour is it?

Tony: It's blue.

Willie: What's number 4?

Tony: It's a snowman.

Willie: What colour is it?

Tony: It's white.

Willie: What's number 5?

Tony: It's a ribbon.

Willie: What colour is it?

Tony: It's pink.

Willie: What's number 6?

Tony: It's a school bag.

Willie: What colour is it?

Tony: It's red.

Willie: What's number 7?

Tony: It's a butterfly.

Willie: What colour is it?

Tony: It's purple.

Willie: *What's number 8?*

Tony: *It's hair.*

Willie: *What colour is it?*

Tony: *It's brown.*

 **CD 1 track 72 Unit 10 page 82**

A Story

Grasshopper: I can jump.

Snail: I can't jump.

Spider: I can run.

Snail: I can't run.

Butterfly: I can fly.

Snail: I can't fly.

Snail: But I can slide.

 **CD 1 track 73 Unit 10 page 83**

A Song : I can

I can read,

I can write,

I can speak English right.

I can play,

I can run,

I am having lots of fun.

I can jump

up and down,

I can clap like a clown.

I can dance,

I can sing

I can fly with my wing.

I can swim,

I can row,

I can paint,

I can draw

 **CD 1 track 74 Unit 10 page 84**
Goodbye Song

Goodbye teachers
Goodbye teachers
Goodbye friends
Goodbye friends
Good bye school
Goodbye school
I'll see you again
I'll see you again
Goodbye