



Teacher's Book

1

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First Edition: 2016

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 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 allow both teachers and pupils reach their maximum. The topics in the units cover a wide range of areas that will interest children and that 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 course through the extended practice in **Bubble Kids Phonics** 1 and 2 and in **Bubble Kids Number Books** 1 and 2. Both phonics and number books contain enough practice for school programs that allow more time for English.

Course components

Bubble Kids Pupil's Book

The Pupil's Book has 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 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 these types 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 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 introduces two letters of the alphabet (Units 1-5) and four letters in later units (Units 6-9). The new letter lesson will have either one or two letters to teach in one session.

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, age-appropriate and at 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 and simple. The poster and the 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 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, connects between words and their 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 a little writing in a form of copying a pattern, choosing from a list to write, or just writing the first letter of a word. In Activity book level 2, the child's writing will develop

to more complex 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 children will find the activities easy and fun to do. The teacher herself will find it easy to work with little ones and these activities will help practice the language taught by her.

Bubble Kids Phonics Book

It is now known how important and essential phonics instruction is. It is the base of 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 to right direction and how to write and form the letters' shapes. Each level's book is full of enough activities to satisfy the needs of both pupils and teachers. The activities are varied from easy to complex activities with some games and problem solving practice like **Maze** activities , the "**What is it?**" colouring activity and **Join the numbers** activity 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 that pupils will get sufficient writing 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 a very simple form.

The book progresses from the most basic math skills (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 number recognition and counting activities

In Bubble Kids Number Book each number is presented separately; so children learn number recognition, counting and even some addition and subtraction using very simple picture sums. In Bubble Kids Number Books 1 and 2 the child will learn to order numbers, read numbers 1-20, write numbers 1-20, count, add 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 time, giving the child a chance to practice all the different ways he/she can form and learn a number. It is not recommended to overwhelm the child with too many math concepts.

In **Bubble Kids Number Book** the child stays focused on one target and gets enough practice till he/she 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 suggestions along the way 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 understand what to expect from beginners learning a foreign language for the first time and how to assess their learning and progress.

In this book you will find the **WHAT** and the **HOW** of teaching Bubble Kids . You will find 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 books, 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 information that is

related to teaching ESL in early stages and what was 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 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 presented in the first session while it's still fresh in pupils' 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 will help the teacher prepare their lesson and what they need 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 explained in the **Lessons 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

- 130 new vocabulary flashcards, a word on one side and a 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), a 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 number of resources she/he 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's time that could be spent on other important things.

Key features of "Bubble Kids"

- The name **Bubble Kids** is inspired from the bubbly nature of pupils. Children are naturally bubbly, 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 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 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 kid

One of the distinctive features of *Bubble Kids* is "*Donny the Play-doh kid*". It is a fun play-doh character that will help pupils learn their alphabet and build 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 the 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 the Bubble Kids Pupil's Book

Listen and point

- **Introduction of the topic:** *The purpose of this stage is activating pupils' background skills and knowledge. The participation brings pupils pleasure, fun and sense of achievement, which are very important in early school levels and contribute to keeping them interested in the foreign language and motivated 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 to it 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 at a slower pace 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:

- 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 kid.
- **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 kid** 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/his 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 ant get to the apple:** this is a start to get the children familiar with the left-right orientation in a straight

line but later, in such exercises the line shape will change to develop 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.

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 phonic 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 this already in the Activity book so you can skip this here if you feel they understood the point. Let the children trace big and small letters 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 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 the 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 play-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 does it make?**” “**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 this 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 complex 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 the pupil begins working on an activity by quickly completing it, he/she will feel successful and confident in his/her abilities and will carry that confidence with him/her as he/she tackles more advanced kindergarten math work or work of a higher level.

This is the whole point of Bubble Kids Number Book is to offer many easy 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 in a number sequence.
- Understand the addition concept (*understanding how numbers are put together*) and the subtraction concept (*understanding how numbers are taken apart*) up to 10 in level 1 and 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:

- At the beginning of each Number Book session 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.
- 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 represents 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 kid 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 the 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, 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/she 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 reads 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 and 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 his learning*** and allow the pupil to express his/her feelings about his/her learning.

In the young learners’ 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.

Level 1 Scope and Sequence

	Topic	Structure	Words	Letters, & words Bubble Kids Phonics	Bubble Kids Number Book	Songs & Chants	Big Book & Stories
Unit 1	Hello, Class	Hello, (name). I'm (name). Goodbye I'm your ... Look! Instruction words: Stand up, sit down, clap, stamp	Names of characters: Willie, Tony, Rose, Julie, Miss Ann, Donny the play dough kid Colours: red, yellow, blue, green Story words: grass, trees, flower, butterflies, sun	Aa apple, ant, arrow, Bb ball, baby, bear Phonics Book: Units 1+2 Pages: 4 - 15	Unit 1 Pages 4- 13 Skills: - Identifying numbers. - Left-right orientation Tracing lines & shapes - Identifying same and different •Sequencing •Problem solving maze	Bubble Kids Song Hello Chant Letters Aa & Bb songs Red, The colours song Stand up sit down song	Donny the Play-doh kid
Unit 2	Happy Family	This is my... (family) My ... Your ... This is dad. Say, please! Give me, Can I (play, ride)! Numerals 1, 2, 3	Dad, mum, brother, sister Grandma, grandpa, Story words: teddy bear, bike, please	Cc cat, car, cow, Dd doll, dog, dinosaur Phonics Book: Units 3+4 Pages: 16 - 27	Unit 2 Pages 14- 23 - Identifying numbers 1, 2, 3 •Tracing & writing numbers 1, 2, 3 - Counting to 3 - Guessing the next number	Bubble Kids Song My Family Chant Letters Cc & Dd songs Numbers Song 1,2,3 Family Songs	The Bubbles Family
Unit 3	My Bedroom	Review: Hello, I'm Rose. Possessive: my ... a + noun What is green? Where is/are my...? Numerals 4 , 5 , 6 Prepositions: In , on, under	bedroom, bed, pillow, blanket, pyjamas, hair-brush, slippers shoes, socks dress, doll, bike, football, trainers, guitar, tab, T shirt Story words: drawer, in, on, under	Ee egg, elephant, elbow, eleven Ff fish, flower, fan Phonics Book: Units 5+6 Pages: 28-39	Units 3+4 Pages 24-36 - Identifying numbers 4 , 5,6 Tracing & writing numbers 4 , 5,6 - Counting to 5 - Matching skills to add 1 -5 Reading number Words: one, two, three, four, five,	Bubble Kids Song My Bedroom Chant Letters Ee & Ff songs The Colour Green Song The dinosaurs song	Where is Rose's doll?
Unit 4	Happy School	Review: Hello, I'm ... This is my school/my classroom. a/an What's this? It's a (noun) It's an (noun) Numerals 7, 8 Review: prepositions: in, on, under New: behind	school, classroom, pencil, table, chair, book, door, window, backpack, sandwich, juice, rubbish, tissues, colour pencils, crayons eyes , wood , rabbit Story words: lunchbox, lost, hungry, behind	Gg girl, goat, gorilla, Hh horse, hen, hat Phonics Book: Units 7+8 Pages: 40-51	Unit 4 Pages 37-40 - Identifying numbers 7 , 8 •Tracing & writing numbers 7 , 8 - Counting to 8 - Adding up to 8 Review Finishing previous pages.	Bubble Kids Song <i>School things</i> Chant Letters Gg & Hh songs The colour brown song Happy School song	The bubbles go school.
Unit 5	Uncle Sam's Farm	Look! It's a ... How many cows? with plural nouns. Counting from 1-8	Review: cow, hen, egg, goat, horse New: farm duck, ducklings, sheep, turkey, bee Story words: home, barn, milk, honey, give, take	li Igloo, ink, insect Jj jam, jelly, jug Phonics Book: Unit 9 Pages: 52-57	Unit 4 pages 41-44 - Identifying numbers 7 , 8 •Tracing & writing numbers 7 , 8 - Counting to 8 - Adding up to 8 Review Finishing previous pages.	Bubble Kids Song <i>Farm Animals</i> Chant Letters li & Jj songs How Many Song ----- Uncle Sam Had a Farm Song	The Farm Animals.

Unit 6	It's Cold Today!	It's (weather). I like ... What do you wear in winter? Numerals 9 , 10 Review: Plural: noun + s 2 eyes	Cold, today, snow, winter, wear, jacket, hat, scarf, gloves, mittens boots, sweater, coat, cotton colour: white Body words: Head, eyes, ears, mouth, nose, hands, legs Story words: Night, wind, branches, pine trees, breakfast, dinner, frozen	Kk kite, key, kitten Ll ladder, lemon, lion, leaf Mm mittens, monkey, moon, milk Nn Nest, nut, nose Phonics Book: Units 10+11 Pages:58-69	Unit 5 Pages 44-53 - Identifying numbers 9 , 10 Tracing & writing numbers 9 , 10 - Counting to 10 - Join the numbers to complete a picture	Bubble Kids Song Winter Clothes chant Letters Kk, Ll, Mm & Nn songs Colour song: White The roaring dinosaur song I have a body song <i>I have a good body song</i> <i>Winter Clothes song</i>	The Snowman
Unit 7	I like Pizza	What food do you like? I like ice cream. Yes/ No questions and answers Do you like fish? Yes. No.	Food, pizza, donuts, cheese strawberries, bread, ice cream, chocolate cake, banana fish, salad, burger, soup, chicken, chips colours: orange, purple Review: Milk, jam, juice Story words: eat, untidy, clean Expressions: Yummy! Surprise!	Oo ox, orange, octopus, Pp penguin, pizza, parrot Qq queen, quilt question mark Rr ring, rabbit, rainbow Phonics Book: Units 12+13 Pages:70-81	Unit 6 Pages 54-55 Read the numbers. Join trace and write. colour	Bubble Kids Song Letters Oo, Pp, Qq & Rr songs Foods Chant Foods Song I'm Pizza Song	The Pizza Party
Unit 8	Shapes	What shape is this? It's a ... I want to be ... Expression: It's OK!	circle, square, triangle, rectangle, oval, heart diamond, crescent, star, sand colour: pink Story words: Round and round, fast, rolling, unable, whistle, blow, help, saved	Ss sun, spider, star Tt tree, tiger, turtle Uu umbrella, up, under Vv van, vase, violin Phonics Book: Units 14+15 Pages:82-95	Unit 6 Pages 56 - 57 •Trace write and colour - How many?. - Do picture sums	Bubble Kids Song Shapes Chant Letters Ss, Tt, Uu & Vv songs Shapes Song <i>It's OK to be different song</i>	The City of Shapes
Unit 9	My Favourite Things	My favourite people are ... My favourite colour is What's your favourite food/ drink/ animal? Colour: black	Review: Family words Food words Farm Animals Colours Clothes words	Ww Woman, whale, watch Xx box, six, fox Yy yoyo, yarn, yacht Zz zebra, zero, zigzag Phonics Book: Units 15+16 Pages:96-103	Unit 6 Pages 58 , 59 - Joining numbers from 1- 10 to make a picture •Solve a Maze of Numbers	My Favourite Things Song Letters Ww, Xx, Yy & Zz songs What is Black Song My Favourite things Song	My Favourite Colours
Unit 10	School Party	Review & Assessment of: - What is this? •What is it? - Is this a / an ...? •Yes / No - Do you like fish? - Colours •Shapes •Numbers 1-10	Revision of all words	Revision & Assessment of: letters' names and sounds Revision of all letter words	Unit 6 Pages 60- 63 - Count and say how many - Draw - colour •Read number words, count and write	Bubble Kids Song Alphabet A-Z song Goodbye Song	Last Day at School

Bubble Kids 1 Letters Across Course Books

Unit	Letter	Pupil's Book	Activity Book	Phonics Book	Tracks
1	Aa	6	6-7	Unit 1: pages 4-9	5
	Bb	8	9 - 11	Unit 2: pages 10-15	7
2	Cc	14	13 - 15	Unit 3: pages 16-21	12
	Dd	16	18 - 19	Unit 4: pages 22-27	14
3	Ee	22	22 - 23	Unit 5: pages 28-33	20
	Ff	24	26 - 27	Unit 6: pages 34-39	22
4	Gg	30	30 - 31	Unit 7: pages 40-45	27
	Hh	32	34 - 35	Unit 8: pages 46-51	29
5	Ii	38	38 - 39	Unit 9: pages 52-57	34
	Jj	40	42 - 43		36
6	Kk + Ll	46	46 - 47	Unit 10: pages 58-63	41
	Mm + Nn	48	50 - 51	Unit 11: pages 64-69	44
7	Oo + Pp	54	54 - 55	Unit 12: pages 70-75	51
	Qq + Rr	56	58 - 59	Unit 13: pages 76-81	54
8	Ss + Tt	62	62 - 63	Unit 14: pages 82-87	61
	Uu + Vv	64	66 - 67	Unit 15: pages 88-95	62
9	Ww + Xx	70	70 - 71	Unit 16: pages 96-103	67
	Yy + Zz	72	74 - 75		69
10					

Bubble Kids 1 Numbers Across Course Books

Unit	Books	Page(s)	Numbers	CD Tracks
1	Pupils Book	-	-	-
	Activity Book	-	-	
1	Number Book	4 - 13	Foundation	
2	Pupils Book	15	1 , 2 , 3	13
	Activity Book	16 -17	1 , 2 , 3	
2	Number Book	14 - 23	1 , 2 , 3	
3	Pupils Book	23	4 , 5 , 6	-
	Activity Book	25	4 , 5 , 6	
3 + 4	Number Book	24 -36	4 , 5 , 6	
4	Pupils Book	31	7 , 8	-
	Activity Book	33	7 , 8	
4	Number Book	37 - 40	7 , 8	
5	Pupils Book	39	Review 1-8	35
	Activity Book	40 - 41	Review 1-8	
4	Number Book	41 - 43	Review 1-8	
6	Pupils Book	47	9 , 10	43
	Activity Book	49	9 , 10	
5	Number Book	44- 53	9 , 10	
7	Pupils Book	-	-	-
	Activity Book	-	-	
6	Number Book	54- 55	Review	
8	Pupils Book	-	-	-
	Activity Book	64	Review 1-10	
6	Number Book	56 - 57	Review 1-10	
9	Pupils Book	-	-	-
	Activity Book	-	-	
6	Number Book	58 - 59	Review 1-10	
10	Pupils Book	78 - 79	Review 1-10	73
	Activity Book	78	Review 1-10	
6	Number Book	60 - 63	Review 1-10	



Unit
1

Hello class!



Hello Class!

LESSONS PLANNER

	Textbook Sessions	Units Posters Alphabet Poster	Flashcards	CD 1 Tracks
Lesson 1	- Pupil's Book Session pages 4 - 5 - Activity Book Session pages 4 – 5	1	1 - 11	1 - 2 - 3
Lesson 2	- Pupil's Book Session pages 4 - 5 - Activity Book Session pages 4 - 5 - Art & Craft Make a name bracelet (TRB)	1	1 - 11	1 - 2 - 3
Lesson 3	- Pupil's Book Session page 6 - Activity Book Session page 6 -7 - Phonics Book Session Unit 1 pages 4-9	Alphabet poster: Letter Aa	Letter Aa Apple, ant, arrow	4 - 5
Lesson 4	- Pupil's Book Session page 7 - Activity Book Session page 8 - Number Book Session pages 4-13		Colours flash- cards: red, yel- low, blue, green	6
Lesson 5	- Pupil's Book Session page 8 - Activity Book Session pages 9 - 10 - 11 - Phonics Book Session Unit 2 pages 10 -15	Alphabet poster: Letter Bb	Letter Bb Ball, bear, baby	4 - 7
Lesson 6	- Pupil's Book Session Story page 9 Song page 10 Stickers page 11 - Assessment Sheet 1	2	12 - 17	8 - 9

New words, New Language and Language Functions

Words: *Hello, Miss Ann, Willie, Tony, Julie, Rose, Donny the play doh kid, teacher, Goodbye.*

Language: *Hello, I'm (name), I'm your teacher. Yes/ No*

Language Functions: *Greetings, Introducing self, saying goodbye.*

Outcomes

- Identify and name the characters in the book (**Miss Ann, Willie, Julie, Tony, Rose** and **Donny the play-doh kid**).
- Understand and respond to classroom and school instructions, courtesy language and some classroom instructional words (*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 Julie, Tony, Miss Ann, Willie, Rose, Donny).
- Say Goodbye when leaving a place.
- Listen to and follow a story prompted by pictures.
- Repeat lines of the story after CD or teacher's model.
- Chant the new words and language patterns.
- Respond to **Yes/No** question and questions 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** and the letter **Bb ball, baby, boy**).
- Identify the three basic colours (red, blue and yellow).
- Identify, read and write the letters of one's name.
- Read and trace keywords in unit 1.
- Sing the songs in the unit.



Pinpoints of the lesson



- **Warm-up:** Play CD 1 track 1 on Bubble Kids Song.
- **Poster 1 :** Show Poster 1, talk about the scene.
- **Flashcards: Use flashcards (1-11)** to introduce new words.
- **Listen and point (CD 1 track 2 & poster 1):** Play CD 1 track 2. Children listen. Teacher points to poster 1. Play CD again. Children listen and point to poster.
- **Listen and say:** Play CD 1 track 2: Children listen and repeat.
- **Pupil's book pages 4 and 5 :** Play CD 1 track 2 again. Children listen, say and point in their books.
- **Chant, CD 1 track 3:** Children listen, repeat and chant key words and structure.
- **Reading:** Flashcards (1-10) word side (Hello, Miss Ann, Willie, Tony, Rose, Julie, teacher, class, school and Goodbye).
- **Drama:** Children listen to dialogue, repeat lines and act out the scene.
- **Assessment:** Pupils name characters from poster or picture flashcards.
- **Activity book page (4 and 5):** Trace, colour and teach pupils write their names.

Pupil's Book Session pages 4 and 5

Warm-up

- Play Bubble Kids Song every time you start a new unit or whenever you feel pupils need to change focus. Encourage the children to sing along. (See introduction page for teaching songs).


 **CD 1 track 1 Unit 1**
Lyrics

*Bubble Kids Bubble Kids
 Everywhere Bubble Kids
 Blup blup blup blup ... 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
 Blup blup blup blup Bubble Kids*

Poster 1

- Introduce yourself to the class by saying “**Hello, children**”. “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 say to him or her: “Hello, I’m Miss Ann” (*pointing to yourself as you say so*). Encourage the child to do the same and say **Hello, I’m** (say his/her name). The class says “**Hello,**” (child’s name).
- Ask the children to introduce themselves in the same way. “Hello, I’m (each says his/her name)”.
- Stress that the children point to themselves while they say (*I’m ...*)
- Display the poster in front of the children and teach them the word **look** by pointing to your eyes and the poster.
- Say “**look**” and point to the poster 1.
- 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 in this picture? What’s this?**”

Flashcards

- Use **picture side flashcards** (2-7) to introduce the characters: **Miss Ann, Willie, Tony, Julie, Rose and Donny** (see using flashcards to teach new words in the introduction).
- Hold the picture of Miss Ann up to the class and say “**Miss Ann**”. Ask the class to repeat several times in chorus, groups then individuals. Do the same with the rest of the characters.
- Check understanding by holding a picture up and ask the children “**Who is this?**” Elicit “**Miss Ann**”. If they still can’t produce it, help them by giving the model answer and they repeat. Do the same to check they got the names of all the characters. As for variety assess same target by holding Rose’s flashcard and then asking the class: “**Is this Miss Ann?**” Elicit “**No**” (*shaking your head*) or “**Yes**” (*nodding*).



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 1 track 2 and let the children listen first without pointing to the poster.
- Play CD 1 track 2 again and this time you point to the characters on the poster as they speak.
- Play CD 1 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 1 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 by time but try to keep their motivation and interest very high to make

them love English and want to learn.

- **Pupil's Book pages 4 and 5** : Play CD 1 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 1 track 2 Unit 1

Hello, class

Miss Ann : *Hello, children.*
 I'm Miss Ann.
 I'm your teacher.

Willie : *Hello, I'm Willie.*

Julie : *Hello, I'm Julie.*

Rose : *Hello, I'm Rose.*

Tony : *Hello, I'm Tony.*

Miss Ann : *Goodbye.*

The children : *Goodbye, Miss Ann.*

Donny : *Goodbye, Miss Ann.*

Chant

- Play CD 1 track 3 on the chant and let the children enjoy listening to it first.
- Play it again and encourage the children to join and chant with the CD.
- You might need to play it more for this is their first chant till they are able to say the words with the rhythm right.
- This is part of the practice stage, so make sure that each pupil 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 by time and practice.



CD 1 track 3 Unit 1

Hello Chant

Hello, hello. I'm Miss Ann.

Hello, hello. I'm your teacher.

Hello, I'm Tony. Hello, Tony.

Hello, I'm Julie. Hello, Julie.

Hello, I'm Willie. Hello, Willie.

Hello, I'm Rose. Hello, Rose.

Hello, hello. I'm Miss Ann.

Hello, hello. I'm your teacher.

Reading

- Flashcards (1–11) word side (Hello, Miss Ann, teacher, Willie, Tony, Rose, Julie, Donny, class and Goodbye).
- 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 pupils to 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 see who can read it fast. If it's still hard, read it pointing to the words from left to right as you read.
 - Repeat this another time; ask the children to repeat.
 - Finally, let the children read and you listen and take down notes later on who was or wasn't able to read. You will need the notes later to monitor your pupils' progress in reading.

Drama

- Play CD 1 track 2 and teach the children how to do that. You need to do all the lines yourself first.
- Act Miss Ann's lines pretending you are Miss Ann. Then do the lines of the other characters changing face expressions and voice for every character.
- Take Miss Ann's role again. Let the children take the roles of the other characters 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 *Drama and learning English in the introduction pages*)

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 children the chance to produce the language they learnt, help if they need.
- 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.

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 what they mean.
- Draw a dot line on the whiteboard and show them how to trace it.

- Draw a dot line circle and call out pupils and tell each to **trace** and see that they trace the dotted line of the circle. Then say **colour** the circle and let other pupils come out and colour it.
- Now explain that they need to trace the word **Hello** and the characters on pages 4 and 5 and colour them.
- Explain to the children that they should avoid going out of the dotted line.

Teaching children how to write their names

- 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 craft that would allow the children to enjoy an activity while learning to write their names.
- Tell them that their names start with big letters. Write your name on the board with the 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 cardboard cut for the purpose. Write the first letter in a different colour to make it distinct. This will help the child remember his name and what letter it starts with. Keep names displayed in the classroom long enough till all children learn their names by heart.
2. Teaching Names through careful demonstration and imitation activities (not 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 continue 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.



Pinpoints of the lesson



- **Warm-up:** Play CD 1 track 1 on *Bubble Kids Song*
- **Pupil's Book pages 4 and 5:** Revision of language taught in lesson 1. Review: *names of characters, introducing self and the Hello Chant.*
- **Activity book pages 4 and 5: Pupils** read characters' names. Pupils practice writing their names. Pupils read flashcards 1-11. Pupils learn how to read and trace the word goodbye.
- **Art & Craft:** Make a name bracelet.

Pupil's Book Session pages 4 and 5

Warm up

- Play CD 1 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 revision in lesson 2.
- **Pupil's Book pages 4 and 5**

Revision of language taught in lesson 1:

 - Use the poster and the flashcards (1-9) to review what the children learnt in lesson 1 by pointing to the characters or holding up a flash card and asking: **Who is this? 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 1 track 2. Invite children to point to characters as they speak either on poster or in their books.
 - **Review the Hello, Hello Chant CD 1 track 3.** Get the children to chant with 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.

Activity Book Session pages 4 and 5

- **Sight-reading:** Use flashcards (1- 8) word side and sight-read them again with class one by one. Remember that pupils need to read the word as a whole left to right and never try to break the words into sounds (*See teaching sight-reading in the introduction*). Hold the card up to the class to try to read. Ask who can read this word (Miss Ann). Ask them raise thier 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.
- 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?**".
- **Writing their names:** Now and before the Art & Craft activity make sure that every pupil knows the letters of his or her name. Finish teaching them how to write their names because they need to know the letters of their names to be able to do the next activity with you.
- **Page 5 :** Trace and colour.

Art & Craft**Make a name bracelet.**

- You will need letter beads (Bigger beads if possible), string or pipe cleaners and scissors.
- Demonstrate to them how to string the beads on and how to order the letters on the string by doing this with the letter beads of your name.
- Next sit with each group of pupils to help and speed it up because this will go slow with pupils who are not used to working with their hands (*For more details see TRB*).



Pinpoints of the lesson




- **Warm-up:** Use the alphabet poster. Play CD 1 track 4 on the Alphabet song A-Z.
- **Listen and point** Letter Aa, apple, ant, arrow: Children listen to letter Aa song on CD 1 track 5. Teacher points to letter Aa flashcards. They listen and point.
- **Listen and say** Letter Aa, apple, ant, arrow: Children listen, point in their books and name the letter and the pictures.
- **Listen and sing** Letter 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:** Colour the picture. Trace and write the letter A a.
- **Phonics Book 1:** Unit 1 pages 4-9.

Pupil's Book Session page 6

- **Warm-up:** Spread the Alphabet poster open and display. Tell the children that these are the letters of English.
- **Play CD 1 track 4** on the 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.



 **CD 1 track 4 Unit 1**
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



Listen and point

Introducing Letter A a, apple, ant, arrow

- Use **Alphabet flashcards or poster** to introduce letter Aa and the words.
- Show the flashcard of the letter A a. Show 3 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” and “arrow”.
- Show the words flashcards of each picture with the initial “a” in a different colour.
- 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** and **arrow**. While you are reading point to the “a” and ask the children what sound do we make when we read “a” ?
- Invite children to come out and point to the pictures. Say point to apple, ant, and arrow.
- **Play CD 1 track 5:** Now tell the pupils 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 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 the right way 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 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 **a a apple**. Do the same with the words **ant** and **arrow**.
- Let the children point to the letter and words in their books and say Aa (name of letter) /a/ (sound) and apple, ant and arrow.
- **Assessment:** Now point to a picture and let the 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 pupils for the answers.
- **Pupil’s Book page 6:** Tell the pupils to open their pupil’s books on page 6. They point to the letter and pictures and say the name and the sound.



Listen and Sing

- Play CD 1 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 the children to sing. Repeat the song making pauses as necessary to help children pick up and produce the words and the tune. It maybe the first time they sing in English and hear English tunes.



CD 1 track 5 Unit 1

Letter Aa Song

A is for apple a a apple
A is for ant a a ant
A is for arrow a a arrow
This is the letter A a.
Aa aa aa apple
aa aa aa ant
aa aa aa arrow
This is the letter A a.



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 pupils 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**).
- **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 page 6 and 7

Page 6 : Colour the picture: This is a free colouring practice to build good hand and eye coordination and hand's strength and dexterity to manipulate pencil and paper.

Page 7 : Trace the letter Aa:

- Draw the letter Aa small and capital with a dotted outline. Tell the pupils 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 6 and trace the letter Aa.
- Ask them to name the pictures.

Circle the letter Aa

- This one is easy now. Tell them to circle the letter Aa in the words.
- You need to demonstrate it on the board. Write two words one starting with (a) and another starting with any other letter. Circle the letter (a) in the first word.

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.

Phonics Book Session Unit 1 pages 4-9

- 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 your later lessons through the unit. This extended work will help pupils practice and master letters' names, sounds and words.
- As an alternative you can send it home with instructions to the parents to help their child do the "**Colouring**" and the "**What is it?**" activities. Parents and children both enjoy working on homework together at home.



Pinpoints of the lesson



- **Warm-up:** Revision of all vocabulary of lessons 1, 2 and 3.
- **Pupil's Book page 7:** Introduce colours red, blue, yellow and green.
- **Listen and point:** Play CD 1 track 6. Children listen and point.
- **Listen and say:** Play CD 1 track 6. Children listen and repeat.
- **Listen and sing:** Play CD 1 track 6. Children listen and sing.
- **Activity book Session Page 8 and 9.**
Colour the guide then the picture.
- **Number Book Session unit 1 Pages 4-13 .**

Pupil's Book Session page 7

- **Warm-up:** Use flashcards to review the words of lessons 1, 2 and 3. Holding each flashcard up, ask the children *What's this? Is this a ...?* Get them to answer with **Yes/No** nodding with Yes and shaking your head with No.
- Use **Colours flashcards** to teach the first three basic colours: **Red, blue and yellow**. For some children this is their first time to recognize colours and distinguish them so hold another red thing and say "**Red**". Let class repeat several times then hold other red things and ask: "**What colour is this?**" Elicit "**Red**". Let them repeat several times. Do the same with **blue** and **yellow**. You need to hang a colours guide as a constant aid in class and keep revising colours every day till all children identify at least five or seven colours at this stage (*See the template for the colours guide in TRB*).
- **Quiz:** Point to a colour in the book and let individuals give answers.



Listen and point

- Play CD 1 track 6. Have the colours flashcards displayed in front of the pupils. Point to red when the song says red and so on.
- Invite children to point to the colours flashcards.
- Have the children open their pupil's books on page 7. Tell them that Donny is messing with the colours and let them look at the picture in their books.
- Ask them to listen and point in their books. Make sure they are following with the song; teach them how to **listen and follow** in their books by walking around and pointing in their books to the colour in the song.



Listen and say

- Invite children to come out to where the flashcards are. Let pupils point and say the colour.
- Point to a colour flashcard and ask '**What colour is this?**' Pupils answer.
- Play CD 1 track 6, and when the song says red you make a pause for them to repeat the name of the colour and so on with blue and yellow.
- **Reading:** Now use the flashcards word side and let the children sight-read the colour words. Sight-reading key words is as much important as doing phonics to help the child develop good and fast reading skill.



Listen and Sing

- **Play CD 1 track 6:** Let the children point to the colours and sing along. Walk around to check they are pointing to the right colour in the song.



CD 1 track 6 Unit 1

Colours Song

(Red, Yellow and Blue)

Red Yellow
 Yellow and Blue
 These are the colours
 For me and you
 Red Yellow
 Yellow and Blue
 Red is the flower
 But the sky is blue
 Red Yellow
 Yellow and Blue
 My pencil is yellow
 My pen is blue
 Red Yellow
 Yellow and Blue
 My pencil is yellow
 My pen is blue

- **Colour Activity:** A good activity for young pupils. Get some pieces of A3 paper and draw a large circle on each one. Pin the circles on different walls in the classroom. Model the activity: Say **“Blue”**, take a blue crayon, walk over to one circle and colour a small part of the circle. Do this for each colour you plan to teach. Then, say a colour (Blue) to a pupil and she or he should pick up the blue crayon and go over to the circle you coloured in blue. Let him/her colour it a little and then call him/her back. Continue with other pupils.
- Help Children open their Pupil’s Book on page 7. Explain that Donny the dough kid is messing with the colours paint boxes. Let the children point to the colours and say the words **red, blue, yellow** (See more colours activities in TRB).

Activity Book Session pages 8 and 9

Page 8:

- Draw the “key colours” in circles on the board and write the colour words red, blue, yellow and green, each under a circle.
- Ask pupils to read the colour word that you point to. Invite pupils to come out to the board, pick the right colour and colour the circle.
- Invite others to colour the rest.
- Explain to the children that they need to colour the picture of some children playing in the garden.
- Let the children use their own common sense and see how they are going to colour the trees, the sky, the clouds and the girls. Whatever they do is acceptable.

- Discuss how they coloured their pictures and ask them to say why they chose this colour for this thing in the picture.

Page 9:

- Explain to the pupils that they need to draw something in the square that starts with the letter “a”. you can make it easier by showing them how to draw on the board. Draw an apple by drawing a heart shape and draw the spike and the leaf.

Number Book Session Unit 1 pages 4-13

Page 4: Say and colour the numbers 1-10: let pupils say the numbers in order from 1-10 orally. Tell them that these are the numbers from 1-10 and let them colour them. In the next activity tell the children that they have numbers shapes and letters. Tell them that they only need to colour the numbers. This exercise helps them visualise numbers among other shapes.

Page 5: Trace and colour: The children name the items: apple, ant, baby, ball. They trace and colour the pictures.

Page 6: Trace the lines: Explain to the children that they need to trace the lines from left –right. They start with straight lines then the lines get complicated a little. They need to stick to the dotted line and try not to go out of it.

Page 7: Find the matching mittens and colour them: This is a critical activity that develops visual differentiation. The child needs to find the matching mittens and colour them. Help the children if they face trouble and show them where the identical mitten is.

Page 8: Trace the shape that comes next: this activity develops sequence and pattern. Pupils should expect 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 pupils in class.

Page 9: Trace the item that looks the same/ different: Again the pupil’s visual differentiation develops in working on such activities. Tell the pupils to find the two similar items and colour them. Then in the next activity they have to find the different item and colour it. Only the clever ones will find it fast.

Page 10: Make it look the same: Ask the children what they see. Get them to say “cats”. Ask “**Do they look the same?**” one or more will say No. Ask “**How are they different?**”. One or more clever pupil will say that there are round spots on one cat. Now ask “**How can we make them look the same?**”. Get answers until one suggests drawing circles on the other cat. Now tell pupils to draw the circles on the other blank cat to make it look the same.

Page 11: Draw the missing shape: This develops patterning and sorting. There are 4 shapes in every line there’s one shape missing. The pupil needs to draw the missing shape. His/her memory along with his/her common sense will help him/her guess what the shape is.

Page 12: Help the bird find its nest: Mazes work on both fine motor skills and brainstorming to solve problems. Explain the concept of the maze to the children; tell them the bird wants to get to its nest. Let them try this activity. Help around because this is maybe the first time they do this. Tell them which way to go or not to go and why.

Page 13: Trace the numbers: The pupils trace the numbers. The point is to see whether they recognise numbers now among other items.



Pinpoints of the lesson



- **Warm-up:** Review the letters on the alphabet poster. Play CD 1 track 7 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 page 8:** Letter Bb ball, bear, baby: Children listen to letter Bb song on CD 1 track 7. Teacher points to flashcards. Children listen and point.
- **Listen and say:** Letter Bb ball, bear, baby: Children listen, point in their books and name the letter and the pictures.
- **Listen and sing:** Letter Bb ball, bear, baby song: Children sing and point in their books.
- **Make the letter Bb:** Play-doh time with Donny the play-doh kid.
- **Activity book pages 10 and 11:** Pupils colour, trace, circle and write.
- **Phonics book session:** Unit 2 pages 10-15

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 1 track 7** 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

Introducing Letter Bb

- Use **Alphabet flashcards** to introduce letter Bb and the words. Show the flashcard of the letter Bb. Show 3 things that start with that letter: **ball**, bear, **baby**.
- 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 **"Ball"**, **"bear"** and **"Baby"**. 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 **boy** and **baby**.

- Invite children to come out and point to the pictures. Say point to ball, boy, and baby.
- **Play CD 1 track 7:** Now tell the pupils 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 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 **boy** and **baby**.
- Let children point to the letter and words in their books and say **Bb (name of letter)**, /b/ (sound) and ball, boy, and baby.
- **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 does it make (sound)?**” “**What word starts with the letter Bb?**” Quiz the pupils for the answers.



Listen and Sing

- Play CD 1 track 7 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 1 track 7 Unit 1

Letter Bb Song

B is for ball b b ball
B is for bear b b bear
B is for baby bb baby
This is the letter B b
Bb bb bb ball
Bb bb bb bear
Bb bb bb baby
This is the letter B b



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 learn the letter Bb today. Point it out to them in their pupil's book. Now they are familiar with Donny from lesson 3.
- Remind the children what you can do with play-doh, cutting, squishing, kneading, rolling and moulding.
- Demonstrate to the pupils how to form the letter Bb on the mat.
- Now let them start working and 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 pupils to do it with their parents but send clear instructions to 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

Page 10:

- Ask the pupils to point to the letter, say the name and give its sound.
- Ask them **"What word starts with /b/?"** Elicit answers from pupils. Get them to say **"ball"**.
- Pupils now colour the letter Bb and the ball.

Page 11:

- Write the letter Bb dotted on the board big and small. Demonstrate to the class how you write the Bb small and capital.
- Stress the starting point and the direction of the arrows. Repeat another time and ask the children to trace in the air using their finger.
- Invite pupils to trace the letters on the board.
- Now they trace in their books. Sit with the groups to help and guide them.

Circle the letter b:

- Write the word baby on the board and the word apple. Ask the class where the b is in these words.
- Invite children to come out and circle the letter b.
- Ask the class to circle the b in their books.
- Trace and write:
- Now the children sit to trace and write individually while you walk around to help and guide. Remind them to start at the dot and to go with the arrows.

Phonics Book Session Unit 2 pages 10-15

- Follow Letter Aa model in the introduction of this book under **"A Model for Introducing the Letters' Activities in the Phonics Book"**



Pinpoints of the lesson



- **Poster 2:** Talk about the scene. The children make guesses about the scene.
- **Listen and point:** Play CD 1 track 8. Pupils listen, teacher points to poster. Pupils listen and point to poster. Pupils listen and point in their books.
- **Listen and say:** Play CD 1 track 8 again. Pupils listen and repeat.
- **Look and act:** Play CD 1 track 8 again. Pupils listen and repeat lines. Pupils listen and act out the story.
- **Listen and sing:** Play CD 1 track 9. Use flashcards or demonstrate actions of the song. Pupils listen, sing and do the actions in the song.
- **Point, stick and say:** Teacher explains the task. Pupils stick the stickers on the matching picture and name the picture.

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? See who and what the children can identify in the picture. The purpose of this stage is activating pupils' background skills and knowledge. Ask them to try to guess what the children will do.

- Try to get the children to name the people they see and predict what the story is about. They already now know Miss Ann, Tony, Willie, Rose and Julie. Ask **"What's in the hand of the teacher?"** Elicit **"Play-doh"**. At this stage it's alright if they answer in their mother tongue and praise good guesses.
- Go through the details of the poster and introduce the key words of the dialogue. Point to new words and say: **"A garden"** say **"A beautiful garden"**, and introduce the new words: **garden, tree, flowers, butterflies, grass** by pointing to them on the poster. Repeat the words several times. Explain that the Miss Ann wants the children to make a garden with the play-doh and that each one of the children in the picture did something. Tell the pupils that they will listen to CD now. And they will hear the people on the poster talking.



Listen and point

- Play CD 1 track 8. 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 pupils open their books on page 9 and point in their books this time.



Listen and say

Play CD 1 track 8 again. Make pauses for the pupils 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 1 track 8 Unit 1

Story: Play dough time

Story teller: Miss Ann gave the children some coloured play dough to make a beautiful garden.

Tony: "I'll make a tree."

Rose: "I'll make a flower."

Willie: "I'll make the grass."

Julie: "I'll make a butterfly."

Tony: "Look! I made a beautiful tree."

Rosy: "I made a pretty flower."

Willie: "Look! I made green tall grass."

Julie: "I made a very beautiful butterfly."

Tony: "Look! Donny the play dough kid made something."

Story teller: "What did Donny the play-doh kid make?"

*Donny made himself a **sun***

(All laughing)

Look and act

Play CD 1 track 8. 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 says the line of one character. Check if some can now act it out individually.

The song, page 10

- Before you play the song, teach them the action words of the song. They already know some of them because they hear you saying these words every day. Say "**stand up, sit down, clap, stamp and go around**".
- Demonstrate the actions and pupils imitate you. Use gestures and moves to teach the instructions.



Listen and Sing

- Play CD 1 track 9. Use flashcards or demonstrate actions of the song.
- Pupils listen, and point in their books to the pictures that have the actions of *stand up*, *sit down*, *go around sing*. Now play the CD again and let them sing the words first without actions. Next, pupils sing and do the actions.



CD 1 track 9 Unit 1

Song: *Stand up, sit down*

Stand up and clap.

Clap , clap , clap.

Stand up and clap.

Clap, clap clap clap

Clap clap clap clap.

Stand up and stamp.

Stamp , stamp , stamp.

Stand up and stamp.

Stamp stamp stamp

Stamp stamp stamp stamp .

Stand up, sit down.

Down , down , down.

Down, down down

Down, down down down.

Stand up and go around.

Round , round , round.

Stand up and go around.

Round , round , round.

Round , round , round, round.

**Stickers, page 11**
Point, stick and say

Explain the task to the children. Tell them that you will give each one of them a page of stickers and that they will stick them in their pupil's book page 11.

- Tell them to open their books on page 11. Give each one his page of stickers.
- Demonstrate how to do it the right way fitting the sticker into the square.
- Tell them that each one will get one page only and that they have to be very careful when they put the stickers on the page.
- The look for the matching pictures and stick them.
- Walk around to help and to see that they all understand what to do and how to do it.
- The last step is to name the pictures. Walk around to check their work and see they did the matching correctly. Ask each child a question: **"What's this?"** **"Who is this?"** Let them name as many items as the time allows.

Assessment of Unit 1

Assessment Sheet 1 (See TRB for Assessment Sheet 1).



Unit
2

Happy Family



2

Happy Family

LESSONS PLANNER

	Textbooks Sessions	Posters	Flashcards	CD 1 Tracks
Lesson 1	- Pupil's Book Session pages 12 - 13 - Activity Book Session pages 12 – 13	3	18 - 25	1 - 10 - 11
Lesson 2	- Pupil's Book Session pages 12 - 13: Revision - Activity Book Session pages 12 - 13 : Revision - Art & Craft (TRB): Make a family tree	3	18 - 25	1 – 10 - 11
Lesson 3	- Pupil's Book Session page 14 - Activity Book Session page 14 - 15 - Phonics Book Session Unit 3 pages 16 - 21	Alphabet poster: Letter Cc	Alphabet flashcards: Letter Cc, cat, car, cow	4 – 12
Lesson 4	- Pupil's Book Session page 15 - Activity Book Session pages 16 - 17 - Number Book Session Unit 2 pages 14 - 23		Numbers Flashcards: 1 – 2 – 3	13
Lesson 5	- Pupil's Book Session page 16 - Activity Book Session pages 18 - 19 - Phonics Book Session Unit 4: pages 22 - 27	Alphabet poster: Letter Dd	Alphabet flashcards: Letter Dd, dog, doll, dinosaur	4 - 14
Lesson 6	- Pupil's Book Session Story: page 17 Song : page 18 Stickers: page 19 - Assessment Sheet 2 (TRB)	4	26 - 28	15 – 16 - 17

New words, New Language and Language Functions

Words: *Family, mum, dad, brother, sister, grandma, grandpa.*

Language: *Rev. I'm... Yes/ No question, Who question, This is my family, This is my dad.*

Language Functions: *Introducing family members.*

Outcomes

- Identify and name family members (family, mom, dad, sister, brother, grandma, grandpa).
- Understand and respond to classroom language (Rev.) "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, colour, open, close, sing, chant ...etc.
- Introduce family "***This is mum, dad, brother, sister, grandma, grandpa***".
- Chant the new words and language patterns.
- **Revision:** Respond to **Yes/No** questions and questions with "***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 3 word examples on each that begin with the letter **Cc** cat, car, cow and the letter **Dd** dog, doll, dinosaur.
- **Revision:** Identify, read and write the letters of one's name.
- Read, match and trace keywords in unit 2.
- Identify, read and write numbers 1, 2 and 3 words and digits.
- Listen to and follow a story prompted by pictures.
- Repeat lines of characters in a story after the CD.
- Act out the story.
- Sing family songs



Pinpoints of the lesson



- **Warm up:** Bubble Kids Song
- **Poster:** Show Poster 3. Talk about the scene.
- **Flashcards:** Introduce new words (18-25).
- **Listen and point:** Play CD 1 track 10, children listen and teacher points to poster. Play CD 1 track 10 again. Children listen and point to poster.
- **Listen and say:** Play CD 1 track 10. Children listen and repeat.
- **Pupil's Book pages 12 and 13:** Play CD 1 track 10. Children listen, say and point in their books.
- **Chant:** Play CD 1 track 12. Children listen, repeat and chant key words and structure.
- **Reading:** Flashcards (18-24) 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 pages 12 and 13 :** Read and match the family words with the pictures, colour letter Aa and Bb.

Pupil's Book Session pages 12 and 13

Warm up

- Play CD 1 track 1 on **Bubble Kids Song** every time you start a new unit or whenever you feel pupils 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 this 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

Happy Family

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

- Introduce the new words: **mum, dad, brother, sister, grandma, grandpa, happy** 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.**”



Listen and point

- Play CD 1 track 10, say **listen** put your hand behind your ear and point to the poster as you play CD and say “**listen**” to make sure they know what you want them to do.
- Play CD 1 track 10 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 CD 1 track 10 again and this time you point to the characters on the poster as they speak.
- Play CD 1 track 10 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 1 track 10 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 this and want to learn.
- Let them repeat in 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.
- Play CD 1 track 10 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 1 track 10 Unit 2 My Family

Julie: Hello, I'm Julie.
This is my family.
This is mum.
This is dad.
This is my sister.
This is my brother.
This is my grandma.
This is my grandpa.

Chant

- 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 making competitions between groups to see who is chanting better.
- Play CD 1 track 11 on the chant and let children enjoy listening to it first.
- Play it again and the children join and chant with the CD then without it.
- 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 1 track 11 Unit 2 My Family Chant

This is my family. Family, family.
This is my family. Family, family.
This is my dad. Dad, dad.
This is my dad. Dad, dad.
This is my dad. Dad, dad.
(mum, sister, brother, grandma and grandpa)

Reading

Flashcards (18-24) word side.

- 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 or encode.
- Use the flashcards to teach the pupils 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 you read it pointing to the words from left to right as you read.
- Read them another time asking the children to repeat as many times as you feel necessary.
- Finally, let the children read and you listen carefully. Remember to take down notes later after the lesson on who was or wasn't able to read. 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 Do all the lines yourself first.
- Tell them "**Now I'm Julie**". Play CD 1 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 the CD: Invite the children to act out the scene. Let the children take the roles of the characters on the CD.
- 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 flashcards 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 the 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**Page 12:**

- Tell the pupils to open their Activity book s on page 12. Watch them to see they are opening their books left to right.

Read and match

- Point to the characters in the book and see if the children can say the family words.
- Now the children can hold the pencil and start matching. 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.

Page 13:

- Explain to pupils that they need to identify the letters Aa and Bb and colour them.
- Walk around to help and guide the children.



Pinpoints of the lesson



- **Warm-up:** Bubble Kids Song
- **Pupil's Book pages 12 and 13:** Review: *family words, introducing a family member* (This is mum/dad etc.)
- **Activity book pages 12 and 13:** Flashcards (18-24) , sight-read the words.
- **Art & Craft:** Make a family tree.
- **Oral Assessment:** Teacher points to poster/flashcards. Pupils say the words .

Pupil's Book Session pages 12 and 13

Warm-up

- Play CD 1 track 1 on Bubble Kids Song and let them enjoy singing along. This song should be played for the pupils at the beginning of every unit and as revision for lesson 2.
- **Pupil's Book pages 12 and 13:** Revision of all what the children learnt in lesson 1.
- **Poster 3:** Use poster 3 and flashcards (18-24) to review what the children learnt in lesson 1 by pointing to the characters or holding up a flashcard and asking: ***Who is this? Is this grandma/ grandpa/mum/dad/brother? Is dad/mum/sister happy?***
- Monitor children's answers to check how far their developmental level has got. Encourage them and remind them of what they couldn't remember. If they still need more work on a certain language item, leave it for another session and proceed because you need time to prepare some more practice activities and maybe use different strategies to reteach what they missed out on from the first time.
- Play CD 1 track 10 once. Invite children to point to the characters on the poster and say the dialogue. See if they can remember the words.
- Play CD 1 track 11. Review the ***family Chant***. Get the children to chant. If they forgot play CD 1 track 11 and let them try again and monitor their fluency and accuracy. Remember that you don't want them to fear trying.

Activity Book Session page 12

- **Sight-reading:** Use flashcards (18-24) word side and sight-read them again with the class one by one. Remember that pupils 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 read. Ask "***Who can read this word?***" (mum). Let them raise their hands to answer. Monitor who can or can't read. You might need to do this more often till you see that most children have started to sight-read.
- Do the same with the rest of the flashcards. Check understanding; use the picture side and ask "***Who is this?***"

Art & Craft**Make a family tree.**

- You will need to send a note to the parents asking them to send pictures of the family (*mum, dad, grandma, grandpa, brothers, sisters and the child him/herself*) some time before this lesson to have the pictures ready.
- Use the family tree template in the TRB for the purpose. You will find templates of two types of trees. Choose the one you think your pupils will like more. Make enough photocopies for them, each child gets one.
- Use your own family pictures to demonstrate the steps of making the tree.
- Distribute the glue (*The glue stick is better; choose a safe brand for children*). (*For more details see TRB*).



Pinpoints of the lesson



- **Warm-up:** A-z alphabet song.
- **Display alphabet poster:** Play CD 1 track 4 on the alphabet song.
- **Alphabet Flashcards:** Show flashcards of the letter C c .
- **Listen and point:** Pupil's book page 14, CD 1 track 12 (letter Cc, cat, car, cow) children listen to letter Cc song on CD 1 track 14. Teacher points to letter Cc on poster or flashcards. Pupils listen and point.
- **Listen and say:** (Letter Cc, cat, car, cow): Children listen, point in their books, name and sound the letter and name the pictures.
- **Activity book pages 14 and 15:** Teacher explains and demonstrates examples on the board. Pupils work in their books.
- **Phonics book: Unit 3 pages 16-21:** Teacher explains and demonstrates examples on the board. Pupils work in their books.

Pupil's Book Session page 14

Warm- up

- Play **CD 1 track 4** on **Alphabet Song**. Encourage the children to sing along.

Alphabet Poster

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

Alphabets Flashcards

- Show the flashcard of the letter Cc. Show 3 things that start with that letter.
- 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**" and "**cow**". Show the words flashcards of each picture with the initial "**c**" in a different colour. 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**" "**car**". Do the same with **cat** and **cow**. While you are reading point to the "**c**" and ask the children "**What sound do we make when we read 'c' ?**".
- Repeat the steps above as much as the pupils need.

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’s 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, they have to ask other pupils and come back with the answers.

**Listen and point**

- **Introduce Letter Cc: cat, car, cow.**
- 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, cow.**
- 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, cow.**
- **Pupil’s Book page 14:** Tell the children that they will look at the letter **Cc** in their pupil’s book.
- Show them the page in your book and help them open their books on the same page.
- Ask them to point to the letter **Cc** in their books. Walk around the class to see they are all pointing to what you are saying. Say **c c car, c c cat, c c cow** while they are pointing.
- Now you point and let the children say the letter and the words you are pointing to.
- Once you feel they know how to produce the name of the letter **Cc** and the sound, you can now play the **letter Cc song**. Encourage children to sing along.
- Repeat the song making pauses as necessary to help children pick up and produce the words and the tune.

**CD 1 track 12 Unit 2****Letter Cc Song**

C is for car c c car

C is for cat c c cat

C is for cow c c cow

This is the letter Cc.

C cc cc cc car

C cc cc cc cat

C cc cc cc cow

This is the letter Cc .



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 a cat and to the word cat).
- Say the word many times pointing to the picture on the poster and the children repeat several times.
- Say the sound pointing to the letter at the beginning of the word cat **c c cat** and have the children repeat.
- Do the same with the words **cat** and **car**.
- **Pupil's Book page 14:** Play the letter song and have the children sing as they point in their books.

Assessment

- Now point to a picture and let the 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.

Activity Book Session pages 14 and 15

Page 14

- Ask the children to identify the items on the page.
- Ask them what starts with c. Elicit answers.
- Let them colour what starts with c.

Page 15

Trace the letter Cc:

- Draw the letter Cc small and capital with a dotted outline. Tell the pupils 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 and round to the left** 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 **C** big and **c** small in the air.
- Now they open their Activity book on page 15 and trace the letter Cc.
- Ask them to name the pictures.

Circle the letter Cc

- This one is easy now. Tell them to circle the letter Cc in the words.
- You need to demonstrate it on the board. Write two words one starting with **"c"** and another starting with any other letter. Circle the letter **c** in the first word.

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.

Phonics Book Session Unit 3 pages 16-21

Follow Letter Aa model in the introduction of this book under **"A Model for the Techniques of Introducing the Letters' Activities in the Phonics Book"**.



Pinpoints of the lesson



- **Warm-up:** A song - Play the numbers song (1-10) . Children sing along as you point to number flashcards.
- **Flashcards:** Show flashcards, show visuals for numbers 1, 2 and 3. Say numbers 1,2 and 3. Point to digits and visuals and repeat saying numbers.
- **Listen and point pupil's book page 15:** Pupils open their books on page 15. You Say 1 dinosaur, 2 dinosaurs, 3 dinosaurs as you point and the children point in their books.
- **Listen and say pupil's book page 15:** Pupils say numbers 1, 2 and 3 as they point in their pupil's books.
- **Count and say the number pupil's book page 15:** Pupils count the dinosaurs and other items shown by the teacher.
- **Assessment:** Quiz pupils' understanding of counting items up to 3 using the flashcards.
- **Activity book pages 16 and 17:** Teacher demonstrates examples on the board. Pupils colour the numbers. Pupils circle the correct number, trace and match.
- **Number Book pages 14 - 23:** Demonstrate examples on the board. Pupils do the same and work in their books.
- **Make the letter Cc:** Play-doh time with Donny the play-doh kid.

Pupil's Book Session page 15

Warm-up

- A song - Play the numbers song (1-10) and let the children sing along as you point to a poster or the numbers flashcards 1-10.
- **Show flashcards, show visuals:** Use the flashcards of numbers 1, 2, 3 (digit side) and 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, and 3.
- **Sounding out:** Say "**one**" out loud several times pointing to it and to the visual that represent it. Make sure all pupils are listening. Say two and 3 in the same way.



Listen and point

- See that all the children opened their pupil's books on page 15.
- Play CD 1 track 13: Let the children listen and point in their books.
- Go around the class to help and see they are all pointing correctly and following with the CD.



Listen and say

- Play Cd 1 track 13 again.
- Encourage the children to sing along as they point to the numbers' cards or to the digits 1, 2 and 3 in on a number chart that you prepared beforehand.


 **CD 1 track 13 Unit 2**
Numbers Song (1,2,3)

1 2 3 , 1 2 3

This is a cat and this is me

1 2 3 , 1 2 3

This is a cow and this is me

1 2 3 , 1 2 3

This is a car and this is me.

Count and say the number

- Say **"How many dinosaurs?" "Let's count" "1"** as you point to the first one. Do the same for 2 and 3 and tell them to **count** to get them to 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 3 items.
- **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. 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.
- **Read the number word:** Use the numbers flashcards the word side to teach pupils 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. Pupils repeat several times.

Assessment

- Quiz pupils' understanding using the flashcards. Quiz them on the digits and on reading the words and ask them **"how many?"** to quiz the counting concept.

Activity Book Session pages 16 and 17

- Write numbers 1, 2 and 3 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 right away.
- **Colour numbers 1, 2, and 3:** Ask pupils to open their Activity book on page 16 and let them identify and say numbers 1, 2, 3 before colouring them.
- **Circle the correct number:** Once they finished colouring explain to them the next activity. Do the first example with them on the board. Draw 3 flowers and write the digits under them. Say **“How many flowers?”** **“Count.”** **“1, 2, 3”** say again **“How many?”**. Elicit **“3”** from them and ask one to come out and circle 3.
- Now let them work on the rest and walk around to help and monitor how they are progressing with their learning skills.
- **Count, say and match:** Tell them to move on to page 17. Explain the task and let them count the dinosaurs and match. If you feel any difficulty, do one with them on the board.
- **Trace:** The last activity is tracing. Demonstrate it on the board and let them work alone while you walk around guiding them and monitoring their progress.

Number Book Session pages 14 - 23**Page 14**

Say, count and colour: Number 1. Tell the pupils you have one pen. Hold up the pen and say 1 one. Do the same with other things. Then write one on the board (digit and word) and draw an item to visualise the concept. Say 1 and let the class repeat. Now let them open their number books on page 14. Ask pupils **“How many cows?”** get one to say 1. Tell them to colour the digit, the word and the cow.

Page 15

Say, trace and colour: Draw number 1 on the board with dots. Show pupils how you trace one. Invite them to do the same on the board. Then let them trace in their books while you walk around to help.

Pages 16-19

Introduce numbers 2 and 3 in the same way you introduced number 1.

Page 20

Read and trace: Write numbers 1, 2, 3 digits and words on the board and read them while the children repeat several times. Invite individuals out to read from the board or using the numbers flashcards. Do this with all children. Now ask them to open their number books and trace the numbers and number words.

Say and trace: Tell pupils to say the numbers and trace them. Tell them to start at the dot and go with the arrows.

Circle the correct number: In this activity the pupils need to visualise the concept of the number they count the items given and circle the correct number. Explain the activity and walk around to see they have done it correctly.

Page 21

Count and circle the correct number: This one is similar to the previous one so you can either give it as an assessment or as homework.

Page 22

Colour the box of the number that comes next: Draw the boxes with numbers 1, 2, 3 on the board in order and another similar pattern of the three numbers but with one box empty. Tell the pupils that this pattern has one number missing. Ask “*What’s the number that should come in this box?*”. Let them think and try to come up with the missing number. If they couldn’t then give them a clue say “*1, 2, ?*” they say 3 in order.

You say “*Yes, number 3 comes next.*” Repeat with another pattern but with a different number missing.

Now ask them to open their number books on page 22 and tell them to colour the box that has the missing number. Do the first one with the class then let them finish the other three.

Page 23

Draw one apple: Demonstrate this on the board. Draw a box and write “*Draw one apple*” on top. Draw another box and write “*Draw two balls*” then draw a box and write on top of it “*Draw three ants*” invite pupils to come out and read the phrase and draw. Repeat with all pupils coming out to read and draw. Now they open their books and draw in their books.



- 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 students how to form the letter Cc on the mat of letter Cc. 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**).



Pinpoints of the lesson



- **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, dog, doll, dinosaur 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, 19:** Colour, trace, circle and write.
- **Phonics book 1:** Unit 4 pages 22-27.

Pupil's Book Session page 16

Warm-up

Display the Alphabet poster. Play CD 1 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 Dd

- Use **Alphabet flashcards** to introduce letter Dd and the words **dog, doll, and dinosaur** Show the flashcard of the letter **Dd**. Show 3 things that start with the letter **Dd dog, doll, dinosaur**.
- 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 children. Say the 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**" and "**dinosaur**". 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 colour. 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** and **dinosaur**.

- Invite children to come out and point to the pictures. Say “**point to dog, doll and dinosaur**”.



Play CD 1 track 14

- Now tell the pupils that they will listen to the letter Dd song. Play the song and point to the flashcards.
- Play CD 1 track 14 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 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 **d d dog**. Do the same with the words **doll** and **dinosaur**.
- Let children point to the letter and words in their books and say “Dd” (name of letter), /d/ (sound) and **dog, doll** and **dinosaur**.
- 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 1 track 14 and let the children listen to letter Dd 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 /d/ sound.



 **CD 1 track 14 Unit 2**

Letter Dd Song

d is for dog d d dog
d is for doll d d doll
d is for dinosaur d d dinosaur
This is the letter Dd
dd dd dd dog
dd dd dd doll
dd dd dd dinosaur
This is the letter Dd



Make the letter D d



- Tell the children that **it's play-doh time**. Ask the children "**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 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 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.

Take-home activity

The Alphabet Collage: Send the Alphabet Collage page of letter Dd home with the pupils to do it with their parents but send clear instructions to the parents to explain what this activity is for and why (*For more take-home activities see TRB*).

Activity Book Session pages 18 and 19

- **Circle the beginning sound:** Explain the activity to the children by showing them an example on the board. Draw a cat on the board and write the letters (a b c d) under the picture. Point to the cat and ask “What’s this?” Get the answer “cat” . Say “the word cat starts with the sound (?), elicit /k/ . Now invite one child to circle the sound /k/, that is the letter c. Do the rest orally with the class while they follow in their books, then let them circle the letters in their books. Walk around to help the slower ones.
- **Colour the letter Dd:** Tell them to colour the letter Dd. The point is to find **Dd** amongst other letters and colour them.
- **Trace the letter Dd:** Draw the letter Dd small and capital with a dotted outline on the board. Tell the pupils 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 **D** big and **d** small in the air.
- Now they open their Activity books on page 19 and trace the letter Dd. Ask them to name the pictures, doll, dinosaur, dog.
- **Circle the letter Dd:** You need to demonstrate it on the board. Write two words one starting with **d** and another starting with any other letter. Circle the letter **d** in the first word. Let the children do the same in their Activity book . Walk around to help.
- **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 Dd right. Keep reminding them to start at the dot and to follow the arrows.

Phonics Book Session pages 22-27

- Follow letter Aa model in the introduction of this book under “**A model for introducing letters activities in the phonics book**”.



Pinpoints of the lesson



- **Poster 4:** Talk about the scene. The children make guesses about the scene.
- **Listen and point:** Play CD 1 track 15. Pupils listen, teacher points to poster. Pupils listen and point to poster. Pupils listen and point in their books.
- **Listen and say:** Play CD 1 track 15 again. Pupils listen and repeat.
- **Look and act:** Play CD 1 track 15 again. Pupils listen and repeat lines. Pupils listen and act out the story.
- **Listen and sing:** Play CD 1 track 16. Use flashcards or demonstrate actions of the song. Pupils listen, sing and do the actions in the dialogue. Do the same thing to teach "Happy Family".
- **Point, stick and say:** Teacher explains the task. Pupils stick the stickers on the matching picture and name the picture.

Pupil's Book Session pages 17, 18 and 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 pupils' background skills and knowledge.
- Try to get the children name any of the people they see and expect what the story is about. They already now know Julie, she is in the story. Ask **"Who is the boy with Julie?"** 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 mum happy?"** **"Why not?"**
- 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 teddy bear"** say **"A bike"**, and introduce the new words by pointing to them on the poster. Repeat the words several times. Explain that the mom is saying something to Julie and her brother.
- Tell them that Julie and her brother are fighting. Let them guess why.
- You also need to teach **"I want..."**, **"Please"** and **"Give me my..."**. Demonstrate this by asking children to give you things: Say **"I want my bag"** say **"Please, give me my bag"** repeat with other things.



Listen and point

- Play CD 1 track 15. 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 pupils open their books on page 17 and point in their books this time.

Happy Family



Listen and say

- Play CD 1 track 15 again. Make pauses for the pupils 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 1 track 15 Unit 2

Story: Say "Please"

Julie : Oliver, give me my Teddy Bear.

Oliver : This is my Teddy Bear.

(They fight, mum is watching)

Mum : Oliver, This is not your Teddy Bear. Look!

Oliver : But I want to play with it.

Mum : Say "please"

Oliver : Can I play with your Teddy Bear, please!

Julie : Ok. Can I ride your bike?

Mum : Say "Please"

Julie : Please!

Look and act

- Play CD 1 track 15. 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 can now act it individually.

Follow-up Activity

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



The song, page 18

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



Listen and sing

- Play CD 1 track 16 : Use flashcards with the song you and pupils sing and point to the flashcards.
- Play CD 1 track 16: 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.
- Play CD 1 track 17: Do the same thing to teach "Happy Family"



CD 1 track 16 Unit 2

Song 1 : I love you

*I love you
You love me
We're a happy family
With a big big hug from me and you,
Won't you say you love me, too.*



CD 1 track 17 Unit 2

Song 2: We're a happy family

*We are a happy family.
Happy happy happy happy
Happy family.
We are a happy family.
Happy happy happy happy
Happy family.*

Stickers, page 19
Point, stick and say

- Explain the task to the children. Tell them that you will give each one of them a page of stickers and that they will stick them in their pupil's book page 19. They did this already in unit 1 so they are a little bit aware of what they need to do.
- Tell them to open their books on page 19. Give each one his page of stickers.
- Demonstrate how to do it the right way fitting the sticker into the square.
- Tell them that each one will get one page only and that they have to be very careful when they put the stickers on the page.
- They need to look for the matching pictures and stick them.
- Walk around to help and to see that they all understand what to do and how to do it.
- The last step is to name the pictures. Walk around to check their work and see they did the matching correctly. Ask each child a question: "**What's this?**" "**Who is this?**" Let them name as many items as time allows.

Assessment of Unit 2

Assessment Sheet 2 .



Unit
3



My Bedroom

My Bedroom

LESSONS PLANNER

	Textbooks Sessions	Posters	Flashcards	CD 1 Tracks
Lesson 1	- Pupil's Book Session pages 20 - 21 - Activity Book Session pages 20 – 21	5	29 - 49	1 - 18 - 19
Lesson 2	- Pupil's Book Session pages 20 - 21: Revision - Activity Book Session pages 20 - 21: Revision - Art & Craft (TRB): Make a bedroom	5	29 - 49	1 - 18 - 19
Lesson 3	- Pupil's Book Session page 22 - Activity Book Session page 22 - 23 - Phonics Book Session Unit 5 pages 28 - 33	Alphabet poster: Letter Ee	Alphabet flashcards: Letter Ee elephant, egg, elbow, eleven	4 – 20
Lesson 4	- Pupil's Book Session page 23 - Activity Book Session pages 24 - 25 - Number Book Session Units 3+4 pages 24 - 36		Numbers Flashcards: 4 – 5 - 6	21
Lesson 5	- Pupil's Book Session page 24 - Activity Book Session pages 26 - 27 - Phonics Book Session Unit 6: pages 34 – 39	Alphabet poster: Letter Ff	Alphabet flashcards: Letter Ff fish, flower, fan	4 - 22
Lesson 6	- Pupil's Book Session Story: page 25 Song : page 26 Stickers: page 27 - Assessment Sheet 3 (TRB)	Poster 6	50 – 54	23 - 24

New words, New Language and Language Functions

Words: *Bedroom, hairbrush, comb, slippers, dress, bed, pillow, shoes, blanket, socks, pajamas, doll, race car, shoes, T shirt, tab, dinosaurs, trainers, guitar, football, bike, trucks*

Language: *Rev. (I'm ...) This is my (bedroom), Yes/ No question, Who question.*

Language Functions: *Expressing possession using "my"*

Outcomes

- Identify and name items in a bedroom (*bedroom, hairbrush, slippers, dress, bed, pillow, shoes, blanket, socks, pajamas, doll, shoes, shirt, tab, dinosaurs, trainers, guitar, football, bike, trucks, race car*).
- Chant the new words and language patterns.
- Respond to **Yes/No** question and questions with **Who?**
- Sing all letters' names and sounds song (A-Z).
- Identify, reading and writing the letters **Ee** and **Ff**, capital and small, and say the beginning sounds of **e** and **f** with 3 word examples that begin with the letter (**Ee, elephant, eraser, egg, and the letter Ff fan flower fish**).
- Identify the colour (green).
- Read and match keywords of unit 3.
- Identify, read and write numbers 4, 5 and 6.
- Listen to and follow a story prompted by pictures.
- Repeat lines of the story.
- Act out the scene.
- Sing the songs.



Pinpoints of the lesson



- **Warm-up:** Bubble Kids Song
- **Poster 5:** Show Poster 5, talk about the scene.
- **Flashcards:** Use flashcards (29-49) to introduce new words.
- **Listen and point:** Play CD 1 track 18. Pupils listen. Teacher points to poster 5. Play CD again, pupils listen and point to poster.
- **Listen and say:** Play CD 1 track 18: Pupils listen and repeat.
- **Pupil's book pages 20 and 21:** Play CD 1 track 18 again. Children listen, repeat and point in their books.
- **Chant:** Play CD 1 track 19. Pupils listen, repeat and chant key words and structure.
- **Reading:** Flashcards (29-49) word side.
- **Drama:** Play CD 1 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 read and match. Pupils read and circle.

Pupil's Book Session pages 20 and 21

Warm-up

- Play Bubble Kids Song. Encourage the children to sing along.
(See song's lyrics in unit 1 lesson 1)

Poster 5

- Show Poster 5. Ask the pupils to identify anything they know on the poster. Tell them this is a "**bedroom**". Ask them "**What's there in your bedroom?**" Allow them to say words in their own language but then you say them in English.
- Get them to name the things they will learn in this unit.
- Ask "**Is there a comb in your bedroom?**" pointing to the comb on the poster. Ask the same question about the other items on the poster.
- Keep the poster displayed in front of the children for the next activity.

Flashcards

- Use flashcards (29-49) to teach the new words.
- Hold one up and ask the children "**What is this?**" Elicit "**Slippers**". start by giving the model answer and they repeat.
- Then hold the pillow's flash card ask the class: "**Is this a blanket?**" Elicit "**No**" (*shaking your head*). Say "**It's a pillow**".

My Bedroom

- Then holding the blanket's flashcard ask: "**Is this a blanket?**" Elicit "**Yes**" (nodding your head).
- Do the same with the rest of the cards using this pattern: "**Is this...?**" Yes / No.
- Now hold one flashcard, the hairbrush, and say "**This is my hairbrush**".
- Invite some pupils to do the same. Give them a card and help them say "**This is my...**".



Listen and point

- Play CD 1 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 1 track 18 again and this time you point to the objects on the poster as the CD plays.
- Play the CD 1 track 18 again and invite children out to point to the poster.



Listen and say

- Play CD 1 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 by time but try to keep their motivation and interest very high to make them love this and want to learn.
- Play CD 1 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.



CD 1 track 18 Unit 3

My Bedroom

Julie: Hello, I'm Julie.

This is my bedroom.

my bed my pillow my blanket my pyjamas

my hair brush my slippers my shoes

my socks my dress my doll

and this is my soft kitten Kitty.

Tony: Hello, I'm Tony.

This is my bedroom.

my bed my pillow my blanket my comb my race car

my T shirt my tab my trainers

my guitar my football my bike

Chant

- Play CD 1 track 19. Pupils listen, repeat and chant key words and structure.
- This chant is rather long because there are many words. Divide it into smaller chunks and teach them the chant. Make pauses as many times as they need.

**CD 1 track 19 Unit 3****Bedroom Chant**

This is my Bedroom. Bedroom, bedroom.

This is my Bedroom. Bedroom, bedroom.

This is my bed. Bed, bed.

This is my pillow. Pillow, pillow.

This is my pillow. Pillow, pillow.

This is my bed. Bed, bed

This is my blanket. Blanket, blanket.

This is my blanket. Blanket, blanket.

This is my bed. Bed, bed

This is my tie bow. Tie bow, tie bow.

This is my tie bow. Tie bow, tie bow.

This is my doll.

This is my hair brush. Hair brush, hair brush.

This is my hair brush. Hair brush, hair brush.

This is my doll. Doll, doll.

This is my kitten kitty kitty kitten

This is my kitten kitty kitty kitten

This is my dress. Dress, dress.

Slippers, slippers, shoes, shoes.

Pajamas, pajamas, shoes, shoes.

Socks, socks, shoes, shoes.

trainers, trainers, shoes, shoes.

Shorts, shorts, shoes, shoes.

Reading

- Flashcards (29-49) word side. Hold each flashcard up, word side, and let pupils sight-read the words.
- Do it twice and more until you feel that most of them are able to read the words.

Drama

- Play CD 1 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.
- Invite them out to act out the scene.
- Help them and teach them how to show the right expressions on their faces.

Assessment

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

Activity Book Session pages 20 and 21

- **Read and match:** Read the words again with the pupils. Point to each word and ask the pupils to read it. Let the pupils match it to the correct picture. Ask them to match the rest and monitor their progress.
- **Read and circle:** Again read the row of words and ask pupils to circle the correct word that corresponds with the picture in the same row. Let them do the rest alone. You watch and take down notes.



Pinpoints of the lesson



- **Warm-up:** (Review Bubble Kids Song)
- **Pupil's book pages 20 and 21:** Review: *Bubble Kids Song*, *bedroom items*, This is my ...
- **Activity book pages 20 and 21:** Flashcards (29-49), sight-read the words.
- **Art & Craft:** Make a bedroom.
- **Oral Assessment:** Teacher points to poster/flashcards, pupil says the word.

Pupil's Book Session pages 20 and 21

Warm-up

- Play CD 1 track 1 on ***Bubble Kids Song*** and let them enjoy singing along. This song should be played for the pupils at the beginning of every unit and as a revision in lesson 2.
- **Pupil's Book pages 20 and 21:** Revision of all what the children learnt in lesson 1.
- Use poster 5 and flashcards (29-49) to review what the children learnt in lesson 1 by pointing to the characters or holding up a flashcard and asking: "***What's this?***" Elicit "***A (comb)***".
- Monitor children's answers to check how far their developmental level has come. Encourage them and remind them of what they couldn't remember. If you feel that they still need more work on certain language, leave it for a later time and proceed because you need time to prepare some more practice activities and maybe use different strategies to reteach what they missed out on from the first time.
- Play CD 1 track 18 once. Invite children to point to items on the poster and say the words. See if they can remember all the words.
- Review the ***Bedroom Chant***. Get the children to chant. If they don't remember how it goes, play CD 1 track 19 and let them try again and monitor their fluency and accuracy. Remember that we don't want them to fear trying. Whatever they do is acceptable right now.

Activity Book Session pages 20 and 21

- **Sight-reading:** Use flashcards (29-49) word side and sight-read them again with you class one by one. Remember that pupils 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 read. Ask “**Who can read this word?**” (hairbrush). Let them raise their hands to answer. Monitor who can or can’t read. You might need to do this more often till you see that most children have started to sight-read.
- Do the same with the rest of the flashcards. Check understanding; use the picture side and ask “**What’s this?**”. Elicit answers and take down notes about individuals.

Art & Craft**Make a bedroom.**

- Use the bedroom template in the TRB for the purpose. Make enough photocopies for your pupils, each child gets one.
- Give them the glue (*The glue stick is better; choose a safe brand for children*)
- Give them pictures of bedroom items cut and prepared for the purpose.
- Show them how and where to glue the pictures on the template.
(*For more details see TRB*).



Pinpoints of the lesson



- **Warm up:** Use the alphabet poster. Play CD 1 track 4 on the Alphabet song A-Z.
- **Review:** Letters Aa-Dd.
- **Listen and point :** Pupil's book page 22 CD 1 track 20 (Letter Ee egg, eleven, elbow) : Children listen to letter Ee song on CD 1 track 20. Teacher points to letter Ee on poster or flashcards. Pupils listen and point.
- **Listen and say** (Letter Ee, egg, elephant, eleven, elbow): Children listen, point in their books, name and sound the letter and name the pictures.
- **Listen and sing:** Letter Ee egg, elephant, eleven, elbow. Letter Ee 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+23:** Colour, trace, circle and write.
- **Phonics book 1:** Unit 5 pages 28-33.

Pupil's Book Session page 22

Warm-up

Open the Alphabet poster and display. Tell the children that these are the letters of English. Play CD 1 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: **egg, elephant, elbow, eleven**. Show the flashcard of the letter **Ee**. Show 3 things that start with that letter: **egg, elephant, elbow, eleven**. 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: "**Egg**", "**eleven**" "**Elephant**" and "**elbow**". Show the word flashcards of each picture with the initial "**e**" in a different colour. Draw children's

attention to the “e” at the start. Read the words repeating the “e” sound several times and then the full word: “e” “e” “e” “Egg”. Do the same with **elephant, eleven** and elbow.

- Invite children to come out and point to the pictures. Say “**Point to egg, elephant, eleven** and elbow”.
- **Play CD 1 track 20:** Now tell the pupils 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 1 track 20 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 **Ee** (name) and it has a sound /ee **egg** pointing to the picture of a **egg**. Say the word many times pointing to the flashcard. Say the sound pointing to the letter at the beginning of the word egg **e e egg**. Do the same with the words **elephant, elbow** and eleven.
- Let the children point to the letter and words in their books and say **Ee** (name of letter) /e/ (**sound**) and **egg, elephant, elbow and eleven**.
- **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 pupils for the answers.



Listen and Sing

- Play CD 1 track 20 and let the children listen to letter Ee 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 /e/ sound because it’s confusing a little since it sounds like /e/.

My Bedroom



CD 1 track 20 Unit 3

Letter Ee Song

E is for elephant e e elephant
E is for egg e e egg
E is for eleven e e eleven
E is for elbow e e elbow
This is the letter Ee.
Ee ee ee elephant
Ee ee ee egg
Eeeeeee elbow
Eeeeeee eleven
This is the letter Ee.

**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 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 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 today learn the letter Ee.
- 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 pupils 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)*.
- **Take-home activity:** *The Alphabet Collage:* Send the Alphabet Collage page of letter Ee home with the pupils to do it with their parents but send clear instructions to the parents to explain what this activity is for and why (*For more take-home activities see TRB*).

Activity Book Session pages 22 and 23

- **Colour what starts with e:** Let the pupils open their Activity book s on page 22. Explain the activity to the children. Ask them to name each item and give the first sound /d/ dog , /e/ egg , /b/ baby and /e/ elephant. Now tell them to colour what starts with the /e/ sound only.

- **Colour the letter Ee:** Tell them to colour the letter Ee. The point is to find **Ee** amongst other letters and colour them.
- **Trace the letter Ee:** Draw the letter Ee small and capital with a dotted outline on the board. Tell the pupils 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 s on page 23 and trace the letter Ee. Ask them to name the pictures, **egg**, **elephant**, **elbow** and **eleven**.
- **Circle the letter e:** You need to demonstrate it on the board. Write two words one starting with **e** and another starting with any other letter. Circle the letter **e** in the first word. Let the children do the same in their Activity book s. Walk around to help.
- **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 **Ee** correctly. Keep reminding them to start at the dot and to follow the arrows.

Phonics Book Session pages 28-33

Follow Letter Aa model in the introduction of this book under “A Model for the Techniques of Introducing the Letters’ Activities in the Phonics Book”



Pinpoints of the lesson



- **Warm-up:** A song - Play the colours song of unit 1. Play the numbers song (1-10) and the song of numbers 1, 2 and 3 in unit 1. Children sing along as you point to colours and number flashcards.
- **Flashcards:** Show flashcards of the colour green, Show green things (Real or pictures) and say the sentences in the book.
- **Listen and point pupil's book page 23:** Pupils open their books on page 23. You Say the sentences. Pupils point to green things.
- **Listen and say pupil's book page 23:** Teacher reads. Pupils point to green things and repeat the sentences in the book.
- **CD 1 track 21:** Play CD 1 track 21. Children Listen and sing as they point in their books.
- **Activity book page 24:** Trace and colour green things.
- **Flashcards:** Show flashcards of numbers 4, 5 and 6. Show visuals that represent the numbers. Teach the digits and the words.
- **Listen and point pupil's book page 23:** Pupils point in their books to new numbers. Teacher counts the dinosaurs as they point.
- **Listen and say pupil's book page 23:** Pupils point in their books and say the numbers.
- **Count and say the number pupil's book page 23:** Pupils count the dinosaurs and other items shown by the teacher. Use number cards and counters.
- **Activity book page 25:** Do examples on the board. Pupils work in their books (Count, say and match) (Trace). You walk around and help.
- **Assessment:** Quiz pupils' understanding of counting items up to 6 using the flashcards or counters.
- **Number book Session Units 3 and 4 pages 24-36:** Demonstrate examples on the board. Do the activity orally. Elicit answers. Pupils work in their books. You walk around and check.

Pupil's Book Session page 23

Flashcards

- Use the colours flashcards to introduce the colour green.
- Use the green colour pencils to teach the colour: **Green**. Some children will still remember it from unit 1.
- Review the previous colours with class: **Red, yellow and blue**.
- Some children will still not be able to recognize colours and distinguish them so it will take some a while to actually identify colours. But keep repeating the procedure: Hold up a green thing and say **green**. Let the class repeat several times then hold other green things and ask: "**What colour is this?**" Elicit "**green**".

- Use the flashcard "**green**", hold it up and let class repeat several times. You need to put up a colours guide as a constant aid in class and keep revising colours every day till all children identify at least five or seven colours at this stage (*See the template for the colours guide in TRB*).
- Tell the children that there are green things in nature like a "**tree**", "**frog**" and "**grass**". To teach the word tree, you can take the children out onto the field to see tree and grass. Or you can show them real pictures. The point here is to relate colours to nature and to appreciate nature and its beauty.
- Keep repeating the key sentences "**a tree is green**", "**grass is green**" and "**a frog is green**".
- Ask every time you want them to answer "**What is green?**" and let them answer using the sentences you taught.
- You can help using the pictures of a tree, grass and green eyes every time you pose the question.
- **Quiz:** You point to the four colours the learnt so far and let them to name them. Or point to things in the class and let the children say the colour.



Listen and say

- This time the pupils repeat after the teacher's model. They need to read from the book with you and repeat the 3 sentences. Keep repeating as they read with you and point in their books.
- **CD 1 track 21:** Tell the children that they will listen to a song about green things. Play the CD and let them enjoy listening first and pointing in their books. Play the CD again and again and let the pupils try to sing it along.



CD 1 track 21 Unit 3

The Colour Green Song

*Green, green green
 Everything is green.
 Green, green green
 Grass is green.
 Green, green green
 Everything is green.
 Green, green green
 This frog is green.
 Green, green green
 Everything is green.
 Green, green green
 This tree is green.*

My Bedroom



Listen and point

- Pupils open their books on pupil's book page 23: Help Children open their Pupil's Book on page 23. Ask them to point to the pictures at the top of the page and ask them again: "**What is green?**" Let them point to each picture and say "**a tree is green**", "**grass is green**" and "**a frog is green**".

Activity Book Session page 24

Trace green things then colour them

- Explain to the children that in this page there are things that are green and other things that are not green.
- Ask them first "**What is green?**" let them identify green things first.
- Now let them trace the green things. You walk around and see they got the idea and help.
- Now let them enjoy colouring green things.

Take-home activity

Everything Green

Send the parents a note to help their children gather small other green things in nature or even pictures of green things and send them to school with their children. (see TRB for more ideas).

Flashcards

- Use the flashcards of numbers 4, 5 and 6 (digit side) or just write the numbers one by one on the board and draw 4 items for number 4, let them visualize the concept of 4.
- You want them to understand the sense of number and understand that 4 represents 4 things to build the concept of numeration and what numbers are for.
- Use 4 fingers up and count "one, two, three, four". Do the same to introduce numbers 5, and 6.
- **Sounding out:** say "1, 2, 3, 4, 5, 6" out loud several times pointing to the visuals that represent the numbers. Make sure all pupils are listening.

Pupil's Book Session page 23



Listen and point

- Let pupils open their books on page 23 and point to the digits and the dinosaurs.
- Say 4 dinosaurs, 5 dinosaurs, 6 dinosaurs as you point and the children point in their books.
- **Pupils' number cards:** In the TRB you look for pupils stuff. Photocopy the numbers 1-10 for each pupil to use in the number lessons (*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 4, they all hold up number 4 for you to see. Walk around praising and helping other pupils to find the correct card. Many other fun number activities are in the TRB to do with the pupil's cards. Do the same with numbers 5 and 6.



Listen and say

- Pupils say the number and point in their pupil's books.
- Let the children repeat and say 4, 5, 6 as they point to the digits and the dinosaurs.
- Try to sing the a song with numbers 4, 5, 6 if you can find one..

Count and say the number

- Say "**How many dinosaurs?**" "**Let's count**" "1, 2, 3, 4" as you point to the first group. Do the same for 5 and 6 and tell them to **count** to get them 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 4, 5 or 6 items.
- **Sense of touch:** Use play-doh to make the number. Or use number blocks and let pupils 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 pupils read the number words four, five and six. Hold the card up and say "**four**" 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. Pupils repeat several times.
- **Assessment:** Quiz pupils' 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 25

- Write numbers 4, 5, 6 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.
- **Count, say and match:** Ask pupils to open their Activity book on page 25 and let them identify and say numbers 4, 5, 6 before matching. Next, let them count the dinosaurs and match to the correct number. Help around and monitor pupils' work.
- **Trace:** The last activity is tracing. Demonstrate it on the board and let them work alone while you walk around guiding them and monitoring their progress.

Number Book Session Units 3 and 4 pages 24-36

Page 24

Match and trace: Ask the children to open their number books on page 24. Explain the activity to the children. Ask them "**How many dolls do you see?**" Read the first phrase to the class "**one doll**" tell them to draw a line from the phrase to the doll. Walk around to check they matched correctly. Read the second phrase "two

My Bedroom

cats” and wait to let them match. Read the third “three eggs” and they match. Then let them trace the numbers down the page.

Pages 25-28

Introduce numbers 4 and 5 in the same way you introduced number 1.

Page 29

Count, say and trace: This one is a counting activity. Use counters to make sure that pupils can count to 5 or 6 now. Then explain to the children that they need to count the pictures and trace the numbers under it. Then they trace the numbers on the caterpillar.

Page 30

Count, say and trace: This one is a counting activity. Use counters to **Read and trace:** Write the digits 1-5 on the board with the number words. Ask the class to read the words. Repeat several times inviting pupils to read. Now ask them to open their number books on page 30 and trace the words.

Count, say how many and write the number: Demonstrate the first example on the board. Draw an apple with an empty box under it. Ask “*How many apples?*” invite one child to come and write 1 in the box. Draw 3 eggs and an empty box under it. Invite another child to come out, count and write the number in the box. Now let the children finish the activity in the same way in their books.

Page 31

Draw 3 cats: Introduce it the same way you introduced the activity on page 23.

Page 32 and 33: In these 2 pages the children will start learning addition within 5. Pupils will count the animals in two pictures and find that **3 plus one more is 4**. Draw the picture sum on the board. Invite one clever volunteer to come out and help you in adding. Draw 3 cats + 1 cat = and draw an empty box for the answer.

Say “3+1=?” Ask the child to count and add 1 to 3. Start counting 1, 2, 3 4. Say “**3+1 is 4**” “three plus 1 is four” Let the children repeat many times.

Draw 2 flowers + 2 flowers =? Ask another volunteer to come out and count and add the flowers. Say “**2+2= 4**” repeat again “**two plus two is four**” repeat the sum out loud many times with the whole class repeating after you. Ask the child to write 4 in the empty box.

Draw 3 balls + one ball=? Ask a third volunteer to come out and answer and write the answer in the box. Let the whole class repeat the sum out loud “**three plus 1 is 4**”.

Do many similar sums on the board until the children grasp adding up within 5. Now let the children do pages 32 and 33 in their books. Walk around to help and guide.

Page 34

Join to the number. Join to the picture: This exercise is a little difficult and needs the teacher’s help. Do an easy example on the board. Write “two elephants”, then write the numbers 3, 2, 5, then draw a group of 3 apples, then a group of 2 elephants, then a group of eggs. Show the class how you will join the phrase to the correct number then to the correct group of elephants. Do another similar example on the board. Invite a volunteer to match. Now try to let the pupils work on the exercise in groups in their books. Walk around to help and explain if they need that.

The next exercise is to trace and write the numbers.

Pages 35 and 36

Introduce number 6 in the same way you introduced number 1 on page 4.



Pinpoints of the lesson



- **Warm-up:** Use the alphabet poster. Play CD 1 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 1 track 22** Letter Ff fish , fan , flower :
Children listen to letter Ff song on CD 1 track 22. Teacher points to letter Ff on poster or flashcards. Pupils listen and point.
- **Listen and say:** (Letter Ff fish, fan, flower): Children listen, point in their books, name and sound the letter and name the pictures.
- **Listen and sing:** Letter Ff fish, fan, flower 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 , 27:** Colour, trace, circle and write.
- **Phonics book:** Unit 6 pages 34-39.

Pupil's Book Session page 24

Warm-up

Display the Alphabet poster. Play CD 1 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 Ff

- Use **Alphabet flashcards** to introduce letter **Ff** and the words **fish, fan, and flower** Show the flashcard of the letter **Ff**. Show 3 things that start with the letter **Ff fish, fan, flower**.
- 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

My Bedroom

the words by showing them the picture side of the flashcards of **“fish”**, **“fan”** and **“flower”**. 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 **“f”** in a different colour. Draw children’s attention to the **“f”** at the start. Read the words repeating the **“f”** sound several times and then the full word: **“f” “f” “f” “fish”**. Do the same with **fan** and **flower**.

- Invite children to come out and point to the pictures. Say point to **fish, fan and flower**.
- **Play CD 1 track 22:** Now tell the pupils that they will listen to the letter Ff song. Play the song as you point to the flashcards.
- **Pupil’s Book page 24:** Play CD 1 track 22 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 Ff (name) and it has a sound /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 **f f fish**. Do the same with the words **fan** and **flower**.
- Let children point to the letter and words in their books and say **Ff** (name of letter, **/f/ (sound) and fish, fan and flower**).
- Let the children repeat several times.
- **Assessment:** Now point to a picture and let children 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 pupils for the answers.



Listen and Sing

- Play CD 1 track 22 and let the children 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 1 track 22 Unit 3

Letter Ff Song

F is for fish f f fish
 f is for fan f f fan
 F is for flower f f flower
 This is the letter Ff
 Ff ff ff fish
 Ff ff ff fan
 Ff ff ff flower
 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 pupils 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.
- **Take-home activity: The Alphabet Collage:** Send the Alphabet Collage page of letter Ff home with the pupils to do it with their parents but send clear instructions to the parents to explain what this activity is for and why (*For more take-home activities see TRB*).

Activity Book Session pages 26 and 27

- **Colour the objects that start with f:** Let the pupils open their Activity book s on page 26. Explain the activity to the children. Ask them to name each item and give the first sound /f/ dog , /d/ dog , /b/ ball and /f/ fish. Now tell them to colour what starts with the /f/ sound only.
- **Colour the letter Ff:** Tell them to colour the letter Ff. The point is to find **Ff** amongst other letters and colour them.
- **Trace the letter Ff:** Draw the letter Ff small and capital with a dotted outline on the board. Tell the pupils 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 **F** big and **f** small in the air.
- Now they open their Activity books on page 27 and trace the letter Ff. Ask them to name the pictures, **fan**, **flower** and **fish**.
- **Circle the letter f:** You need to demonstrate it on the board. Write two words one starting with **f** and another starting with any other letter. Circle the letter **f** in the first word. Let the children do the same in their Activity books. Walk around to help.
- **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 **Ff** correctly. Keep reminding them to start at the dot and to follow the arrows.

Phonics Book Session pages 34-39

Follow Letter Aa model in the introduction of this book under “**A Model for the Techniques of Introducing the Letters’ Activities in the Phonics Book**”



Pinpoints of the lesson



- **Poster 6:** Talk about the scene. The children make guesses about the scene.
- **Listen and point:** Play CD 1 track 23. Pupils listen, teacher points to poster. Pupils listen and point to poster. Pupils listen and point in their books.
- **Listen and say:** Play CD 1 track 23 again. Pupils listen and repeat.
- **Look and act:** Play CD 1 track 23 again. Pupils listen and repeat lines. Then listen and act out the dialogue.
- **Listen and sing:** Play CD 1 track 24. Use flashcards or demonstrate actions of the song. Pupils listen, sing and do the actions in the dialogue.
- **Point, stick and say:** Teacher explains the task. Pupils stick the stickers on the matching picture and name the picture.

Pupil's Book Session pages 25, 26 and 27

The story dialogue, page 25

Poster 6

- Talk about poster 6 with the children. Ask them: "**Who do you see in the picture?**" Elicit the answer "**Tony**". See who and what the children can identify in the picture. The purpose of this stage is activating pupils' background skills and knowledge.
- Try to get the children to name any of the things they see and predict what the story is about. They already know Tony. Ask "**Is Tony happy?**" Elicit "**No**". Ask "**Why?**" At this stage it's alright if they answer in their mother tongue and praise good guesses. Ask "**What is he looking for?**". Let them make guesses.
- Go through the details of the poster and introduce the key words of the dialogue (**in, on, under**). Point to new words and ask: "**What's this?**" say "**A drawer**" say "**a blanket**", and introduce the new words by pointing to them on the poster. Repeat the words several times. Explain that mum is looking for something, "**Where is she looking?**"



Listen and point

- Play the CD 1 track 23. Point to the picture of the person speaking.
- Play it again and let children point to poster.
- Play the CD on the dialogue again and let the pupils open their books on page 23 and point in their books this time.



Listen and say

- Play CD 1 track 23 again. Make pauses for the pupils to listen and repeat lines.
- Point to pictures of 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 the stress and intonation of English. They will need your help to repeat some lines.



CD 1 track 23 Unit 3

Story: *Where are my dinosaurs?*

Story teller: *Tony is sad. He can't find his dinosaurs.*

Are they in the drawer?

Are they under the bed?

Are they on the chair?

Mum: *Why are you sad, Tony?*

Tony: *I can't find my dinosaurs.*

Mum: *Look! Here they are, under the blanket.*

- Go through the details of the poster again and ask these questions:
 "What's this?" Elicit "A drawer", "a blanket", "dinosaurs".
 "Why is Tony sad?" help by saying "he lost what?". Ask "Did he find them?" "Where?"
- Keep asking and getting answers from children until you feel they got to a point where they can answer questions about the story.

Look and act

Play CD 1 track 23. Try to say the lines of mum and Tony; 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.

The song, page 26

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



Listen and Sing

- **Play CD 1 track 24:** Use flashcards with the song you and pupils sing and point to the flashcards. Or you can use the same poster (6) to teach this song.
- **Play CD 1 track 24:** 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 1 track 24 Unit 3

Where are my dinosaurs?

Where are my dinosaurs?

Under my bed

or *in my drawers.*

Where are my dinosaurs?

On this chair,

or *in my drawers.*

Where are my dinosaurs?

In, on , under under!

In, on , under under!

Oh Where are my dinosaurs?

Under my bed

or *in my drawers.*



Stickers, page 27 Point, stick and say

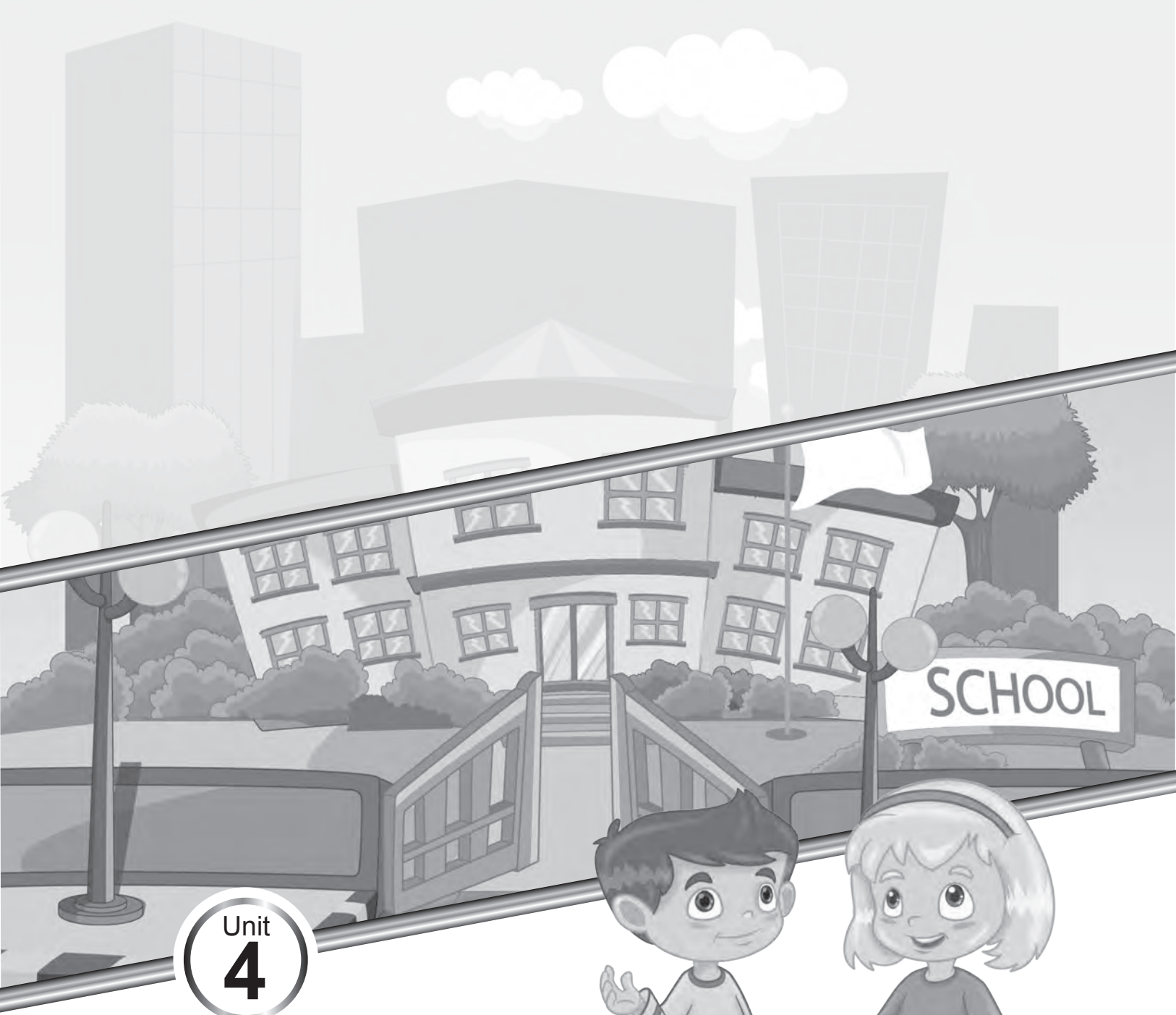
- Explain the task to the children. Tell them that you will give each one of them a page of stickers and that they will stick them in their pupil's book page 27. They did this already in unit 1 and 2 so they are now aware of what they need to do.
- Tell them to open their books on page 27. Give each one his page of stickers.
- Demonstrate how to do it the right way fitting the sticker into the square. They look for the matching pictures

and stick them.

- Walk around to help and to see that they all understand what to do and how to do it.
- The last step is to name the pictures. Walk around to check their work and see they did the matching correctly. Ask each child a question: ***“What’s this?” “Who is this?”*** Let them name as many items as time allows.

Assessment of Unit 3

Assessment Sheet 3 (See Assessment Sheets in TRB).



Unit
4

Happy School

Happy School

LESSONS PLANNER

	Textbooks Sessions	Posters	Flashcards	CD 1 Tracks
Lesson 1	- Pupil's Book Session pages 28 - 29 - Activity Book Session pages 28- 29	7	55 - 61	1 - 25 - 26
Lesson 2	- Pupil's Book Session pages 28 - 29: Revision - Activity Book Session pages 28 - 29: Revision - Art & Craft (TRB): Decorate the classroom	7	55 - 61	1 - 25- 26
Lesson 3	- Pupil's Book Session page 30 - Activity Book Session page 30 - 31 - Phonics Book Session Unit 7 pages 40 - 45	Alphabet poster: Letter Gg	Alphabet flashcards: Letter Gg girl, gorilla, goat	4 – 27
Lesson 4	- Pupil's Book Session page 31 - Activity Book Session pages 32 - 33 - Number Book Session Unit 4 pages 37 - 40		Colours flashcards: brown Numbers Flashcards: 7 – 8 New words: 62 - 64	28
Lesson 5	- Pupil's Book Session page 32 - Activity Book Session pages 34 - 35 - Phonics Book Session Unit 8: pages 46 - 51	Alphabet poster: Letter Hh	Alphabet flashcards: Letter Hh horse, hat, hen	4 - 29
Lesson 6	- Pupil's Book Session Story: page 33 Song : page 34 Stickers: page 35 - Assessment Sheet 4 (TRB)	8	65 – 69	30 – 31

New words, New Language and Language Functions

Words: *Classroom, school bag, book, chair, crayons, eraser, pencil, rubbish, tissues, eyes, wood, rabbit, lunchbox, door, window, sandwich, behind*

Language: *Rev. This is my school, Yes/ No question, What's this? A ...*

Language Functions: *Talking about school and classroom items*

Outcomes

- Identify and name objects in the classroom.
- Introduce one's school, ***This is my...***
- Ask questions with ***What.***
- Chant the new words and language patterns.
- Responding to ***Yes/No*** questions and questions with ***What?***
- Sing all letters' names and sounds song (A-Z).
- Identify, read and write the letters ***Gg*** and ***Hh***, capital and small, and say the beginning sounds of ***/g/*** and ***/h/*** with 3 word examples that begin with the letter (***Gg, girl, goat, gorilla***) and the letter (***Hh, hen, hat, house***).
- Identify the colour (brown).
- Read and trace keywords of unit 4.
- Identify, read and write numbers 7, 8.
- Listen to and follow a story prompted by pictures.
- Repeat lines from the story.
- Act out the story.
- Sing the songs in the unit.



Pinpoints of the lesson



- **Warm-up:** Play CD 1 track 1. Pupils sing Bubble Kids Song.
- **Poster:** Show Poster 7. Talk about the scene.
- **Flashcards:** Use flashcards (55-61) Teacher introduces new words.
- **Listen and point:** Play CD 1 track 25, Pupils listen and teacher points to poster. Play CD 1 track 25 again. Pupils listen and point to poster.
- **Listen and say:** Play CD 1 track 25. Pupils listen and repeat.
- **Pupil's book pages 28 and 29:** Play CD 1 track 25. Pupils listen, repeat and point in their books.
- **Chant:** Play CD 1 track 26. Pupils listen, repeat and chant key words and structure.
- **Reading:** Flashcards (55-61) word side.
- **Drama:** Pupils act out the scene. They listen and repeat.
- **Assessment:** Pupils name the characters from poster or picture flashcards. Teacher asks and pupils answer.
- **Activity book pages 28 and 29:** Trace the school. Read and match.

Pupil's Book Session pages 28 and 29

Warm-up

- Play CD 1 track 1 on Bubble Kids Song. Pupils sing along.
(See songs lyrics in unit 1 lesson 1)

Poster 7

- Display the poster in front of the children. Ask the pupils "**Where is Willie?**" "**Is he at home?**" elicit "**No**".
- Ask the pupils to name things in their classroom. Get them to name as many things in the class as they can. They can remember some items from level 1.
- Say "**This is a school**" as you point to the school on the poster.
- Tell the pupils that this is Willie's **school**. Say that this is Rose's and Julie's **classroom**
- Keep the poster displayed in front of the children for the next activity.



Listen and point

- Play CD 1 track 25 and let the children listen first without pointing to the poster.
- Play CD 1 track 25 again and this time you point to the characters on the poster.
- Play CD 1 track 25 again and invite children out to point to the poster to the speaker on CD.



Listen and say

- Play CD 1 track 25. Pupils listen and repeat while you point to the poster.
- Listen carefully and make sure they are repeating correctly.
- You can vary this repetition drill by making pauses and letting them guess what's said next.
- Play CD 1 track 25.
- Tell the pupils to open their pupil's books on pages 28 and 29.
- Tell them to listen, repeat and point in their book.



CD 1 track 25 Unit 4

My School

Willie: Hello, I'm Willie. This is my school.

Julie: Hello, I'm Julie.

This is my classroom.

Rose: What's this?

Julie: A pencil.

Rose: What's this?

Julie: An eraser.

Rose: What's this?

Julie: A table.

Rose: What's this?

Julie: A chair.

Rose: What's this?

Julie: A book.

Rose: What's this?

Julie: A door.

Rose: What's this?

Julie: A window.

Rose: What's this?

Julie: A sandwich.

Julie: Look! Rubbish.

Julie: Look! Tissues.

Julie: Look! Colour pencils.

Julie: Look! Crayons.

Chant

- Play CD 1 track 26 on the chant and let children enjoy *listening* to it first.
- Play it again and children join and chant with CD.
- Play it again until pupils learn it by heart.


 **CD 1 track 26 Unit 4**
A Chant**School things**

pencil eraser table chair door window book
rubbish crayons colour pencils tissues backpack sandwich juice

Reading

- Use the flashcards (55-61) for sight-reading.
- Hold the card up for pupils to read. Let the class repeat every word several times.
- Repeat procedure until you feel that most can read the words.

Drama

- **Acting the scene out:** Invite the children to act out the scene.
- Play the CD and act the lines pretending you are Rose, Julie and Willie.
- Let the children take roles with you.
Alternatively, you can use a puppet or the stick masks (*See stick masks in TRB*)
- Invite another group to act it out without playing the CD this time. Help them and accept whatever they do. Encourage them and praise their good performances.

Assessment

- Use the flashcards (55-61) 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: **“What is this?”** Give children the chance to produce the newly taught language with no help from you.

Activity Book Session pages 28 and 29

- **Trace the school and colour it:** Explain to the pupils what they need to do.
- Let them trace and colour alone.
- **Read, match and colour:** Let them read the words first then, tell them to match. Do the first one with them to make sure they know what to do.



Pinpoints of the lesson



- **Warm-up:** Review Bubble Kids Song.
- **Pupil's book pages 28 and 29:** Review: *classroom items, What's this? It's a pencil/an eraser.*
- **Activity book pages 28 and 29:** Flashcards (55-61), sight-read the words.
- **Art & Craft:** Decorate the classroom.
- **Oral Assessment:** Teacher points to poster/flashcards, pupil says the word.

Pupil's Book Session pages 28 and 29

Warm-up

- Play CD 1 track 1 on **Bubble Kids Song** and let them enjoy singing along. This song should be played for the pupils at the beginning of every unit and as revision in lesson 2.
- **Pupil's Book pages 28 and 29:** Revision of all what the children learnt in lesson 1.
- Use poster 7 and flashcards (55 - 61) to review what the children learnt in lesson 1 by pointing to the classroom items or holding up a flashcard and asking: "**What's this?**" Elicit "**A (pencil)**". Let pupils ask and answer.
- Monitor children's answers to check how far their developmental level has come. Encourage them and remind them of what they couldn't remember. If you feel that they still need more work on certain language, prepare some more practice activities and use different strategies to reteach what they missed out on from the first time.
- Play CD 1 track 25 once. Invite children to point to the items on the poster and say the words. See if they can listen and point.
- Review the **classroom Chant**. Get the children to chant. If they don't remember how it goes, play CD 1 track 26 and let them try again and monitor their fluency and accuracy. Don't make them fear trying. Whatever they do is acceptable right now and deserves praise.

Activity Book Session pages 28 and 29**Sight-reading**

- Use flashcards (55-61) word side and sight-read them again with the class one by one. Remember that pupils need to read the word as a whole (*See sight-reading under method and techniques in the introduction*). Hold the card up for the class to read. Ask “**Who can read this word?**” (eraser). Let them raise their hands to answer. Monitor who can or can’t read. Do this more often till you see that most children have started to sight-read.
- Do the same with the rest of the flashcards. Check understanding; use the picture side and ask “**What’s this?**”

Art & Craft**Decorate the classroom.**

- Tell the children that today you will decorate the classroom.
- Start with the class door. Give your class a name and put something that relates to the name on the door like for example Mars and put space pictures on the door with Mars (*See TRB for details*).
- Use units’ themes to inspire decorations. Like making shapes of different colours to decorate the class and you will need them to teach shapes in a later unit.
- Use the alphabet letters for decorations, or numbers.

(*For more ideas see TRB*).



Pinpoints of the lesson



- **Warm-up:** Use the alphabet poster. Play CD 1 track 4 on the Alphabet song A-Z.
- **Review:** Letters Aa-Ff.
- **Listen and point Pupil's Book page 30 CD 1 track 27:** Letter Gg girl, goat, gorilla Children listen to letter Gg song on CD 1 track 27. Teacher points to letter Gg on poster or flashcards. Pupils listen and point.
- **Listen and say** (Letter Gg girl, goat, gorilla): 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:** Colour, trace, circle and write.
- **Phonics book 1:** Unit 7 pages 40-45 .

Pupil's Book Session page 30

Warm-up

Display the alphabet poster. Tell the children that these are the letters of English.

Play CD 1 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 Letter Gg

- Use **Alphabet flashcards** to introduce letter **Gg** and the words: girl, goat, gorilla. Show the flashcard of the letter **Gg**. Show 3 things that start with that letter: **girl, goat, gorilla**. 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 : "**girl** ", "**goat**" and "**gorilla**". Show the word flashcards of each picture with the initial "**g**" in a different colour. 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** and **gorilla**.
- Invite children to come out and point to the pictures. Say point to girl, goat, and gorilla.
- **Play CD 1 track 27:** Now tell the pupils that they will listen to the letter **Gg** song. Play the song and you point to the flashcards.

- **Pupil's Book page 30:** Play CD 1 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.



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** and **gorilla**.
- 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 children 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 pupils for the answers.



Listen and Sing

- Play CD 1 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 /g/.



CD 1 track 27 Unit 4

Letter Gg Song

G is for goat g g goat
G is for girl g g girl
G is for gorilla g g gorilla
This is the letter Gg.
Gg gg gg goat
Gg gg gg girl
Gg gg gg gorilla
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 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 motor skills to develop and for their muscles to strengthen.
- Demonstrate to the pupils 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")*.
- **Take-home activity:** *The Alphabet Collage:* Send the Alphabet Collage page of letter Gg home with the pupils to do it with their parents but send clear instructions to the parents to explain what this activity is for and why(*For more take-home-activities see TRB*).

Activity Book Session pages 30 and 31

- **Circle the beginning sound:** Explain the activity to the children by showing them an example on the board. Draw a sketch of a girl on the board and write the letters (b c e g) under the picture. Point to the girl and ask "What's this?" Get the answer "girl" . Say "the word girl starts with the sound (?), elicit /g/ . Now invite one child to circle the letter **g** . Do the rest orally with the class while they follow in their books, then let them circle the letters in their books. Walk around and help slower ones.
- **Colour the letter Gg:** Tell them to colour the letter Gg. The point is to find **Gg** amongst other letters and colour them.
- **Trace the letter Gg:** Draw the letter Gg small and capital with a dotted outline on the board. Tell the pupils 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 books on page 31 and trace the letter Gg. Ask them to name the pictures, **goat**,

gorilla and *girl*.

- **Circle the letter g:** You need to demonstrate it on the board. Write two words one starting with **g** and another starting with any other letter. Circle the letter **g** in the first word. Let the children do the same in their Activity books. Walk around to help.
- **Trace and write:** Tell them now to trace and then write the letter **Gg** on the grid in the same way they traced it. Walk around to help and direct the children towards forming the letter **Gg** correctly. Keep reminding them to start at the dot and to follow the arrows.

Phonics Book Session pages 40-45

Follow Letter Aa model in the introduction of this book under “**A Model for the Techniques of Introducing the Letters’ Activities in the Phonics Book**”.



Pinpoints of the lesson



- **Warm-up:** A song - Play the colours song of unit 1. Play the numbers song (1-10) and the songs of numbers (1, 2 and 3) and (4,5 and6) in units 2 and 3 . Children sing along as you point to colours/ number flashcards.
- **Flashcards:** Show flashcards of the colour brown, Show brown things real or pictures. Say the sentences in the book.
- **Listen and point, pupil's book page 31:** Pupils open their books on page 31. You Say the sentences. Pupils point to brown things.
- **Listen and say, pupil's book page 31:** Teacher reads. Pupils point to brown things and repeat the sentences in the book.
- **CD 1 track 28:** Play CD 1 track 28. Children Listen and sing as they point in their books.
- **Activity book page 32:** Trace and colour brown things.
- **Flashcards:** Show flashcards of numbers 7 and 8. Show visuals that represent the numbers. Teach digits and words.
- **Listen and point, pupil's book page 31:** Pupils point in their books to new numbers. Teacher counts the dinosaurs as they point.
- **Listen and say, pupil's book page 31:** Pupils point in their books and say the numbers.
- **Count and say the number pupil's book page 31:** Pupils count the dinosaurs and other items shown by the teacher. Use number cards and counters.
- **Activity book page 33:** Show examples on the board. Pupils work in their books: Pupils count and circle. Pupils trace the numbers. You walk around and check.
- **Assessment:** Quiz pupils' understanding of counting items up to 8 using the flashcards or counters.
- **Number book session Unit 4 pages 37-43:** Demonstrate examples on the board of every type of activities. Do the activity orally with class. Elicit answers. Pupils work in their books. You walk around and check.

Pupil's Book Session page 31

Flashcards

- Use the colours flashcards to introduce the colour brown.
- Use the brown colour pencils to teach the colour: **brown**.
- Review the previous colours with class: **red, yellow, blue** and **green**.
- Keep repeating this procedure: hold up brown things and say **brown**. Let class repeat several times then hold other brown things and ask: "**What colour is this?**" Elicit "**brown**".
- Use the flashcard "brown", hold it up and let class repeat several times. You need to put up a colour guide as a constant aid in class and keep revising colours every day till all children identify at least five or seven colours at this stage (*See the template for the colour guide in TRB*).
- Tell the children that there are brown things in nature like a "**eyes**", "**rabbits**" and "**wood**". To teach the word wood, you can take the children out in the field to see wood. Or you can show them pictures of wood and rabbits. The point here is to relate colours to nature and to appreciate nature and its beauty.
- Tell the children that there are brown things in nature like a "**rabbit**", "**wood**" and "**eyes**".
- Teach the words **rabbit** and **wood**, bring real wood or show flashcards (62, 63, 64) pictures side. To teach "**eyes**", call

out one girl and say "**Look! her eyes are brown**" have the girl say "**My eyes are brown**"

- Keep repeating the key sentences in the book "**Wood is brown**", "**A rabbit is brown**" and "**My eyes are brown**".
- Ask every time you want them to answer "**What is brown?**" and let them answer using the sentences you taught.
- **Quiz:** You point to the five colours they learnt so far and let them name them. Or point to things in the class and let the children say the colour.
- **Pupil's Book page 31:** Help Children open their Pupil's Book on page 31. Ask them to point to the pictures at the top of the page and ask them again: "**What is brown?**" Let them point to each picture and say "**This rabbit is brown**", "**Wood is brown**" and "**My eyes are brown**".



Listen and point

- Pupils open their books on pupil's book page 31: Help Children open their pupil's book on page 31. Ask them to point to the pictures at the top of the page and ask them again: "**What is brown?**" Let them point to each picture and say "**Wood is brown.**", "**This rabbit is brown.**" and "**My eyes are brown.**"



Listen and say

- This time the pupils repeat after the teacher's model.
- They need to read from the book with you and repeat the 3 sentences.
- Keep repeating as they read with you and point in their books.
- **CD 1 track 28:** Tell the children that they will listen to a song about brown things. Play the CD and let them enjoy listening first and point in their books. Play the CD again and again and let the pupils sing along.



CD 1 track 28 Unit 4

The Colour Brown Song

*Brown, brown, brown
Everything is brown.
Brown, brown, brown
Wood is brown.
Brown, brown, brown
Everything is brown.
Brown, brown, brown
This rabbit is brown.
Brown, brown, brown
Everything is brown.
Brown, brown, brown
Her eyes are brown.*

Activity Book Session page 32

Trace brown things and colour them.

- Explain to the children that in this page there are things that are brown and other things that are NOT brown.
- Ask them first "**What is brown?**" let them identify brown things in this activity first.
- Now let them trace the brown things. Walk around and see that they understood the idea and help those who need it.
- Now let them enjoy colouring the brown things.

Take-home activity:**Everything brown**

Send the parents a note to help their pupils gather small other brown things from nature or even pictures of brown things and send them to school with their children (*See TRB for more ideas*).

Flashcards

- Use the flashcards of numbers 7 and 8 (digit side) or just write the numbers one by one on the board and draw 7 items for number 7, let them visualize the concept of 7.
- You want them to understand the sense of number and understand that 7 represents 7 things to build the concept of numeration and what numbers are for.
- Use 7 fingers up and count “one, two, three, four, five, six, seven”. Do the same to introduce number 8.
- **Sounding out:** Say “1, 2, 3, 4, 5, 6, 7, 8” out loud several times pointing to the visuals that represent the numbers. Make sure all the pupils are listening and following.

Pupil’s Book Session page 31**Listen and point**

- Let pupils open their books on page 31 and point to the digits and the dinosaurs.
- Say 7 dinosaurs, 8 dinosaurs, as you point and the children point in their books.
- **Pupils’ number cards:** In the TRB you look for pupils stuff. Photocopy the numbers 1-10 for each pupil to use in lessons of numbers (*See TRB for details*). Let the children find numbers 7 and 8 amongst other numbers in their number cards and ask them to hold it up for you to see. You say 7, they all hold up number 7 for you to see. Walk around praising and helping other pupils to find the correct cards. Many other fun number activities are in the TRB to do with the pupil’s cards. Do the same with number 8.

**Listen and say**

- Pupils say the number and point in their pupil’s books.
- Let the children repeat and say 7, 8 as they point to the digits and the dinosaurs.
- Try to sing a song with numbers 7 and 8 if you have one or use the same number songs you used with 1, 2, 3 but change it to 7 and 8.

Count and say the number

- Say “**How many dinosaurs?**” “**Let’s count**” “1, 2, 3, 4, 5, 6, 7” as you point to the first group of 7. Do the same for 8 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 up to 8 items.
- **Sense of touch:** Use play-doh to make the number. Or use number blocks and let pupils 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 pupils to read the number words **seven** and **eight**. Hold the card up and say “**seven**” 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. Pupils repeat several times. Do the same with eight.

- **Assessment:** Quiz pupils' 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 33

- Demonstrate tracing numbers 7 and 8. Write them with dotted outline on the board and invite children to trace. Watch they are tracing from the right point.
- **Count and circle:** Ask the pupils to open their Activity book on page 33 and let them identify and say numbers in the book before they circle. Next, let them count the dinosaurs and circle to the correct number. Help around and monitor pupils' work.
- **Trace:** The last activity is tracing numbers 7 and 8 in their books. Let them work alone while you walk around guiding them and monitoring their progress.

Number Book Session Unit 4 pages 37- 40

- **Page 37: Say, count and colour:** Number 7. Tell the pupils you have seven pencils. Hold up the pencils and say 1, 2 , 3 ... 7. Do the same with other things or use counters. Then write 7 on the board digit and word and draw 7 stars to visualise the concept. Say 7 and let the class repeat. Now let them open their number books on page 37. Ask pupils "How many stars?" get one to say 7. Tell them to colour the digit, the word "seven" and the stars.
- **Page 38: Say, trace and colour:** Draw number 7 on the board with dots. Let pupils say the number several times. Draw 7 butterflies and count them with the class. Show pupils how you trace 7. Invite them to do the same on the board. Then let them trace in their books while you walk around to help. The pupils who finish tracing can colour the butterflies.
- **Pages 39 and 40:** Follow the same procedure you used with number 7 to do pages 39 and 40.
- Let pupils colour number 8 digit and word and colour the monkeys. Walk around and help if necessary.
- On page 40, make sure to explain to the pupils that the octopus has 8 tentacles and count them with the class.
- The second exercise on page 40: draw an example on the board. Draw three stars in a group, seven stars in another group and eight stars in a third group. Write 3 digits under each group and invite children to come out and circle the correct digit that the represents the group.
- Let the children work in their books. Walk around and check.



Pinpoints of the lesson



- **Warm-up:** Use the alphabet poster. Play CD 1 track 4 on the Alphabet song A-Z.
- **Review:** Letters Aa, Bb, Cc, Dd, Ee, Ff and Gg.
- **Listen and point Pupil's book page 32 CD 1 track 29** Letter Hh hen , hat , house : Children listen to letter Hh song on CD 1 track 29. Teacher points to letter Hh, on poster or flashcards. Pupils listen and point.
- **Listen and say** (Letter Hh hen , hat , horse) Children listen, point in their books, name and sound the letter and name the pictures.
- 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 , 35:** Colour, trace, circle and write.
- **Phonics book :** Unit 8 pages 46-51.

Pupil's Book Session page 32

Warm-up

- Display the Alphabet poster. Play CD 1 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 let another and so on.



Listen and point

Introducing the Letter Hh

- Use **Alphabet flashcards** to introduce the letter Hh and the words "**hen , hat , house**". Show the flashcard of the letter **Hh**. Show 3 things that start with the letter **Hh, hen, hat, house** .
- 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**" and "**house**". 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 "**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** and **house**.
- Invite children to come out and point to the pictures. Say point to "**hen, hat and house.**"
- **Play CD 1 track 29:** Now tell the pupils that they will listen to the letter Hh song. Play the song and you point to the flashcards.
- Play CD 1 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 that 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 **h h hen**. Do the same with the words **hat** and **house**.
- Let children point to the letter and words in their books and say **Hh (name of letter, /h/ (sound) and hen, hat and house**. 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 pupils for answers.



Listen and Sing

- Play CD 1 track 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 1 track 29 Unit 4

Letter Hh Song

h is for hen h h hen
h is for hat h h hat
h is for horse h h horse
This is the letter Hh
hh hh hh hen
hh hh hh hat
hh hh hh horse
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 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 the 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.
- 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.
- Demonstrate to the pupils 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.
- **Take-home activity:** *The Alphabet Collage:* Send the Alphabet Collage page of letter Hh home with the pupils to do it with their parents but send clear instructions to the parents to explain what this activity is for and why.

(For more take-home-activities see TRB).

Activity Book Session pages 34 and 35

- **Colour the letter Hh:** Tell them to colour the letter Hh. The point is to find **Hh** amongst other letters and colour it.
- **Where’s the ball?:** In this exercise you need to revise the concept of *in*, *on* and *under* with the children. Use a small ball and quiz the children by putting the ball under a book and ask “**Where is the ball?**” Get the answer from the children. Change the place of the ball in a box or on the book and ask the same question each time you change the place. Get the pupils to say in, on and under many times to make sure they mastered the concept of the prepositions of place. Next let them open their books and explain to the children that they need to look at the picture and circle in , on or under. Walk around and help.
- **Trace the letter Hh:** Draw the letter Hh small and capital with a dotted outline on the board. Tell the pupils 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 books on page 35 and trace the letter Hh. Ask them to name the pictures, **horse**, **hen** and **hat**.
- **Circle the letter h:** You need to demonstrate it on the board. Write two words one starting with **h** and another starting with any other letter. Circle the letter **h** in the first word. Let the children do the same in their Activity books. Walk around to help.
- **Trace and write:** Tell them now to trace and then write the letter **Hh** on the grid in the same way they traced it. Walk around to help and direct the children towards forming the letter **Hh** correctly. Keep reminding them to start at the dot and follow the arrows.

Phonics Book Session pages 46 - 51

Follow Letter Aa model in the introduction of this book under “**A Model for the Techniques of Introducing the Letters’ Activities in the Phonics Book**”.



Pinpoints of the lesson



- **Poster 8:** Talk about the scene. The children make guesses about the scene.
- **Listen and point:** Play CD 1 track 30. Pupils listen, teacher points to poster. Pupils listen and point to poster. Pupils listen and point in their books.
- **Listen and say:** Play CD 1 track 30 again. Pupils listen and repeat.
- **Look and act:** Play CD 1 track 30 again. Pupils listen and repeat lines. Then listen and act out the dialogue.
- **Listen and sing:** Play CD 1 track 31. Use flashcards or demonstrate actions of the song. Pupils listen, sing and do the actions in the dialogue.
- **Point, stick and say:** Teacher explains the task. Pupils stick the stickers on the matching picture and name the picture.

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: "**Who do you see in the picture?**" See who and what the children can identify in the picture.
- Try to get the children name the people and the things they see and predict what the story is about. They already know the characters in the story. Ask "**What is Tony looking for?**" Elicit different answers. Praise good guesses. Ask "**Is Tony happy?**" "**Why not?**"
- 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 sandwich**", and introduce the new words by pointing to them on the poster. Repeat the words several times. Explain that the mum is saying something to Julie and her brother.
- Tell them that Julie and her brother are fighting. Let them guess why.
- You also need to teach "**a lunchbox**" show them a real one if available or point to it on the poster or use the flashcards (65-69) to teach "**door**", "**window**" and "**behind**". Demonstrate this by standing behind the door. Point to the window and door and say "window" "door". Let pupils repeat several times.



Listen and point

- Play CD 1 track 30. Point to the picture of the person speaking.
- Play it again and let the children point to the poster.
- Play CD on the dialogue again and let the pupils open their books on page 33 and point in their books this time.



Listen and say

- Play CD 1 track 30 again. Make pauses for the pupils to listen and repeat the 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 focus on the stress and intonation of English. They will need your help to repeat some lines.



CD 1 track 30 Unit 4

Story : Where Is Tony's Sandwich?

Story teller: "Tony lost his Sandwich. He is looking for his sandwich."

Tony: "Is it on the table?"

Rose: "No. It's not on the table."

Tony: "Is it under the chair?"

Julie: "No. It's not under the chair."

Tony: "Is it in the lunchbox?"

Willie: "No. It's not in the lunch box."

Rose: "Hey! Come and look here. Behind the door!"

Tony: "Poor little kitten. She's hungry."

Look and act

- Play CD 1 track 30. Try to say the lines and act them yourself at first.
- Use the characters' masks in TRB and make a cat's mask.
- Teach them how to act it out by saying and acting all the roles. Change your voice every time you do a different character.
- Ask one of the pupils to do the cat's role to make it more fun.
- Divide them into groups and each group says the line of one character.
- Check if some can now act it individually.

The song, page 34

- There are no new words to teach in this song so just play the song and enjoy singing it with the children.



Listen and Sing

- **Play CD 1 track 31:** Pupils listen, and point in their books to the pictures.
- Now play the CD again and let them sing first with the CD then without it.



CD 1 track 31 Unit 4

Song : Happy School

*My school is a happy, happy school.
happy, happy school.
happy, happy school.
My school is a happy, happy school.
happy, happy school.
happy, happy school.*

*My class is a happy, happy class.
happy, happy class.
happy, happy class.
My class is a happy, happy class.
happy, happy class.
happy, happy class.*

*We are happy, happy pupils.
happy , happy pupils.
happy , happy pupils.
We are happy, happy pupils.
happy , happy pupils.
happy , happy pupils.*



Stickers, page 35
Point, stick and say

- Explain the task to the children. Tell them that you will give each one of them a page of stickers and that they will stick them in their pupil's book page 35. They did this already in units 1,2 and 3 so they are now aware of what they need to do.
- Tell them to open their books on page 35. Give each one their page of stickers.
- Demonstrate to them how to do it the right way fitting the sticker into the square.
- Tell them that they will get one page only and that they have to be very careful when they put the stickers on the page.
- They need to look for the matching pictures and stick them.
- Walk around to help and to see that they all understand what to do and how to do it.
- The last step is to name the pictures. Walk around to check their work and see they did the matching correctly. Ask each child a question: **"What's this?" "Who is this?"** Let them name as many items as time allows.

Assessment of Unit 4

Assessment Sheet 4 (See TRB).



Unit
5

Uncle Sam's Farm



Uncle Sam's Farm

LESSONS PLANNER

	Textbooks Sessions	Posters	Flashcards	CD 1 Tracks
Lesson 1	- Pupil's Book Session pages 36 - 37 - Activity Book Session pages 36 - 37	9	70 – 74	1 - 32 - 33
Lesson 2	- Pupil's Book Session pages 36 - 37: Revision - Activity Book Session pages 36 - 37: Revision - Art & Craft (TRB): Make a farm	9	70 - 74	1 - 32- 33
Lesson 3	- Pupil's Book Session page 38 - Activity Book Session page 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 pages 40 - 41 - Number Book Session Unit 4 pages 41 - 43		Revision of Numbers: 1 – 8	35
Lesson 5	- Pupil's Book Session page 40 - Activity Book Session pages 42 - 43 - Phonics Book Session Unit 9: pages 52 - 57	Alphabet poster: Letter Jj	Alphabet flashcards: Letter Jj jam, jug, jelly	4 - 36
Lesson 6	- Pupil's Book Session Story: page 41 Song : page 42 Stickers: page 43 - Assessment Sheet 5 (TRB)	10	75 – 79	37 – 38

New words, New Language and Language Functions

Words: *Farm, cow, goat, hen, duck, bee, horse, dog, turkey*

Language: *Rev. I'm, This is my farm, Yes / No question, Who question*

Language Functions: *Talking about farm animals.*

Outcomes

- Identify farm animals (farm, cow, goat, hen, duck, bee, horse, dog, turkey).
- Chant the new words and language patterns.
- Talk about farm animals and what they give us.
- Identify numbers 1-8, digits and words.
- Count up to 8.
- Understand and use "**How many?**" With plural nouns (cows).
- Respond to **Yes/No** question and questions with **What?**
- Sing all letters' names and sounds (A-Z).
- Identify, read and write the letters **Ii** and **Jj**, capital and small, and say the beginning sounds of / **i** / and / **j** / with 3 word example that begin with the letter (**I i, igloo ink insect and the letter J j, jello, jam, jug**).
- Read and trace keywords in unit 5.
- Listen to and follow a story prompted by pictures.
- Repeat lines from the story.
- Act out the story.
- Sing the song in the unit.



Pinpoints of the lesson



- **Warm-up:** Play CD 1 track 1. Pupils sing Bubble Kids Song.
- **Poster:** Show Poster 9. Talk about the scene.
- **Flashcards:** Use flashcards (70-74) Teacher introduces new words.
- **Listen and point:** Play CD 1 track 32, Pupils listen and teacher points to poster. Play CD 1 track 32 again. Pupils listen and point to poster.
- **Listen and say:** Play CD 1 track 32. Pupils listen and repeat.
- **Pupil's book pages 36 and 37:** Play CD 1 track 32. Pupils listen, repeat and point in their books.
- **Chant:** Play CD 1 track 33. Pupils listen, repeat and chant key words and structure.
- **Reading:** Flashcards (70 -74) word side.
- **Drama:** Pupils act out the scene. They listen and repeat.
- **Assessment:** Pupils name the farm animals from poster or picture flashcards. Teacher asks and pupils answer.
- **Activity book pages 36 and 37:** Read and match words to pictures.

Pupil's Book Session pages 36 and 37

Warm-up

- Play CD 1 track 1 on Bubble Kids Song. Pupils sing along.
(See lyrics in unit 1 lesson 1)

Poster 9

- Display the poster and talk about it. Ask the pupils "**Who do you see?**" "**Are the children at home?**" Elicit "**No**". Ask "**Where are they?**". Let them make guesses then tell them that they are "**at school**".
- Let the children name the animals they know so far on the poster.
- Tell the pupils that the children are looking at some animals in the books.
- Let them look at the poster and guess some other animals. Tell them that these are **farm** animals.
- Introduce the word "**farm**".
- Keep the poster displayed in front of the children for the next activity.
- Say "**Look! It's a cow**" pointing to the cow. "**Look! It's a dog**" pointing to the dog.

**Listen and point**

- Play CD 1 track 32 and let the children listen first without pointing to the poster.
- Play CD 1 track 32 again and this time you point to the characters on the poster.
- Play CD 1 track 32 again and invite children to come out and point to the speaking character on the poster.

**Listen and say**

- Play CD 1 track 32. Pupils listen and repeat while you point.
- Listen carefully and make sure they are repeating correctly.
- You can vary this repetition drill by making pauses and letting them guess what's said next or who will speak next.
- Play CD 1 track 32.
- Tell the pupils to open their pupil's books on pages 36 and 37.
- Tell them to listen, repeat and point in their books.

**CD 1 track 32 Unit 5****Uncle Sam's Farm**

Julie: Look! It's a horse.

Julie: Look! It's a cow.

Rose: Look! It's a goat.

Rose: Look! It's a sheep.

Willie: Look! It's a dog.

Willie: Look! It's a duck.

Tony: Look! It's a hen. There's an egg under the hen.

Tony: Look! It's a bee.

Tony: Look! It's a turkey. It's red, brown and yellow.

Chant

- Play CD 1 track 33 on the chant and let children enjoy **listening** to it first.
- Play it again and children join and chant with CD.
- Play it again until pupils learn it by heart.
- Let them enjoy chanting because this will help them remember the key words.



CD 1 track 33

Unit 5 Farm Animals Chant

cow dog hen egg goat bee sheep turkey horse duck ducklings

Reading

- Use the flashcards (70-74) for sight-reading.
- Hold the card up for pupils to read. Let class repeat every word several times.
- Repeat procedure until you feel that most can read the words.

Drama

- **Acting the scene out:** Invite children to act out the scene.
- Play the CD and act the lines pretending you are Rose, Julie, Tony and Willie.
- Let the children take roles with you.
Alternatively, you can use a puppet or the stick masks (See stick masks in TRB)
- Invite another group to act it out without playing the CD this time.

Assessment

- Use the flashcards (70-74) to check that the children in your class are now all able to identify farm animals.
- Hold up each card and ask: "**What is this?**" Give children the chance to reproduce the newly taught language with no help from you.

Activity Book Session pages 36 and 37

- **Read and match:** Explain to the pupils what they need to do.
- Read the words with them.
- Do the first one and let them match.
- Let the children try to finish work alone and you monitor their work carefully.



Pinpoints of the lesson



- **Warm-up:** (Review Bubble Kids Song)
- **Pupil's book pages 36 and 37:** Review: *Bubble Kids Song*, *farm animals*, *Look! It's a*
- **Activity book pages 36 and 37:** Flashcards (70-74), sight-read the words.
- **Art & Craft:** Make a farm
- **Oral Assessment:** Teacher points to poster /flashcards, pupil says the word.

Pupil's Book Session pages 36 and 37

Warm-up

- Play CD 1 track 1 on ***Bubble Kids Song*** and let them enjoy singing along. This song should be played for the pupils at the beginning of every unit and as revision in lesson 2.
- **Pupil's Book pages 36 and 37:** Revision of all what the children learnt in lesson 1.
- Use poster 10 and flashcards (70-74) to review what the children learnt in lesson 1 by pointing to the farm animals or holding up a flashcard and asking: "***What's this?***" Elicit "***A (goat)***". Let pupils point and say "***Look! A horse***".
- Monitor children's answers to check how far their developmental level has reached. Encourage them and remind them of what they couldn't remember. If you feel that they still need more work on certain language, prepare some more practice activities and use different strategies to reteach what they missed out on from the first time.
- Play CD 1 track 32 once. Invite children to point to the items on poster and say the words. See if they can listen and point. Give chance to all children to come out to the poster, listen and point to farm animals.
- CD 1 track 33. Review the ***classroom Chant***. Get the children to chant. If they don't remember how it goes, play CD 1 track 33 and let them try again and monitor their fluency and accuracy. Don't make them fear trying. Whatever they do is acceptable right now and deserves praise.

Activity Book Session pages 36 and 37

Sight-reading

- Use flashcards (70-74) word side and sight-read them again with the class one by one. Remember that pupils need to read the word as a whole (See *sight-reading under method and techniques in the introduction*). Hold

- the card up to the class to read. Ask “**Who can read this word?**” (turkey). Let them raise their hands to answer. Monitor who can or can't read. Do this more often till you see that most children have started to sight-read.
- Do the same with the rest of the flashcards. Check understanding; use the picture side and ask “**What's this?**”

Art & Craft

Make a farm

- Tell the children that today you will make a farm.
- You need to buy some toy farm animals.
- Use a thick cardboard and make high edges around it to hold the sand.
- Make a barn and a farmer, using cardboard.
- Place the animals on the sand on the flat cardboard. Then place the barn and the farmer.

(For more details and ideas see TRB).



Pinpoints of the lesson



- **Warm-up:** Use the alphabet poster. Play CD 1 track 4 on the Alphabet song A-Z.
- **Review:** Letters Aa-Hh.
- **Listen and point Pupil's book page 38 CD 1 track 34 :** Letter li igloo , ink , insect : Children listen to letter li song on CD 1 track 34. Teacher points to letter li on poster or flashcards. Pupils listen and point.
- **Listen and say** (Letter li, igloo, ink, insect): Children listen, point in their books, name and sound the letter and name the pictures.
- **Listen and sing :** Letter li 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:** Colour, trace, 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 1 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 Letter I i

- 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 "*i*", 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**".

Uncle Sam's Farm

- **Play CD 1 track 34:** Now tell the pupils that they will listen to the letter *li* song. Play the song and you point to the flashcards.
- **Pupil's Book page 38:** Play CD 1 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 because they are still in their very beginning lessons



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 a igloo. Say the word many times pointing to the flashcard. Say the sound pointing to the letter at the beginning of the word *girl i i igloo*. Do the same with the words *ink* and *insect*.
- Let the children point to the letter and the 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 pupils for the answers.



Listen and Sing

- Play CD 1 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 1 track 34 Unit 5

Letter *li* Song

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*.
li ii ii igloo
li ii ii ink
li ii ii insect
 This is the letter *li*.



Make the letter I 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 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 today learn the letter **li**.
- Demonstrate to the pupils 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?"*.
- **Take-home activity:** *The Alphabet Collage:* Send the Alphabet Collage page of the letter **li** home with the pupils to do it with their parents but send clear instructions to the parents to explain what this activity is for and why (*For more take-home-activities see TRB*).

Activity Book Session Pages 38 and 39

- **Colour letter I i:** Tell them to colour the letter li. The point is to find **li** amongst other letters and colour them.
- **Trace and colour:** Explain to the children that they need to colour the items. First let them open their books on page 38 and name the items that start with **li**, **igloo**, **ink** and **insect**. Let them say the sound that starts the items then let them colour them.
- **Trace the letter li:** Now they open their Activity books on page 39 and trace the letter li. Ask them to name the pictures, **igloo**, **ink** and **insect**.
- **Circle the letter i:** You need to demonstrate it on the board. Write two words one starting with **i** and another starting with any other letter. Circle the letter **i** in the first word. Let the children do the same in their Activity books. Walk around to help.
- **Trace and write:** Tell them now to trace and then write the letter **li** on the grid in the same way they traced it. Walk around to help and direct the children towards forming the letter **li** correctly. Keep reminding them to start at the dot and to follow the arrows.



Pinpoints of the lesson



- **Warm-up:** Play number songs
- **Flashcards and counters:** Show flashcards of numbers (1-8). Show visuals that represent the numbers. Review digits and words.
- **Listen and point, pupil's book page 39:** Pupils point in their books to farm animals. Teacher counts as they point to the animals.
- **CD 1 track 35:** Play CD. Pupils listen. Play again. Pupils point in their pupil's books page 39.
- **Listen and say, pupil's book page 39:** Pupils point in their books and say how many animals. Play CD 1 track 35 again. Pupils sing and point to the animals in their books.
- **Count and say the number, pupil's book page 39:** Pupils count the animals and other items shown by the teacher. Plural s with countable nouns.
- **Activity book pages 40 and 41:** Show examples on the board. Pupils work in their books: Pupils count and match. Pupils trace the numbers. You walk around and check.
- **Assessment:** Quiz pupils' understanding of counting items up to 8 using the flashcards or counters.

Pupil's Book Session page 39

Warm-up

- Play any number song for numbers (1-10). You can also play number songs that you taught so far.
- **Show flashcards, show visuals:** Use the flashcards of numbers 1-8 (digit side) and let them count "one, two, three, ... eight as you hold the flashcards up one by one.
- **Sounding out:** say "1, 2, 3, 4, 5, 6, 7, 8", out loud several times pointing to the visuals that represent the numbers. Make sure all pupils are following. Say **one dog, two cats** (stress the plurals)
- Let them repeat every phrase several time stressing the /s/ with plural nouns.
- Invite individuals to come out point to the visuals and say 1 cat, 2 dogs... etc.
- Bring counters and start counting 1-8.
- Give each group counters 1-8 and let them count and each group says how many.
- Every time ask "**How many?**"
- **Count and say the number, pupil's book page 39:** Say "**How many horses?**" "**Let's count**" "**1**" Say "**one horse**" as you point to the horse. Do the same for the sheep, the hens, the dogs, the rabbits, the bees, the eggs and the cats .
- 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 8.

Uncle Sam's Farm

- **Plurals:** Make sure that they say *"7 cats, 2 dogs"*.
- **Read the number word:** Use the number flashcards, word side to review number words. Let pupils read the number words 1-8 Hold the card up and let them read.



Listen and point

- Let pupils open their books on page 39. Start by naming the pictures they see. Say *"Point to the horse."* *"Point to the sheep"* *"Point to the chickens/dogs/rabbits/bees/eggs/cats"*.
- Make sure they are all pointing to the right pictures.
- Tell the children that they will listen to the song and point in their books.
- **Play CD 1 track 35:** Play the song and walk around helping the children point to the correct pictures in their books. Play it again to make sure they got the idea.



Listen and say

- Play the song again. This time the children listen, point and repeat with the song. Walk around and guide them.
- Repeat the song till most of the class are able to sing it together, groups and individuals.



CD 1 track 35 Unit 5

Song: How many?

How many? How many? How many horses?

Count with me 1. One horse!

How many? How many? How many sheep?

Count with me 1, 2, 3. Three sheep!

How many? How many? How many chickens?

Count with me 1 2 3 4 5. Five chickens!

How many? How many? How many dogs?

Count with me 1, 2. Two dogs!

How many? How many? How many rabbits?

Count with me 1, 2, 3, 4, 5, 6, 7, 8. Eight rabbits!

How many? How many? How many bees?

Count with me 1, 2, 3, 4, 5, 6. Six bees!

How many? How many? How many eggs?

Count with me 1, 2, 3, 4. Four eggs!

How many? How many? How many cats?

Count with me 1, 2, 3, 4, 5, 6, 7. Seven cats!

Count and say the number

- Now tell the children to count the farm animals and ask them **"How many?"** Make sure they say **"3 sheep"** and **"2 dogs"** with plural /s/.
- Walk around to see that everyone in the class is counting correctly.

Assessment

- Quiz pupils' understanding using flashcards.
- Quiz them on the digits and on reading the number words 1-8 and ask them **"how many?"** To quiz the counting concept and the plural s.

Activity Book Session pages 40 and 41**Count, match and trace the numbers page 40:**

- Ask the pupils to open their Activity book on page 40.
- Explain to the children what they need to do.
- Start counting items and ask **"How many?"**
- let them answer. Ask them where the correct number is. Demonstrate tracing the number on the board if you still feel they need it.

Count and trace the correct number page 41:

- Ask the pupils to count and trace the correct number.
- Demonstrate an example on the board and invite the children out to count and trace.
- Draw 3 cats and say **"How many cats?"**. Let children count and a child traces number 3.
- Call out all children to do the same counting and tracing numbers 1- 8.
- Let them work in their books now. Walk around to help and guide.

Number Book Session pages 41- 44**Page 41:**

Count, say how many and write the number: Demonstrate the first example on the board. Draw 7 caps with an empty box under them. Ask **"How many caps?"** invite one child to come out to count the caps loudly and write 7 in the box.

Draw 4 goats, 2 gorillas and 8 houses and invite pupils to count and write the numbers in the empty box under it. Now let them open their number books on page 41 and work alone. Walk around to help and guide them.

Page 41:

Count, add and write the correct number: In this exercise children will learn addition within 8. Do the first picture sum with the children on the board. Let the Pupils count the apples and say **2 plus one is 3 and write 3 in the empty box**. Draw the second picture sum on the board. Invite one clever volunteer to come out and help you in adding. Draw 3 books + 2 books= and draw an empty box for the answer.

Say "3+2=?" Ask the child to count and add 2 to 3. Start counting 1, 2, 3, 4, 5. Say **"3+2 is 5"** "three plus two is five" Let the children repeat many times.

Draw the last sum. Ask another volunteer to come out to count and add the erasers. Say **"4+3= 7"** repeat again "four plus three is eight" repeat the sum out loud many times with the whole class repeating after you. Ask the child to write 7 in the empty box. Now they do the sums in their books.

Page 43:

Write the missing numbers: Draw the caterpillars on the board and explain to the pupils that some numbers are missing. Call out some children to write the missing numbers. You can help them by displaying the number flashcards 1-10. Now let them open their books onto page 43 and write the missing numbers.

Page 44:

Join to the number. Join to the picture: The pupils did this type of exercise before. Read the first one for them "seven horses" see if they can join it to word number 7 then to the seven horses picture. Read the next number to them and let them join to the numbers and the pictures. Walk around to help.

Trace and write: Let the children trace the numbers and write the same number next to the number they traced. You can demonstrate one example on the board.



Pinpoints of the lesson



- **Warm-up:** Use the alphabet poster. Play CD 1 track 4 on the Alphabet song A-Z.
- **Review:** Letters Aa - li .
- **Listen and point Pupil's book page 40 CD 1 track 36** Letter Jj jelly, jam, jug : Children listen to letter li song on CD 1 track 36. Teacher points to letter li on poster or flashcards. Pupils listen and point.
- **Listen and say** (Letter Jj jelly, jam, jug): Children listen, point in their books, name and sound the letter and name the pictures.
- **Listen and sing** Letter Jj jelly, jam, jug Song: Children sing and point in their pupil's books.
- **Make the letter Jj:** Play-doh time with Donny the play-doh kid.
- **Activity book pages 42+43:** Colour, trace, circle and write.
- **Phonics book 1:** Unit 4 pages 52-57.

Pupil's Book Session page 40

Warm-up

Display the Alphabet poster. Play CD 1 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 words. Show the word flashcards for each picture with the initial "j" in a different colour. 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*.

Uncle Sam's Farm

- Invite children to come out and point to the pictures. Say point to hen, hat and house.
- **Play CD 1 track 36:** Now tell the pupils 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 1 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 jelly **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 pupils for the answers.



Listen and Sing

- Play CD 1 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 1 track 36

Unit 5 Letter Jj Song

j is for jelly j j jelly

j is for jug j j jug

j is for jam j j jam

This is the letter Jj

j j j j jelly

j j j j jam

j j 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 **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 learn the letter Jj.
- Demonstrate how to form the letter j 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.
- **Take-home activity:** *The Alphabet Collage*: Send the alphabet collage page of letter Jj home with the pupils to do it with their parents but send clear instructions to the parents to explain what this activity is for and why (*For more take-home-activities see TRB*).

Activity Book Session Pages 42 and 43

- **Colour the letter Jj**: Tell them to colour the letter Jj. The point is to find **Jj** amongst other letters and colour them.
- **Trace and colour**: Explain to the children that they need to trace and colour the items. First let them open their books on page 42 and name the items that start with **Jj, jam, jelly** and **jug**. Let them say the sound that starts the items then let them colour them.
- **Trace the letter Jj**: Now they open their Activity books on page 43 and trace the letter Jj. Ask them to name the pictures, **jam, jelly** and **jug**.
- **Circle the letter j**: You need to demonstrate it on the board. Write two words one starting with **j** and another starting with any other letter. Circle the letter **j** in the first word. Let the children do the same in their Activity books. Walk around to help.
- **Trace and write**: Tell them now to trace and then write the letter **Jj** on the grid in the same way they traced it. Walk around to help and direct the children towards forming the letter **Jj** correctly. Keep reminding them to start at the dot and to follow the arrows.

Phonics Book Session pages 52-57

Follow letter Aa model in the introduction of this book under "**A Model for Techniques of Introducing Letters' Activities in the Phonics Book**"



Pinpoints of the lesson



- **Poster 10:** Talk about the scene. The children make guesses about the scene.
- **Listen and point:** Play CD 1 track 37. Pupils listen, teacher points to poster. Pupils listen and point to poster. Pupils listen and point in their books.
- **Listen and say:** Play CD 1 track 37 again. Pupils listen and repeat.
- **Look and act:** Play CD 1 track 37 again. Pupils listen and repeat lines. Then listen and act out the dialogue.
- **Listen and sing:** Play CD 1 track 38. Use flashcards or demonstrate actions of the song. Pupils listen, sing and do the actions in the dialogue.
- **Point, stick and say:** Teacher explains the task. Pupils stick the stickers on the matching picture and name the picture.

Pupil's Book Session pages 41, 42 and 43

The story dialogue, page 41

Poster 10

- This is a longer story dialogue that might take some more time to go through. But be patient and go through its details and point out the new words and language forms one by one. Repeat them several times with pupils and make this repetition meaningful by pointing to the story poster (10).
- Talk about poster 10 with the children. Ask them: "**Who do you see in the picture?**" "**Are they at school?**" "**Are they at home?**" Elicit "**No**". Let them name what they know as you point to poster and ask: "**What's this?**" "**Who's this?**". The purpose of this stage is activating pupils' background skills and knowledge about farm animals.
- Try to get the children predict what the story is about.
- Introduce the words "**farm**", "**Uncle**" and "**visit**" say "**the children are at the farm**". Point to Uncle Sam and say "**This is Uncle Sam**" tell them that Uncle Sam is Rose's Uncle, explain Uncle in pupils' mother tongue, and that he has a farm. Tell them that the children have come to visit the farm with Miss Ann to see the farm animals.
- Go through the details of the poster and introduce the key words of the dialogue. Point to pictures of new words and say: "**Look, a turkey**", "**bees**", "**barn**", "**honey**" and "**a sheep**". Use flashcards (75-79) to introduce the new words by pointing to flashcard and saying the word.. Repeat the words several times and have the pupils repeat after you.



Listen and point

- Play CD 1 track 37. 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 pupils open their books on page 41 and point in their books this time.



Listen and say

- Play CD 1 track 37 again. Make pauses for the pupils to listen and repeat lines.
- Point to key the words on the poster and let the pupils do the same every time you play the CD.
- Make pauses to let children guess who will speak next or what he/she will say. See if they still need that many pauses or they made some progress and don't need them anymore.


 **CD 1 track 37 Unit 5**
Story : Uncle Sam's Farm

- Story teller** : Willie, Julie, Tony and Rosy want to visit a farm,
Rose : We can go to Uncle Sam's farm.
Story teller : The children are very happy and Miss Ann wants to go with them.
 Next day, Rose's father took them to the farm in his car.
Uncle Sam : Hello, children. Welcome to my farm. This is my cat, Lucky and that is my dog, Lacy.
The children : Hello, lucky. Hello, Lacy.
Story teller : Uncle Sam showed them the farm.
Uncle Sam : This is Charley, my horse.
Uncle Sam : This is the barn.
Miss Ann : Cows give us milk.
Rose : Can we see the bees, Uncle Sam?
Uncle Sam : Sure.
Miss Ann : Bees make honey.
Julie : Look! The hen is sitting on the eggs.
Tony : There's a goat, too. Look!
Miss Ann : Time to go home, pupils.
The children : Goodbye Uncle Sam. Thank you.
Uncle Sam : Take this jar of honey.
Miss Ann and the children : Thank you, Uncle Sam.

After listening: Now ask more questions and get the children to answer and if they can't you give the answer but let them repeat the correct answer. The point of this "After listening activity" is to build some listening comprehension skills and to communicate the language taught in this unit.

1. **Ask : What's the name of the cat?**
2. **What's the name of the dog?**
3. **What's the name of the horse?**
4. **Bees give us what?**
5. **Cows give us what?**
6. **The hen is sitting on what?**
7. **Look Uncle Sam is giving them what?**

Look and act

- Play CD 1 track 37. Try to say the lines and act them out yourself at first. Teach them how to act it out by saying and acting all the roles.

Uncle Sam's Farm

- Change your voice every time you do a different character.
- Then divide them into groups and each group says the line of one character.
- Check if some can act it individually.

The song, page 42

- Tell the children they will learn a song about Uncle Sam's farm.
- There are no new words in the song.



Listen and Sing

- **Play CD 1 track 38:** Use flashcards with the song; you and pupils sing and point to the flashcards.
- **Play CD 1 track 38:** 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.
- Make it more fun by dividing the class into groups. Each group makes the sound of an animal in the song. This will be more like a competition to see which animal was sounded best.



CD 1 track 38 Unit 5

Song: Uncle Sam Had a Farm

Uncle Sam had a farm eia eia o
 And on his farm he had some hens eia eia o
 With a cluck cluck here and a cluck cluck there,
 Here a cluck there a cluck, everywhere cluck cluck.
 Uncle Sam had a farm eia eia eiao,
 Dogs (bow bow), horse (neigh neigh) Cows (moo moo), turkey (gobble
 gobble), ducks (quack quack).
 Cats (mew, mew) sheep (ba ba).



Stickers, page 43

Point, stick and say

- Explain the task to the children. Tell them that you will give each one of them a page of stickers and that they will stick them in their pupil's book page 43. They did this already in unit 1 so they are a little bit aware of what they need to do.
- Tell them to open their books on page 43. Give each one their page of stickers.
- Demonstrate to them how to do it the right way fitting the sticker into the square.
- Tell them that they will get one page only and that they have to be very careful when they put the stickers on the page.
- They look for the matching pictures and stick them.
- The last step is to name the pictures. Walk around to check their work and see they did the matching correctly. Ask each child a question: "What's this?" "Who is this?" Let them name as many items as time allows.

Assessment of Unit 5

Assessment Sheet 5 (See TRB for assessment sheet).



Unit
6

It's Cold Today

It's Cold Today!

LESSONS PLANNER

	Textbooks Sessions	Posters	Flashcards	CD 1 Tracks
Lesson 1	- Pupil's Book Session pages 44 - 45 - Activity Book Session pages 44 – 45	11	80 – 88	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 cotton snowman	11	80 - 88	1 - 39- 40
Lesson 3	- Pupil's Book Session page 46 - Activity Book Session page 46 - 47 - Phonics Book Session Unit 10 pages 58 - 63	Alphabet poster: Letter Kk Letter Ll	Alphabet flashcards: Letter Kk kite, key, kitten Letter Ll ladder, lion, lemon,leaf	4 – 41
Lesson 4	- Pupil's Book Session page 47 - Activity Book Session pages 48 - 49 - Number Book Session Unit 5 pages 44 - 53		Colours flashcards: white Numbers flashcards: 9, 10 New words: 89 - 94	42 – 43 44 - 45
Lesson 5	- Pupil's Book Session page 48 - Activity Book Session pages 50 - 51 - Phonics Book Session Unit 11: pages 64 - 69	Alphabet poster: Letter Mm Letter Nn	Alphabet flashcards: Letter Mm moon, milk, mittens, monkey Letter Nn nest, nut, nose	4 - 46
Lesson 6	- Pupil's Book Session Story: page 49 Song : page 50 Stickers: page 51 - Assessment Sheet 6 (TRB)	12	95 - 104	47 – 48

New words, New Language and Language Functions

Words: *Cold, winter, snow sweater, jacket, hat, gloves, boots, pants, scarf*

Body parts: head, hand, ear, mouth, eye,

Story words: night, breakfast, dinner, wind, night, gate, snowman, pine trees

Language: *Rev. These are (my clothes), This is (my jacket), Yes/ No question, What question*

Language Functions: *Talking about winter and winter clothes*

Outcomes

- Identifying and naming the winter clothes in the book (sweater, jacket, hat, mittens, gloves, boots, pants, scarf).
- Chanting the new words and language patterns.
- Use **These are** ... and **This is** ... (plural/singular).
- Rev. Responding to **Yes/No** question and questions with **"What?"**.
- Singing all letters' names and sounds song (A-Z).
- Identifying, reading and writing the letters **Kk, Ll, Mm, Nn**, capital and small, and saying the beginning sounds of **"k, l, m and n"** with 3 word examples that begin with the letter (**Kk** kite key kitten, the letter **Ll** ladder lemon lion leaf, **Mm** milk mittens monkey moon and the letter **Nn** nose nut nest).
- Identify the colour (white).
- Read and trace keywords of unit 6.
- Identify, read and write numbers 9 and 10.
- Read the number words **nine** and **ten**.
- Listen to and follow a narrative story prompted by pictures.
- Repeat lines of the story.
- Sing the songs in the unit.



Pinpoints of the lesson



- **Warm up:** Play the Bubble Kids Song. Pupils sing.
- **Poster 11:** Show poster. Explain the scene. Name winter clothes.
- **Flashcards** (80 - 88): Show flashcards, name winter clothes.
- **Listen and point:** Play CD 1 track 39. Children listen. Teacher points to poster. Play CD again. Children listen and point to poster.
- **Listen and say:** Play CD 1 track 39. Children listen and repeat.
- **Pupil's book pages 44 and 45, CD 1 track 39:** Play CD 1 track 39 again. Children listen, point, repeat and follow in their books.
- **Chant:** Play CD 40. Pupils chant the new words.
- **Reading:** read the words sweater, jacket, hat, mittens, gloves, boots, pants, scarf.
- **Drama:** Pupils repeat and act out the scene.
- **Assessment:** Ask about winter clothes: "What is this?" "Is this a sweater?" "What are these?" "Are these gloves?"
- **Activity book pages 44 and 45:** Pupils trace winter picture. Pupils read and match.

Pupil's Book Session pages 44 and 45

Warm-up

- Play Bubble Kids Song. Let the children sing along they now know the song. (See lyrics in unit 1)

Poster 11

- Start talking about the poster. Ask the children "**Do you see the sun?**" elicit "**No**" say "**It's winter**" "**It's cold today**" wrapping your body with your arms to show them you are cold. Ask "**Are you cold?**" Let them repeat "**It's cold today?**" let them do the same and wrap their bodies with their arms.
- Ask one child to come out and say to him/her "**You feel cold!**" "**Look at (his name)**" "**he feels cold**" "**He is wearing a sweater**". Call another pupil out and say "**look, she is wearing a scarf**" "**she feels cold**"
- Now use the clothes that you brought to teach **this is/ these are**. Say "**This is my scarf**" (pointing to your scarf as you say so). Say "**These are my gloves**".
- Invite children who have scarves and gloves to come out and say "**These are my gloves**" and "**This is my scarf**". Do the same if you see children wearing **jackets/boots/hats**.

It's Cold Today!

- **Flashcards** (80 - 88): Show flashcards. Use picture side to teach the winter clothes. Let them repeat the words as you say them.
- Hold one up and ask the children **"What is this?"** Elicit **"A scarf"**. If they still can't produce it, help them by giving the model answer and they repeat.
- Then holding gloves flashcard and ask the class: **"What are these?"** Elicit **"Gloves"**. Ask **"Are they boots?"** Elicit **"No"** (*shaking your head*).
- Ask questions, elicit answers and let the class repeat chorus , groups and individuals, Listen to pupils carefully with the plurals. Be certain they are saying gloves mittens and boots with plural **"s"**.
- Do the same with the rest of the flashcards (*see introduction pages for using flashcards*).



Listen and point

- Play CD 1 track 39. Tell the pupils to look at the poster and listen.
- Let the children listen first without pointing to the poster.
- Play CD 1 track 39 again and this time you point to the characters on the poster as they speak.
- Play CD 1 track 39 again and invite children out to point to the speaking character on the poster.



Listen and say

- Play CD 1 track 39. Tell the pupils they need to listen and repeat.
- Listen carefully to the children and make sure they are repeating correctly.
- Make pauses if you feel they need to go slower.
- Now play CD 1 track 39 again. Children listen, point in their books and repeat.



CD 1 track 39 Unit 6
It's cold today!

What do you wear in winter?

Willie: It's cold today.

Tony: I like winter. I like snow.

Julie: Brrr

Rose: It's cold today.

Willie: What do you wear in winter?

Tony: In winter I wear

a jacket, a hat, a sweater, a scarf, a coat, mittens, boots and gloves

Chant

- Play CD track 40 . Let the children listen first then join and chant.

**CD 1 track 40 Unit 6****Winter Clothes Chant**

jacket, hat, scarf, mittens, boots, gloves, coat, sweater

Reading

- Use flashcards (80 - 88), word side, to read the words cold, winter, snow, clothes, sweater, jacket, hat, mittens, gloves, boots, pants, scarf.
- Hold a card up and read it for them. Let them repeat many times in chorus, groups and individuals.

Drama

- Play CD 1 track 39 again. You do the acting model first to show them how you imitate the speakers on the CD.
- Ask pupils to repeat now and act out the scene. Tell them to imitate the voice, the tone and show face expressions of a person feeling cold.
- Let them go line by line and guide them to act it out in the best way possible.

Assessment

- Ask about winter clothes: ***“What is this?” “Is this a sweater?” “What are these?” “Are these gloves?”***.

Activity Book Session pages 44 and 45

- Explain to the pupils that they need to trace winter clothes of the children. You can let those who finish early, colour the picture until the rest of them are done.
- Before they start matching on page 45, read the words again with them.
- Write the words on the board for the pupils to read.
- Let them sight read and match to the correct picture.
- Walk around and monitor their work. Take down notes on who could or couldn't do the activity on his own.



Pinpoints of the lesson



- **Warm-up:** (Review Bubble Kids Song)
- **Pupil's book pages 44 and 45:** Review: *winter clothes, cold, snow, I like winter, What do you wear in cold weather?*
- **Activity book pages 44 and 45:** Flashcards (80 - 88) sight-read the words.
- **Art & Craft:** Make a cotton snowman
- **Oral Assessment:** Teacher points to poster /flashcards. Pupil says the word.

Pupil's Book Session pages 44 and 45

Warm-up

- Play CD 1 track 1 on **Bubble Kids Song** and let them enjoy singing along. This song should be played for the pupils at the beginning of every unit and as revision in lesson 2.
- **Pupil's Book pages 44 and 45:** Revision of all what the children learnt in lesson 1.
- Use poster 11 and flashcards 80 - 88 to review what the children learnt in lesson 1 by pointing to winter clothes or holding up a flashcard and asking: "**What's this?**" Elicit "**A jacket**". Let pupils point and say "**A sweater**".
- Monitor children's answers to check how far their developmental level has reached. Encourage them and remind them of what they couldn't remember. If you feel that they still need more work on certain language, prepare some more practice activities and use different strategies to reteach what they missed out on from the first time.
- Play CD 1 track 39 once. Invite children to point to items on poster and say the words. See if they can listen and point. Give chance to all children to come out to the poster, listen and point to winter clothes.
- CD 1 track 40. Review the **Winter Clothes Chant**. Get the children to chant. If they don't remember how it goes, play CD 1 track 40 and let them try again and monitor their fluency and accuracy. Don't make them fear trying. Whatever they do is acceptable right now and deserves praise.

Activity Book Session pages 44 and 45

- **Sight-reading:** Use flashcards (80 - 88) word side and sight-read them again with class one by one.
- Remember that pupils need to read the word as a whole (*See sight-reading under method and techniques in the introduction*). Hold the card up to the class to read. Ask "**Who can read this word?**" (snow). Let them raise their hands to answer. Monitor who can or can't read. Do this more often till you see that most children have started to sight-read.
- Do the same with the rest of the flashcards. Check understanding; use the picture side and ask "**What's this?**"

It's Cold Today!

Art & Craft

Make a cotton snowman.

- Tell the children that today you will make a cotton snowman.
- You need two balls, one big and one small, stickers, cotton, scissors, ribbon , glue and red and black construction paper (*For more details and ideas see TRB*).



Pinpoints of the lesson

- **Warm-up:** Use the alphabet poster. Play CD 1 track 4 on the Alphabet song A-Z.
- **Review:** Letters Aa-Jj.
- **Listen and point Pupil's book page 46 CD 1 track 41:** (Letters Kk kite , key, kitten), (Letter Ll, lemon, ladder, lion): Children listen to letters Kk and Ll songs on CD 1 track 41. Teacher points to letters Kk and Ll on poster or flashcards. Pupils listen and point.
- **Listen and say** (Letter Kk, kite, key, kitten) (Letter Ll, lemon, ladder, lion, leaf): 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.
- **Phonics book 1:** Unit 10 pages 58-63.

Pupil's Book Session page 46

Warm-up

- Open the Alphabet poster and display. Tell the children that these are the letters of English. Play CD 1 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 Letters Kk and Ll

- Use **Alphabet flashcards** to introduce letter Kk and the words Kk kite , key , kitten. Show the flashcard of the letter **Kk**. Show 3 things that start with that letter: kite , key , kitten. 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 , ladder , lion, leaf).
- 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**" and "**kitten**" and "**ladder**", "**leaf**", "**lemon**", and "**lion**". Show the word flashcards of each picture with the initial "**k**" in a different colour. Draw children's attention to the "**k**" at the start. Read the words repeating the /k/ sound and /l/ sound several times and then the full word: "**k, k, kite**" "**l, l, ladder**". Do the same with key, kitten, lemon, and lion.
- Invite children to come out and point to the pictures. Say "**point to kite, key, kitten**".

It's Cold Today!

- **Play CD 1 track 41:** Now tell the pupils 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 1 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 that 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 /k/ 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 **Kk** kite. Do the same with the words key and kitten. Do the same for **LI**, lemon, ladder and lion.
- Let children point to the letter and words in their books and say **Kk (name of letter)**, /k/ (sound) and kite, key and kitten.
- **Assessment:** Now point to a picture and let the 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 pupils for the answers.



Listen and Sing

- Play CD 1 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 /l/ sounds



CD 1, track 41 Unit 6

Letter Kk and Letter LI Song

Letter Kk song

*K is for kite k k kite
 K is for key k k key
 K is for kitten k k kitten
 This is the letter Kk.
 Kk kk kk kite
 Kk kk kk key
 Kk kk kk kitten
 This is the letter Kk.*

Letter LI song

*L is for ladder l l ladder
 L is for lemon l l lemon
 L is for lion l l lion
 L is for leaf l l leaf
 This is the letter LI.
 LI ll ll ladder
 LI ll ll lemon
 LI ll ll leaf
 LI ll ll lion
 This is the letter LI.*

It's Cold Today!



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 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 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 learn the letters Kk and Ll.
- 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 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"*.
- **Take-home activity:** *The Alphabet Collage:* Send the Alphabet Collage page of letter **Kk** home with the pupils to do it with their parents but send clear instructions to the parents to explain what this activity is for and why (*For more take-home-activities see TRB*).

Activity Book Session pages 46 and 47

- **Colour the letters Kk and Ll and match:** Explain the exercise to the children by demonstrating it on the board. Write two words on the left side of the whiteboard with bubble letters; write **ladder** and **kite**. Draw the items those words represent on the right. Explain to the children that they need to identify the **k** and **l** letters first and colour them. Call one child out to colour the k and l letters. Then read the words with them. Call another two children to match the words to the correct items on the right. Now they open on page 46 in their Activity books to work on the first exercise. Do it orally with them first then let them work and you walk around to help.
- **Trace the letters Kk and Ll:** Now they open their Activity books on page 47 and trace the letters Kk , Ll. Ask them to name the pictures, **kite**, **kitten** and **key**- then **ladder**, leaf, **lion** and **lemon** .
- **Trace and write:** Tell them now to trace and then write the letters **Kk** and **Ll** 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. Unit 10 pages 58-63

Follow Letter Aa model in the introduction of this book under "**A Model for the Techniques of Introducing the Letters' Activities in the Phonics Book**"



Pinpoints of the lesson



- **Warm-up:** A song - Play the colour songs. Play number songs (1-10)
- **Flashcards:** Show flashcards of the colour white, Show white things real or pictures. Say the sentences in the pupil's book page 47.
- **Teach body parts:** Point to body parts on head, hands and legs and name them. Pupils point to the body parts and name them.
- **Listen and point, pupil's book page 47:** Pupils open their books on page 47. You Say the sentences. Pupils point to white things. Pupils point to Donny's body parts as the teacher names them.
- **Listen and say, pupil's book page 47:** Teacher reads. Pupils point to white things and repeat the sentences in the book. Pupils point to Donny and repeat the body parts after the teacher's model.
- **CD 1 tracks 42 and 43:** Play CD 1 track 42 first. Children Listen and sing as they point in their books. Play CD 1 track 43. Children listen, point to Donny and sing along.
- **Sight-reading:** Read with the pupils the body parts word side flashcards.
- **Activity book page 48:** Pupils colour what is NOT white. Pupils match body parts to Donny's picture.
- **Flashcards:** Show flashcards of numbers 9 and 10. Show visuals that represent the numbers. Teach digits and words.
- **Listen and point, pupil's book page 47:** Pupils point in their books to new numbers. Teacher counts the dinosaurs as they point.
- **Listen and say, pupil's book page 47:** Pupils point in their books and say the numbers.
- **Count and say the number, pupil's book page 47:** Pupils count the dinosaurs and other items shown by the teacher. Use number cards and counters.
- **Activity book page 49:** Show examples on the board. Pupils work in their books: Pupils count and say. Pupils trace the numbers. You walk around and check.
- **Assessment:** Quiz pupils' understanding of counting items up to 8 using the flashcards or counters.
- **Number book Session Unit 5 pages 44- 53:** Demonstrate examples on the board of every type of activities. Do the activity orally with class. Elicit answers. Pupils work in their books. You walk around and check.

Pupil's Book Session page 47

Warm-up

- Play the colours song of unit 1 or any colour song they know. Play number songs (1-10) and the songs of numbers (1, 2 and 3) and (4, 5 and 6) in units 2 and 3. Children sing along as you point to colours/ number flashcards.

Flashcards

Show flashcards of the colour white, Show white things real or pictures: **cotton, snow, milk**.

- Use the white colour pencil or white paint to teach the colour: **white**.
- Review the previous colours with class: **red, yellow, blue, green, brown** and **white**.
- Hold up white things and say **white**. Let the class repeat several times then hold other white things and ask: "**What colour is this?**" Elicit "**white**".
- Let them repeat several times. Use the "Colour Guide" for revising colours every day till all children identify at least five or six colours at this stage.
- Tell the children that there are white things in nature like "**snow**", "**cotton**" and "**milk**".
- Teach the words **snow** and **cotton**; bring real cotton and milk or show flashcards (79, 84, 91) pictures side. The point here is to relate colours to nature and to appreciate nature and its beauty.
- Keep repeating the key sentences in the book "**Cotton is white**", "**Snow is white**" and "**Milk is white**".
- Ask every time you want them to answer "**What is white?**" and let them answer using the sentences you taught.
- **Quiz:** You point to the five colours they learnt so far and let them name them. Or point to things in the class and let the children say the colours.
- **Pupil's Book page 47:** Help Children open their Pupil's Book on page 47. Ask them to point to the pictures at the top of the page and ask them again: "**What is white?**" Let them point to each picture and say "**Cotton is white**", "**Snow is white**" and "**Milk is white**".
- **CD 1 track 42:** Tell the children that they will listen to a song about white things. Play the CD and let them enjoy listening first. Play the CD again and again and let the pupils try to sing it along.



CD 1 track 42 Unit 6 What is white?

White , white, white

Everything is white.

White , white, white

snow is white.

White , white, white

Everything is white.

White , white, white

Cotton is white.

White , white, white

Everything is white.

White , white, white

milk is white.

It's Cold Today!

Introducing the body parts: Point to your head and say “**head**”, point to your hands/ legs/ eyes/ears/mouth/ nose and name them one by one.

- Let pupils point to their heads, eyes, nose, mouth etc. The children repeat the words many times with you. They touch the part and say its name.
- **Quiz** them by touching a child’s head and ask the child to say its name.
- Now say “**I have a good body.**” “**I have one head**” “**I have two eyes**” “**I have one nose**” Point to the two eyes as you say 2. Finish in this way and say all the sentences of the song “**I have a good body**”.
- Repeat the sentences of the song many times pointing to the part you are talking about.
- Now get the children to say “**I have a good body**” “**I have one head**” and get them to repeat all the sentences of all the parts that you introduced. Let them touch the parts they are talking about.
- **Pupil’s Book, page 47:** Now let them point to Donny on page 47 in their books and you say the sentences first several times. Then get them to point and repeat after your model.
- **CD 1 track 43:** Tell the children that they will listen to the song. Play the CD and let them enjoy listening first. Play the CD again and again and let the pupils sing it along and point in their books.
- Play the song another time till you feel that most of the children are now familiar with it and can sing it along.
- **Sight-reading:** Use the flashcards to teach the children sight-read the words: **head, eyes, nose, ears, mouth, hands** and **legs**.
- When they have read the words several times with you, quiz them. Hold each flashcard up and ask them to read it.



CD 1 track 43 Unit 6

Song : I have a good body

*I have a good body
A good body, a good body
I have one head
One head , one head
I have two eyes
Two eyes, two eyes
I have two ears
Two ears, two ears
I have one nose
One nose, one nose
I have one mouth
One mouth, one mouth
I have two hands
Two hands, two hands
I have two legs
Two legs, two legs*

- **CD 1 track 44:** Tell them you will play another song about body parts. This song is only for fun and for practicing body parts in a different song. Play it every time you want to review the body parts with the class.



CD 1 track 44 Unit 6

I have a body Song

*I have a body, a very good body
And it goes everywhere with me.
On that body, I have a head
And it goes everywhere with me.
On that body, I have 2 ears
And they go everywhere with me
On that body, I have 2 eyes
And they go everywhere with me
On that body, I have a mouth
And it goes everywhere with me
On that body, I have 2 hands
And they go everywhere with me
On that body, I have 2 legs
And they go everywhere with me
I have a body a very good body
And it goes everywhere with me*

Activity Book Session page 48

Colour what is NOT white

- Explain to the children that in this page there are things that are NOT white and other things that are white.
- Ask them first "**What is white?**" let them identify white things in this activity first.
- Now let them colour things that are not white. You walk around and see they got the idea and help if they need this.

Match

- Write the words on the board and draw a head, the face parts, hands and legs.
- Invite volunteer children to come out, read the words and each one matches one word to the body part.
- Tell them to match the words in their Activity book s in the same way.
- Walk around and help.

Take-home activity

- Explain to the children that in this page there are things that are NOT white and other things that are white.
- Ask them first "**What is white?**" let them identify white things in this activity first.
- Now let them colour things that are not white. Walk around and see they understood the idea and help if they need this.

Everything White

Send the parents a note to help their pupils gather other small white things in nature or even pictures of white things and send them to school with their children (see TRB for more ideas).

- **Pupil's Book Session page 47: Show flashcards, show 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 and ten items for number 10, let them visualize the concept of 9 and 10. Use 10 fingers up and count "one, two, three, four, five, six, seven, eight, nine, ten".

- **Sounding out:** say "1, 2, 3, 4, 5, 6, 7, 8, 9, 10" out loud several times pointing to the visuals that represent the numbers. Make sure all pupils are listening.

Pupil's Book Session page 47**Listen and point**

- Let pupils open their books on page 47 and point to the digits and the dinosaurs.
- Say 9 dinosaur, 10 dinosaurs, as you point and the children point in their books.
- **Pupils' 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 10.

**Listen and say**

- Let the children now point to 9 and 10 and say the numbers.

CD 1 track 45:

- Tell them they will now listen to a song about numbers 9 and 10. Play CD 1 track 54. They listen to the song and point in their pupil's books.
- They listen again and sing along as they still point in their books.

**CD 1 track 45 Unit 6****The roaring dinosaur Song**

1 2 3 4

a big roaring dinosaur.

5 6 7 8

went to school and broke the gate.

9 10 9 10

He roared his way back home again.

It's Cold Today!

- **Count and say the number, pupil's book page 47:** Say "How many dinosaurs?" "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 understand the concept of counting up to 10. 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 10.
- **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 9 and 10.
- **Read the number word:** Use the number flashcards, word side to teach pupils read the number words seven and eight. 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 read "nine". Pupils repeat several times. Do the same with "ten".
- **Assessment:** Quiz pupils' 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 49

- Demonstrate tracing numbers 9 and 10 on the board. Write them with dotted outline on the board and invite children to trace. Watch they are tracing from the right point.
- **Count, say and trace:** Ask the pupils to open their Activity book s on page 49 .
- First, let them count the items and say orally how many.

Number Book Session Unit 5 pages 44 – 53

- **Page 44:** Join to the number. Join to the picture: This exercise is a little difficult and needs the teacher's help. Do an easy example on the board. Write "seven apples", then write the numbers 7, 3, 5, then draw a group of 3 apples, then a group of seven apples, then a group of five. Show the class how you will join the phrase to the correct number then to the correct group of apples.
- Now try to let the pupils work on the exercise in groups.
- Walk around to help and explain if they need that.
- The next exercise is to trace and write the numbers.
- **Page 45- 48:** Children need to count the items and colour numbers 9 and 10. Next they trace the numbers and colour the items that represent the numbers 9 and 10.
- **Page 49:** The children count the apples first, then they trace the numbers inside the apples.
- **Page 50:** To do this exercise photocopy the page and make a larger scale so that you can demonstrate the activity to your pupils in the class.
- Put up the copy that was made larger on the board and show your pupils how you join the numbers from 1-10 to make a bird. You can even make more than one copy and invite pupils to come to the front of the class and try joining the numbers from 1-10 to make the bird full.
- Next, leave the pupils to try to do it alone in their books.
- **Page 51:** Pupils count the items and write the number in the box.
- **Page 52:** Use counters first to add up and let them feel what they are adding. Then use pictures on the

It's Cold Today!

board and demonstrate to the children how you add up. Here you need to teach the word plus and point to the sign $+ 1 + 2 = 3$ (**one plus two equals three**).

- Keep repeating and trying different single digits until you feel they have grasped the concept. Remember that you need to vocalize the sum every time you write one and say for example **1 plus 1 equals 2**.
- **Match the picture sums with the number sums.**

Now that the children have got enough practice orally and visually on adding up on the board, let them try it in their books. Explain to them what they need to do and sit with them and let them try to add.

- Let the pupils count the lions in the first sum and add one lion. Say "eight plus one equals nine". Write the digits of the sum on the board and read it again to the class.
- Now let the class count the octopuses and add them up. They do the same with queens. Tell them to match the picture sums to the numbers sums.
- Walk around to help and explain.
- **Page 53: Write the missing numbers.** In this exercise pupils need to guess what number is missing. Let them recite the numbers from 1-10 orally and try to figure out what number is missing and write it in the empty circle.
- You always need to check on their work individually and help them do it right and finish their work.
- Use praise for those who always finish first and do the job correctly.



Pinpoints of the lesson



- **Warm-up:** Use the alphabet poster. Play CD 1 track 4 on the Alphabet song A-Z.
- **Review:** Letters Aa-Ll.
- **Listen and point Pupil's Book page 48 CD 1 track 46:** Letters Mm mitten, monkey, moon / Nn nose, nest, nut: Children listen to letter Nn song on CD 1 track 46. Teacher points to letter Mm on poster or flashcards. Pupils listen and point.
- **Listen and say** (Letter Mm mitten, milk, monkey, moon/ Nn nose, nest, nut): Children listen, point in their books, name and sound the letter and name the pictures.
- **Listen and sing** : (Letter Mm mitten, milk, monkey, moon) (Nn nose, nest, nut Song): Children sing and point in their pupil's books.
- **Make the letter Mm:** Play-doh time with Donny the play-doh kid.
- **Activity book pages 50 and 51:** Colour, trace, circle and write.
- **Phonics book:** Unit 11 pages 64-69.

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 1 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 Letters Mm / Nn

- Use **Alphabet flashcards** to introduce the new letters Mm/Nn and the words "mitten, milk, monkey, moon, nut, nest, nose".
- Show the flashcards of the letters Mm and Nn. Show 3 things that start with each letter: mitten, milk, monkey, moon, nut, nest and nose. Tell them each letter has a name and a sound. Say this letter's name 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: "**mitten**", "**milk**", "**monkey**" and "

It's Cold Today!

moon". Show the word flashcards of each picture with the initial "m" in a different colour. Draw the 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 "mitten". Do the same with monkey, milk and moon .

- Invite children to come out and point to the pictures. Say point to **mitten, milk, monkey** and **moon**.
- Do the same with the letter Nn and the words nut, nose and nest.
- **Play CD 1 track 46:** Now tell the pupils that they will listen to the letter Mm/Nn songs. Play the song and you point to the flashcards.
- **Pupil's Book page 48:** Play CD 1 track 46 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

- The children now point in their books and sound the letters and the words.



Listen and Sing

- Play CD 1 track 46 and let the children listen to the 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/ sound because it is confusing a little since it sounds /m/.



CD 1 track 46 Unit 6

Letter Mm Song

m is for mitten m m mitten
m is for monkey m m monkey
m is for moon m m moon
m is for milk m m milk
This is the letter Mm.
Mm mm mm mitten
Mm mm mm monkey
Mm mm mm moon
Mm mm mm milk
This is the letter Mm.



CD 1 track 46 Unit 6

Letter Nn Song

n is for nose n n nose

n is for nut n n nut

n is for nest n n nest

This is the letter Nn

nn nn nn nut

nn nn nn nose

nn nn nn nest

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 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.
- 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 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 pupils how to form the letters Mm and Nn 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 *See introduction under "What is Donny the play-doh kid?"*.
- **Take-home activity: The Alphabet Collage:** Send the Alphabet Collage page of the letter Mm home with the pupils to do it with their parents but send clear instructions to the parents to explain what this activity is for and why (*For more take-home activities see TRB*).

Activity Book Session Pages 50 and 51

- **Colour the letters Mm and Nn and match:** Explain the exercise to the children by demonstrating it on the board. Write two words on the left side of the whiteboard with bubble letters; write **milk** and **nut**. Draw the items those words represent on the right. Explain to the children that they need to identify the **m** and **n** letters

It's Cold Today!

first and colour them. Call one child out to colour the m and n letters. Then read the words with them. Call another two children to match the words to the correct items on the right. Now they open on page 50 in their Activity books to work on the first exercise. Do it orally with them first then let them work and you walk around to help.

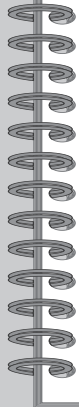
- **Trace the letters Mm and Nn:** Now they open their Activity books on page 51 and trace the letters Mm , Nn. Ask them to name the pictures, *monkey*, mittens, *milk* and *moon* then *nut*, *nose* and *nest* .
- **Trace and write:** Tell them now to trace and then write the letters **Mm** and **Nn** 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 follow the arrows.

Phonics Book Session Unit 11 pages 64-69

Follow Letter Aa model in the introduction of this book under "A Model for the Techniques of Introducing the Letters' Activities in the Phonics Book"



Pinpoints of the lesson



- **Poster 12:** Talk about the scene. The children make guesses about the scene.
- **Listen and point:** Play CD 1 track 47. Pupils listen, teacher points to poster. Pupils listen and point to poster. Pupils listen and point in their books.
- **Listen and say:** Play CD 1 track 47 again. Pupils listen and repeat.
- **Look and act:** Play CD 1 track 47 again. Pupils listen and repeat lines. Then listen and act out the dialogue.
- **Listen and sing:** Play CD 1 track 48. Use flashcards or demonstrate actions of the song. Pupils listen, sing and do the actions in the dialogue.
- **Point, stick and say:** Teacher explains the task. Pupils stick the stickers on the matching picture and name the picture.

Pupil's Book Session pages 49, 50 and 51

The story dialogue, page 49

Poster 12

- This is a different type of story. It's not a dialogue story; it's a narrative story. All you need to do is to explain it, play the CD and let the children enjoy listening and watching as you point to details on the poster.
- Talk about poster 12 with the children. Ask them: "**What do you see in the picture?**" "**Why are they at home?**" Say "**Because there's snow out and it's cold**". Let them name what they know as you point to poster and ask: "**What's this?**" elicit the family words "**mum, grandma, dad**" "**Who's this?**" "**Is it cold?**".
- Use flashcards (95 - 104) to teach some of story words. You don't need to explain every word. The aim is to listen for pleasure and learn to use some listening comprehension skills.
- Use the flashcards (95 - 104) to introduce the words "**birds**", "**snowman**", "**gate**", "**wind**", "**branches**", "**night**" "**breakfast**", "hungry", "frozen", "pine trees".
- Say the words. Repeat the words several times and have the pupils repeat after you.



Listen and point

- Play CD 1 track 47. Point to the picture of the person speaking.
- Play it again and let children point to the poster.
- Play the CD on the story again and let the pupils open their books on page 49 and point in their books this time.

It's Cold Today!



Listen and say

- No repetition or acting for this story.

Before Listening:

- Use the flashcards 95 - 104 to teach the new words: snowman, birds, gate, night, branches, wind, pine trees, breakfast, hungry and frozen.
- The point here is for the children to understand the story. You can show them the words on the poster too.



CD 1 track 47 Unit 6

Story: Dad Makes a Snowman

Story-teller : It is **snowing** a lot. Jack and Jane are in the house all day.

Story-teller : It's **night**, now .

Jack and Jane can hear the wind sighing and whistling around the house, and through the **branches** of the **old pine trees**.

It's morning now. It stopped snowing.

The children are out with dad to make a snowman.

Jack and Jane are looking out of the window.

They see two little birds cuddled up on a branch of a pine tree.

Jane : Oh, Jack! Come here. See those poor little birds. They look **very cold** and so **hungry**.

Jack : Poor little things. The snow covered all their food! "What can they eat?"

Let's get some food from grandma and throw it out to them. Perhaps they will find it.

Jane : The little birds are **chirping** and **flying** about happily
As if they are saying thank you.

Story-teller : Will other little children be as kind as Jack and Jane

It's Cold Today!

After listening

- Now ask more questions and get the children to answer and if they can't you give the answer.
- The point of this after listening activity is to build some listening comprehension skills and to communicate the language in this story.
- Ask the following questions and guide the children to the correct answers.
 - **What's the name of the boy and the girl?**
 - **What did Jack and Jane make with dad?**
 - **What did Jane see out of the window?**
 - **Were the birds cold?**
 - **Were the birds hungry?**
 - **What did Jack and Jane do to help the poor birds?**
 - **Are Jack and Jane kind?**

The Song, page 50

- Tell the children they will learn a song about winter clothing.
- Pre teach the word **coat**.

**Listen and Sing**

- **Play CD 1 track 48:** Use flashcard 104 with the song;
- **Play CD 1 track 48:** 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 1 track 48 Unit 6****Song: Winter clothes**

*It is cold
 It is cold
 Wear your coat
 wear your coat
 Wearing winter clothing
 Wearing winter clothing
 Makes you warm
 Makes you warm*

It's Cold Today!



Stickers, page 51 Point, stick and say

- Explain the task to the children. Tell them that you will give each one of them a page of stickers and that they will stick them in their pupil's book page 51. They did this already in unit 1 so they are a little bit aware of what they need to do.
- Tell them to open their books on page 51. Give each one their page of stickers.
- Demonstrate to them how to do it the right way fitting the sticker into the square.
- Tell them that they each will get one page only and that they have to be very careful when they put the stickers on the page.
- They look for the matching pictures and stick them.
- The last step is to name the pictures. Walk around to check their work and see they did the matching correctly. Ask each child a question: ***“What’s this?” “Who is this?”*** Let them name as many items as time allows.

Assessment of Unit 6

Assessment Sheet 6 (See *TRB* for assessment sheet).



Unit
7

I Like Pizza

I Like Pizza

LESSONS PLANNER

	Textbooks Sessions	Posters	Flashcards	CD 1 Tracks
Lesson 1	<ul style="list-style-type: none"> - Pupil's Book Session pages 52 - 53 - Activity Book Session pages 52 – 53 	13	105 – 112	1 - 49 - 50
Lesson 2	<ul style="list-style-type: none"> - Pupil's Book Session pages 52 - 53: Revision - Activity Book Session pages 52 - 53: Revision - Art & Craft (TRB): Make a restaurant MENU 	13	105 – 112	1 - 49- 50
Lesson 3	<ul style="list-style-type: none"> - Pupil's Book Session page 54 - Activity Book Session page 54 - 55 - Phonics Book Session Unit 12 pages 70 - 75 	Alphabet poster: Letter Oo Letter PP	Alphabet flashcards: Letter Oo orange, ox, octopus Letter Pp parrot, pizza, penguin	4 – 51
Lesson 4	<ul style="list-style-type: none"> - Pupil's Book Session page 55 - Activity Book Session pages 56 - 57 - Number Book Session Unit 6 pages 54 – 55 		Food flashcards: 113 - 124 Numbers flashcards: 9, 10 New words: 113 - 124	52 - 53
Lesson 5	<ul style="list-style-type: none"> - Pupil's Book Session page 56 - Activity Book Session pages 58 - 59 - Phonics Book Session Unit 13: pages 76 - 81 	Alphabet poster: Letter Qq Letter Rr	Alphabet flashcards: Letter Qq queen, quilt, question mark Letter Rr ring, rabbit, rainbow	4 - 54
Lesson 6	<ul style="list-style-type: none"> - Pupil's Book Session Story: page 57 Song : page 58 Stickers: page 59 - Assessment Sheet 7 (TRB) 	14	125	55 – 56

New words, New Language and Language Functions

Words: *Pizza, cake, donuts, ice-cream, chocolate, banana, jam and bread, strawberry, cheese, restaurant, menu, salad, fish, soup, burger, chips, chicken, sauce.*

Language: *I like Questions with Do. Do you like (food)? Yes/No*

Language Functions: *Expressing likes and dislikes about food*

Outcomes

- Identify and name foods (*Pizza, cake, donuts, ice-cream, chocolate, banana, jam, bread, strawberry, cheese, salad, fish, soup, burger, chips, chicken, sauce*).
- Express like: I like pizza.
- Use “**Do**” in Yes/No questions: *Do you like pizza?*
- Chant the new words and language patterns.
- Respond with **Yes/No** question for questions with “**Do?**”
- Sing all letters’ names and sounds song (A-Z).
- Identify, read and write the letters **Oo, Pp, Qq, Rr**, capital and small, and say the beginning sounds of **o, p, q** and **r** with 3 word examples that begin with the letter **Oo**, orange, octopus, ox, the letter **Pp** penguin, pizza, parrot, the letter **Qq**, queen, quilt, question mark, the letter **Rr**, ring, rabbit, rainbow).
- Identify the three basic colours (revision) (red, blue, yellow).
- Identify, read and write the letters of one’s name.
- Read and trace keywords in unit 7.
- Revise, read and write numbers 1-10.
- Listen to and follow a story prompted by pictures.
- Act out the story.
- Sing the songs in the unit.



Pinpoints of the lesson



- **Warm-up:** Play CD 1 track 1 on the Bubble Kids Song. Pupils sing.
- **Poster 13:** Show poster. Talk about the scene.
- **Flashcards** (105 - 112): Show flashcards, name foods.
- **Listen and point:** Play CD 1 track 49. Children listen. Teacher points to poster. Play CD again. Children listen and point to poster.
- **Listen and say:** Play CD 1 track 49. Children listen and repeat.
- **Pupil's book pages 52 and 53:** Play CD 1 track 49 again. Children listen, repeat and point in their books.
- **Chant:** Play CD 1 track 50. Pupils chant the new words.
- **Reading:** Use flashcards (105 - 112). Pupils sight-read the flashcards.
- **Drama:** Pupils repeat lines and act out the scene.
- **Assessment:** Ask about food: "What food do you like?"
- **Activity book pages 52 and 53:** Pupils read words and match to pictures.

Pupil's Book Session pages 52 and 53

Warm-up

- Play CD 1 track 1 on Bubble Kids Song. Pupils sing along.

Poster 13

- Display the poster in front of the children and say "**look**".
- Ask "**What can you see?**" let pupils try and name what they know like "**Pizza**", "**strawberry**", "**cake**" "**donuts**" "**ice cream**" and "**chocolate**" these are easy to say in English. See if they can name other foods like "**jam and bread**", "**banana**" and "**cheese**".
- Say "**I like strawberry**" Ask them what food they like from the foods they see on the poster "**What food do you like?**" guide them to say "**I like ...**".
- Keep the poster displayed in front of the children for the next activity.

Flashcards

- Use flashcards (105 - 112), picture side, to teach new words. Hold one up and ask the children "**What is this?**" Elicit "**pizza**". Give the model answer and they repeat.
- Hold a donut's flashcard ask the class: "**Is this chocolate?**" Elicit "**No**" (*shaking your head*).
- Hold a cheese's flashcard ask: "**Do you like cheese?**" Elicit "**Yes**" (*nodding your head*).
- Do the same with the rest of the food items to introduce this pattern: Is this...? Do you like ...? Yes / No.

I Like Pizza



Listen and point

- Play CD 1 track 49 and say “*listen*”.
- Play CD 1 track 49 and let the children listen first without pointing to the poster.
- Play CD 1 track 49 again and this time you point to the speaking character on the poster and to the foods.
- Play CD 1 track 49 again and invite children out to point to the poster.



Listen and say

- Play CD 1 track 49 again; pupils listen and repeat as you point to poster 13.
- Play it again. Pupils listen, point to poster and repeat.
- Listen carefully and make sure they are repeating correctly.
- You can vary this repetition drill by making pauses and letting them guess what’s said next.
- Play CD 1 track 49.
- Tell the pupils to open their pupil’s books on pages 52 and 53.
- Tell them to listen, repeat and point in their book.



CD 1 track 49 Unit 7

I like Pizza

Tony: *What food do you like?*

Rose: *I like Pizza.*

: I like donuts.

: I like strawberries, juice and jam and bread.

Rose: *What food do you like, Tony?*

Tony: *I like milk, cheese, ice cream bananas and chocolate cake.*

Chant

- Play CD 1 track 50 on the chant and let pupils enjoy *listening* to it first.
- Play it again and pupils join and chant with CD.
- Play it again till pupils learn it by heart.



CD 1 track 50

Unit 7 Food Chant

*pizza, cheese, ice cream, donuts, chocolate, milk, juice,
strawberries, bananas, chocolate cake, jam and bread.*

Reading

- Use the flashcards (105 - 112) for sight-reading.
- Hold the card up for pupils to read. Let class repeat every word several times.
- Repeat procedure until you feel that most can read the words.

Drama

- **Acting the scene out:** Invite children to act out the scene.
- Play the CD and act the lines pretending you are Rose and Tony.
- Let the children take roles with you.
Alternatively, you can use a puppet or the stick masks (*See stick masks in TRB*)
- Invite other pairs to act it out without playing the CD this time.

Assessment

- Use the flashcards (105 - 112) 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: ***“What is this?”***
- Ask ***“What food do you like?”***

Activity Book Session pages 52 and 53

- **Read and match:** Explain to the pupil that they need to read the words and match them.
- Read the words with them again.
- Do the first one with them out loud and let them match it to the correct picture.
- Let pupils work alone now and match the rest of the words.
- Walk around and check their work.



Pinpoints of the lesson



- **Warm-up:** (Review Bubble Kids Song)
- **Pupil's book pages 52 and 53:** *Review: foods, What food do you like? I like ...*
- **Activity book pages 52 and 53:** Flashcards (105 - 112) sight-read the words.
- **Art & Craft:** Make a Restaurant MENU
- **Oral Assessment:** Teacher points to poster /flashcards. Pupils say the words.

Pupil's Book Session pages 52 and 53

Warm-up

- Play CD 1 track 1 on **Bubble Kids Song** and let them enjoy singing along. This song should be played for the pupils at the beginning of every unit and as revision in lesson 2.
- **Pupil's Book pages 52 and 53:** Revision of all what the children learnt in lesson 1.
- Use poster 13 and flashcards (105 - 112) to review what the children learnt in lesson 1 by pointing to foods or holding up a flashcard and asking: "**What's this?**" Elicit "**(strawberries)**". Let pupils point and say "**cake**".
- Monitor children's answers to check how far their developmental level has got. Encourage them and remind them of what they couldn't remember. If you feel that they still need more work on certain language, prepare some more practice activities and use different strategies to reteach what they missed out on from the first time.
- Play CD 1 track 49. Invite children to point to items on poster and say the words. See if they can listen and point. Give chance to all children to come out to the poster, listen and point to foods.
- Play CD 1 track 50. Review the **food Chant**. Get the children to chant. If they don't remember how it goes.
- Play CD 1 track 50 and let them try again and monitor their fluency and accuracy. Don't make them fear trying. Whatever they do deserves praise.

Activity Book Session pages 52 and 53

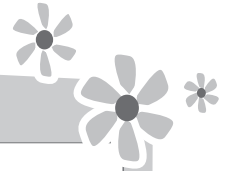
- **Sight-reading:** Use flashcards (105 - 112) word side and sight-read them again with the class one by one. Remember that pupils need to read the word as a whole (*See sight-reading under method and techniques in the introduction*). Hold the card up to the class to read. Ask "**Who can read this word?**" (donuts). Let them raise their hands to answer. Monitor who can or can't read. Do this more often till you see that most children have started to sight-read.
- Do the same with the rest of the flashcards. Check understanding; use the picture side and ask "**What's this?**"

Art & Craft**Make a Restaurant MENU**

- Bring any restaurant MENU and show it to the children.
- Tell them they will make a similar MENU.
- Use pictures of foods from magazines and show the children how to make a picture MENU (*For more details and ideas see TRB*).



Pinpoints of the lesson



- **Warm up:** Use the alphabet poster. Play CD 1 track 4 on the Alphabet song A-Z.
- **Review:** Letters Aa-Nn.
- **Listen and point. Pupil's book page 54 CD 1 track 51:** Letters Oo and Pp orange, octopus, ox, parrot, penguin, pizza : Children listen to letter song on CD 1 track 51. Teacher points to letter on poster or flashcards. Pupils listen and point.
- **Listen and say:** Children listen, point in their books, name and sound the letter and name the pictures.
- **Listen and sing:** Letters Oo and Pp Songs: Children sing and point in their pupil's books.
- **Make the letter Oo and Pp:** Play-doh time with Donny the play-doh kid.
- **Activity book pages 54, 55:** Colour, trace, circle and write.
- **Phonics book:** Unit 12 pages 70-75.

Pupil's Book Session page 54

Warm-up

- Open the Alphabet poster and display. Tell the children that these are the letters of English.
- Play CD 1 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 Letters Oo and Pp

- Use **Alphabet flashcards** to introduce the new letters **Oo** and **Pp** and their the words **orange, octopus, ox, parrot, penguin, pizza**. Show the flashcard of the letters. Show 3 things that start with the letters.
- 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). Let them repeat the name. Teach them the objects that start with the letter "**o**", teach the words by showing them the pictures of: "**orange**", "**octopus**" and "**ox**". 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** "**orang**". Do the same with **octopus** and **ox**.
- Invite children to come out and point to the pictures. Say **point to orange, ox, octopus**.

I Like Pizza

- Do the same with **Pp parrot, penguin, pizza**.
- **Play CD 1 track 51:** Now tell the pupils that they will listen to the letter **Oo** song. Play the song and you point to the flashcards.
- **Pupil's Book page 54:** Play CD 1 track 51 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.



Listen and say

- **Play CD 1 track 51.** Let children point to the letters and words in their books and say **Oo** (name of letter) , /o/ (sound) and **orange, octopus** and **ox**.
- Do the same with **Pp, parrot, penguin, pizza**
- **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 (sound)?" "What word starts with the letter Oo/ Pp?" Quiz the pupils for the answers.



Listen and Sing

- Play CD 1 track 51 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. 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 because it's confusing a little since it sounds /o/.



CD 1 track 51 Unit 7 Letters Oo and Pp Song

Letter Oo Song

O is for Orange o o orange
 O is for Octopus o o octopus
 O is for Ox o o ox
 This is the letter Oo.
 O oo oo oo orange
 O oo oo oo octopus
 O oo oo oo ox
 This is the letter Oo.

Letter Pp Song

P is for Penguin p p penguin
 P is for Pizza p p pizza
 P is for Parrot p p parrot
 This is the letter Pp.
 P pp pp pp penguin
 P pp pp pp pizza
 P pp pp pp parrot
 This is the letter Pp.

I Like Pizza



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 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**.
- 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 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 pupils how to form the letters **Oo** and **Pp** 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 See introduction under (What is Donny the play-doh kid).
- **Take-home activity:** *The Alphabet Collage:* Send the Alphabet Collage page of letters Oo and Pp home with the pupils to do it with their parents but send clear instructions to the parents to explain what this activity is for and why (For more take-home activities see TRB).

Activity Book Session pages 54 and 55

- **Colour the letters Oo and Pp and match:** Explain the exercise to the children by demonstrating it on the board. Write two words on the left side of the whiteboard with bubble letters; write **orange** and **Parrot**. Draw the items those words represent on the right. Explain to the children that they need to identify the **o** and **p** letters first and colour them. Call one child out to colour the o and p letters. Then read the words with them. Call another two children to match the words to the correct items on the right. Now they can open on page 54 in their Activity books to work on the first exercise. Do it orally with them first then let them work and you walk around to help.
- **Trace the letters Oo and Pp:** Now they open their Activity books on page 55 and trace the letters Oo , Pp. Ask them to name the pictures, **orange, octopus** and **ox-** then **parrot, penguin** and **pizza**.
- **Trace and write:** Tell them now to trace and then write the letters **Oo** and **Pp** 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 Unit 12 pages 70-75

- Follow Letter Aa model in the introduction of this book under "**A Model for the Techniques of Introducing the Letters' Activities in the Phonics Book**"



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

- Start by asking "**What food do you like?**". Let the children think and give answers. Help them by giving them the English words for the food they like.
- Try to involve the food they learnt in lesson 1.
- Tell pupils to open their pupil's books on page 55.
- Tell them to look at the picture and tell you what they can see.
- Get many answers and praise good ones. Even if they say it in their mother tongue praise correct ones because it will help understanding.
- Ask "**Where are the children?**" "**Are they at school?**"
- Get them to say "**No**". Say "**They are at the restaurant.**" Ask "**Where are they?**" let them repeat "**They are at the restaurant**" repeat and let them repeat the word **restaurant**.
- Ask "**What is Tony pointing at?**" maybe some of them know the word MENU in their mother tongue and maybe no one does. Say "**He is pointing to the MENU.**" Repeat the word MENU several times and let the children repeat as you and them point to it in the book.
- Ask "**What's on the MENU?**" "**What food?**"
- Say "**look at the MENU** there's **fish, soup, salad, pizza, chicken and burger.**"
- Repeat the food many times and let them repeat.
- Now ask "**Do you like chicken?**" "**Do you like soup?.. etc**". Ask about different foods and get them to answer with "**Yes**" or "**No**".
- Repeat the procedure by making them ask and answer each other in pairs. They will need your help to ask; it's not easy but they can try.
- Tell them that now they will hear Tony, Julie and Rose.

I Like Pizza

- Play CD 1 track 52. Tell them to point to the speaking character in their books. You walk around and check they are pointing to the right person.
- Let them repeat the lines of characters. Make pauses if they need that. Then let them try saying the lines without the CD.
- Play CD 1 track 53 The last step is to sing the song


 **CD 1 track 52 Unit 7**
Restaurant

Tony: Do you like fish?

Julie: Yes.

Tony: Do you like salad?

Rose: No.

Tony: Do you like burger?

Rose: Yes.

Tony: Do you like soup?

Julie: Yes.

Tony: Do you like chicken?

Julie: No.

Tony: Do you like chips?

Julie and Rose: Yes, yes, yes.


 **CD 1 track 53 Unit 7**
Food song

Do you like fish?

Yes, I like fish.

Do you like chicken?

No, I don't like chicken.

Do you like chips?

Yes, yes, yes.

I like chips.

Activity Book Session pages 56 and 57

- Tell the pupils to open their Activity books on page 56.
- Explain to them that they need to circle Yes or No and demonstrate it on the board.

- You need to read every sentence with them and wait till they all circle their own answer according to what they like.
- Page 57: to do this exercise let them name the items on the page first. Tell them there's a letter missing and they need to circle the missing letter from the letters given. Demonstrate this on the board.
- If it's difficult for them, write the words on the board and let them look and see the missing letter.
- Walk around and help, check and correct.

Number Book Session pages 54 and 55

- **Page 54:** Join to the number. Join to the picture: You need to help the pupils in doing this type of activities. Do an easy example on the board. Write "seven trees", then write the numbers 7,3, 5, then draw a group of 3 trees, then a group of seven trees, then a group of five. Show the class how you will join the phrase to the correct number then to the correct group of apples.
- Now try to let the pupils work on the exercise in groups.
- Walk around to help and explain to those who need it.
- **Page 55:**
- Do one example with the class on the board.
- Draw items and next to it write a number with a dotted outline. Invite a child to read the digit then invite another one to colour the items this digit represents.
- Do more examples and every time invite different children to read the number and colour items.
- Now ask them to open their number books on page 55 to trace and write.
- Walk around to help and guide.



Pinpoints of the lesson



- **Warm-up:** Use the alphabet poster. Play CD 1 track 4 on the Alphabet song A-Z.
- **Review:** Letters Aa-Pp.
- **Listen and point. Pupil's book page 56 CD 1 track 54:** Letters Qq and Rr queen, quilt, question, ring, rabbit, rainbow : Children listen to letter Mm song on CD 1 track 54. Teacher points to letters Qq and Rr on poster or flashcards. Pupils listen and point.
- **Listen and say** (Letters Qq/Rr queen, quilt, question mark, ring, rabbit , rainbow) Children listen, point in their books, name and sound the letters and name the pictures.
- **Listen and sing** : Letters Qq and Rr Songs: 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+59:** Colour, trace, match and write.
- **Phonics book 1** Unit 13 pages 76-81.

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 1 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 Letter Qq and Rr

- Use **Alphabet flashcards** to introduce letters **Qq** and **Rr** and the words "**queen, quilt, question mark, ring, rabbit, rainbow**".
- Show the flashcard of the letter **Qq** and the letter **Rr**.
- Show 3 things that start with the letters: **queen, quilt, question mark, ring, rabbit, rainbow**.
- 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, ring, rabbit, rainbow**.
- Follow the same procedure you used to present previous letters. First, show the letter to the children. Say

the name is “**Qq**” (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 pictures of: “**queen**”, “**quilt**” and “**question mark**”. Show the word flashcards of each picture with the initial “**q**” in a different colour. 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**” “**q**” **q** “**queen**”. Do the same with quilt and question mark.

- Invite children to come out and point to the pictures. Say point to queen, quilt, question mark.
- Repeat the procedure this time to introduce **Rr ring, rabbit, rainbow**.
- **Play CD 1 track 54:** Now tell the pupils 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 CD 1 track 54 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

- Let 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 pupils for the answers.



Listen and Sing

- Play CD 1 track 54 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 because it’s confusing a little since it sounds /q/.
- Repeat for the letter Rr song.



CD 1 track 54 Unit 7

Letters Qq and Rr Song

Letter Qq Song

Q is for Queen q q queen
 Q is for Quilt q q quilt
 Q is for Question mark q q question mark
 This is the letter Qq.
 Q qq qq qq queen
 Q qq qq qq quilt
 Q qq qq qq question mark
 This is the letter Qq.

Letter Rr Song

R is for ring r r ring
 R is for rabbit r r rabbit
 R is for Rainbow r r rainbow
 This is the letter Rr.
 R rr rr rr ring
 R rr rr rr rabbit
 R rr rr rr rainbow
 This is the letter Rr.



Make the letters 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 learn the letters Qq and Rr.
- Demonstrate to the pupils how to form the letters Qq and Rr on the mats.
- Now let them start working and you watch and help around.
- Display their work in class as usual.

Take-home activity

The Alphabet Collage: Send the Alphabet Collage page of letters Qq and Rr home with the pupils to do it with their parents. Now they know the idea of the collage and can work smoothly with their pupils.

Activity Book Session pages 58 and 59

- **Colour the letters Qq and Rr and match:** Explain the exercise to the children by demonstrating it on the board. Write two words on the left side of the whiteboard with bubble letters; write **queen** and **ring**. Draw the items those words represent on the right. Explain to the children that they need to identify the **q** and **r** letters first and colour them. Call one child out to colour the q and r letters. Then read the words with them. Call another two children to match the words to the correct items on the right. Now they open on page 58 in their

Activity books to work on the first exercise. Do it orally with them first then let them work and you walk around to help.

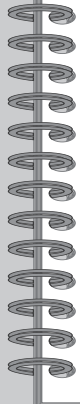
- **Trace the letters Qq and Rr:** Now they open their Activity books on page 59 and trace the letters Qq , Rr. Ask them to name the pictures, *queen* , *quilt* and *question mark* then *ring* , *rabbit* and *rainbow*.
- **Trace and write:** Tell them now to trace and then write the letters **Qq** and **Rr** 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 Unit 13 pages 76-81

- *Follow Letter Aa model in the introduction of this book under “A Model for the Techniques of Introducing the Letters’ Activities in the Phonics Book”*



Pinpoints of the lesson



- **Poster 14:** Talk about the scene. The children make guesses about the scene.
- **Listen and point:** Play CD 1 track 55. Pupils listen, teacher points to poster. Pupils listen and point to poster. Pupils listen and point in their books.
- **Listen and say:** Play CD 1 track 55 again. Pupils listen and repeat.
- **Look and act:** Play CD 1 track 55 again. Pupils listen and repeat lines. Then listen and act out the dialogue.
- **Listen and sing:** Play CD 1 track 56. Use flashcards or demonstrate actions of the song. Pupils listen, sing and do the actions in the dialogue.
- **Point, stick and say:** Teacher explains the task. Pupils stick the stickers on the matching picture and name the picture.

Pupil's Book Session pages 57, 58 and 59

The story dialogue, page 57

Poster 14

- Talk about poster 14 with the children. Ask them: "**Who do you see in the picture?**" "**Are they at school?**" "**Are they at home?**" Elicit "**Yes**" Let them name what they know as you point to poster and ask: "**What's this?**", "**Why is mum unhappy?**" "**Who's this?**" and help them give answers like "**This is pizza**" "**This is mum**".
- Try to get the children predict what the story is about.
- Introduce the words "**untidy**" put many things on the floor say look the class is untidy, then take them away and say now the class is tidy. They know the words "**hungry**" and "**dinner**" from the story in unit 6 but review the words and remind them of the birds in the story that were hungry.
- Let the pupils repeat the words **hungry**, **dinner** and **untidy**.



Listen and point

- Play CD 1 track 55. 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 pupils open their books on page 55 and point in their books this time.



Listen and say

- Play CD 1 track 55 again. Make pauses for the pupils to listen and repeat lines.
- Point to the key words on the poster and let the pupils do the same in their books every time you play the CD.
- Make pauses to let children guess who will speak next or what he/she will say. See if they still need many pauses or they made some progress and don't need that many anymore.
- Let pupils try to tell the story on their own. Invite good volunteers first to try, and then see if other pupils are encouraged to do the same.



CD 1 track 55 Unit 7

Story : Yummy It's Pizza

The children : Mum! We are hungry. What are we going to eat for dinner?

Mum : No dinner tonight. Look! The room is so untidy. No, mum!
You clean the room, Mummy will make dinner.

The children : Ok, mum.

(The children started cleaning the room. Mum is peeping every now and then and smiling.)

The children : Here we are.
Mum! Come and have a look.
Mum is very happy now.

Mum : Surprise, surprise!
Guess what mum has made!

The children : Cake!

Mum : No.

The children : Yummy! It's pizza.

After listening

Now ask more questions and get the children to answer and if they can't, you give the model answer but let them repeat the correct answer many times. The point of this "after listening" activity is to build some listening comprehension skills and to communicate the language taught in this unit.

- Is mum happy? Why not?
- Is the room tidy?
- Is mum happy now? Why?
- What has mum made for dinner?

Look and act

- Play CD 1 track 55. 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 says the line of one character.
- Check if some now can act it individually.

The Song, page 58

- Tell the children they will learn a song about pizza.
- You will need to explain what *peperoni* is.

**Listen and Sing**

- **Play CD 1 track 56:** Pupils listen, and point in their books to the pictures of pizza.
- Now play the CD again and let them sing first with CD then without it.
- Let one volunteer come out and act the song while CD plays the song like he/she is the pizza.


CD 1 track 56 Unit 7
I'm Pizza Song

*I am a pizza,
with extra cheese.
Mushrooms, onions,
and some sauce squeezed.*

*I am a pizza,
red and green.
Pepperoni with oregano,
I'm a pizza,
I'm the queen.*

**Stickers, page 59**
Point, stick and say

- Say it's stickers time. Give each one of them his page of stickers.
- Tell them to open their books on page 59.
- They look for the matching pictures and stick them.
- The last step is to name the pictures. Walk around to check their work and see they did the matching correctly. Ask each child a question: **"What's this?"** **"Who is this?"** Let them name as many items as time allows.

Assessment of Unit 7

Assessment Sheet 7 (See TRB for Assessment Sheet).



Unit
8

Shapes

Shapes

LESSONS PLANNER

	Textbooks Sessions	Posters	Flashcards	CD 1 Tracks
Lesson 1	<ul style="list-style-type: none"> - Pupil's Book Session pages 60 - 61 - Activity Book Session pages 60 – 61 	15	126 – 134	1 - 57 - 58
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): Heart shapes to make a butterfly 	15	126 – 134	1 - 57 - 58
Lesson 3	<ul style="list-style-type: none"> - Pupil's Book Session page 62 - Activity Book Session page 62 - 63 - Phonics Book Session Unit 14 pages 82 - 87 	Alphabet poster: Letter Ss Letter Tt	Alphabet flashcards: Letter Ss sun, spider, star Letter Tt tree, turtle, tiger	4 – 59
Lesson 4	<ul style="list-style-type: none"> - Pupil's Book Session page 63 - Activity Book Session pages 64 - 65 - Number Book Session Unit 6 pages 56 – 57 			
Lesson 5	<ul style="list-style-type: none"> - Pupil's Book Session page 64 - Activity Book Session pages 66 - 67 - Phonics Book Session Unit 15: pages 88 – 95 	Alphabet poster: Letter Uu Letter Vv	Alphabet flashcards: Letter Uu up, under, umbrella Letter Vv van, vase, violin	4 - 60
Lesson 6	<ul style="list-style-type: none"> - Pupil's Book Session Story: page 65 Song : page 66 Stickers: page 67 - Assessment Sheet 8 (TRB) 	16		61 – 62 63 - 64

New words, New Language and Language Functions

Words: *Square, circle, triangle, rectangle, star, heart, crescent.*

Language: *(These are circles, Rev. This is a triangle, Rev. Yes/ No question, Rev. What question)*

Language Functions: *Talking about shapes and things in life that have specific shapes*

Outcomes

- Identifying shapes in the book and in life (Square, circle, triangle, rectangle, star, heart and crescent).
- Chanting the new words and language patterns.
- Responding to **Yes/No** questions about shapes
- Responding to **What** question about shapes (What shape is this (the table)?)
- Singing all letters' names and sounds song (A-Z).
- Identifying, reading and writing the letters **Ss**, **Tt**, **Uu**, **Vv**, capital and small, and saying the beginning sounds of /s/, /t/, /u/, /v/ with 3 word example that begin with the letter **Ss**, sun, spider, star, with the letter **Tt**, tree, tiger, turtle, with the letter **Uu**, umbrella, up, under, with the letter **Vv**, van, vase, violin).
- Read keywords in unit 8.
- Trace, match and circle key words of unit 8
- Review, read and write numbers 1-10 (digits and words).
- Listen to and follow a story prompted by pictures CD.
- Act out the scene.
- Sing the songs in the unit.



Pinpoints of the lesson



- **Warm-up:** Play CD 1 track 1 on the Bubble Kids Song. Pupils sing.
- **Poster 15:** Show poster. Talk about the scene.
- **Flashcards** (126-134): Show flashcards. Introduce shapes.
- **Listen and point:** Play CD 1 track 57. Children listen. Teacher points to poster. Play CD again. Children listen and point to poster.
- **Listen and say:** Play CD 1 track 57. Children listen and repeat.
- **Pupil's book pages 60 and 61:** Play CD 1 track 57 again. Children listen, repeat and point in their books.
- **Chant:** Play CD 1 track 58. Pupils chant the new words.
- **Reading:** Use flashcards (126-134). Pupils sight-read the flashcards.
- **Drama:** Pupils repeat lines and act out the scene.
- **Assessment:** Ask about shapes.
- **Activity book pages 60 and 61:** Pupils read words and match to pictures.

Pupil's Book Session pages 60 and 61

Warm-up

- Play CD 1 track 1 on Bubble Kids Song. Children sing along. (*Lyrics in unit 1*)

Poster 15

- Display the poster in front of the children and say "**look**".
- Ask "**What can you see?**" let pupils try expressing what they see "**shapes**",
- Point to the shapes and say "**Look! Shapes**"

Flashcards

- Use flashcards (126-134), picture side, to teach the shapes. Hold one up and say "**square**" and they repeat.
- Introduce "**circle, rectangle, triangle, star, heart, oval and crescent**".
- Then holding the circle flashcard ask the class: "**Is this a square?**" Elicit "**No**" (*shaking your head*).
- Then holding a circle's flashcard ask: "**Is this a circle?**" Elicit "**Yes**" (*nodding your head*).
- Do the same with the rest of the shapes too.



Listen and point

- Play CD 1 track 57 and say "**listen**".
- Play CD 1 track 57 and let the children listen first without pointing to the poster.

- Play CD 1 track 57 again and this time point to the speaking character on the poster and to the new items (shapes).
- Play CD 1 track 57 again and invite children out to point to the poster.



Listen and say

- Play CD 1 track 57 again; pupils listen and repeat as you point to poster 15.
- Play it again. Pupils listen, point to poster and repeat.
- Listen carefully and make sure they are repeating correctly.
- You can vary this repetition drill by making pauses and letting them guess what's said next.
- Play CD 1 track 57.
- Tell the pupils to open their pupil's books on pages 60 and 61.
- Tell them to listen, repeat and point in their book.



CD 1 track 57 Unit 8 Shapes

Willie: *What shape is this?*

Julie: *A circle.*

Willie: *What shape is this?*

Julie: *A square.*

Willie: *What shape is this?*

Julie: *A star.*

Willie: *What shape is this?*

Julie: *A triangle.*

Willie: *What shape is this?*

Julie: *A heart.*

Willie: *What shape is this?*

Julie: *A crescent.*

Willie: *What shape is this?*

Julie: *An arrow.*

Chant

- Play CD 1 track 58 on the chant and let pupils enjoy **listening** to it first.
- Play it again and pupils join and chant with CD.
- Play it again till pupils learn it by heart.



CD 1 track 58

Unit 8 Shapes Chant

circle square triangle rectangle
circle square triangle rectangle
arrow heart diamond star
arrow heart diamond star
crescent crescent

Reading

- Use flashcards (126-134) for sight-reading.
- Hold the card up for pupils to read. Let class repeat every word several times.
- Repeat procedure until you feel that most can read the words.

Drama

- **Acting out the scene:** Invite children to act out the scene.
- Play the CD and act the lines pretending you are Rose and Willie.
- Change your voice every time you play a different character.
- Let the children take roles with you.
Alternatively, you can use a puppet or the stick masks (*See stick masks in TRB*)
- Invite other pairs to act it out without playing the CD this time.

Assessment

- Use the flashcards (126-134) 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: **“What is this?”**
- Ask **“What shape is this?”**.

Activity Book Session pages 60 and 61

- **Read and match:** Explain to the pupils that they need to read the words and match them.
- Point, say and colour.
- Read the words with them again.
- Do the first one with them out loud and let them match it to the correct picture on the board.
- Let pupils work alone now and match the rest of the words.
- Walk around and check their work.



Pinpoints of the lesson



- **Warm-up:** (Review Bubble Kids Song)
- **Pupil's book pages 60 and 61:** *Review: shapes*
- **Activity book pages 60 and 61:** Flashcards (126-134) sight-read the words.
- **Art & Craft:** Heart shapes to make a butterfly
- **Oral Assessment:** Teacher points to poster/flashcards, pupil says the word.

Pupil's Book Session pages 60 and 61

Warm-up

- Play CD 1 track 1 on **Bubble Kids Song** and let them enjoy singing along. This song should be played for the pupils at the beginning of every unit and as revision in lesson 2.
- **Pupil's Book pages 60 and 61:** Revision of all what the children learnt in lesson 1.
- Use poster 15 and flashcards (126-134) to review what the children learnt in lesson 1 by pointing to foods or holding up a flashcard and asking: "**What shape is this?**" Elicit "**(square/circle)**". Let pupils point and say "**a star**".
- Monitor children's answers to check how far their developmental level has got. Encourage them and remind them of what they couldn't remember. If you feel that they still need more work on certain language, prepare some more practice activities and use different strategies to reteach what they missed out on from the first time.
- Play CD 1 track 57. Invite children to point to items on poster and say the words. See if they can listen and point. Give a chance to all the children to come out to the poster, listen and point to the shapes.
- CD 1 track 58. Review the **Shapes Chant**. Get the children to chant. If they don't remember how it goes, play CD 1 track 58 and let them try again and monitor their fluency and accuracy. Don't make them fear trying. Whatever they do deserves praise.

Activity Book Session pages 60 and 61

- **Sight-reading:** Use flashcards (126-134) word side and sight-read them again with the children one by one. Remember that pupils need to read the word as a whole (*See sight-reading under method and techniques in the introduction*). Hold the card up to the class to read. Ask "**Who can read this word?**" "circle". Let them raise their hands to answer. Monitor who can or can't read. Do this more often till you see that most children

have started to sight-read.

- Do the same with the rest of the flashcards. Check understanding; using the picture side and ask “**What’s this?**”
- Monitor pupil’s answers.

Art & Craft

Heart shapes to make a butterfly

- You need: Scissors, paper, pen and glue.
- Cut 2 big hearts, two smaller hearts and many smaller hearts to make the butterfly’s body.
- Glue the big hearts on a larger piece of paper and wings points of hearts inwards towards the body; and glue the smaller hearts over them but make them a different colour. Make the body from the very small hearts; glue them in a row. Use a marker to draw the eyes and the antennae.

(See TRB for more details and ideas.)



Pinpoints of the lesson



- **Warm-up:** Use the alphabet poster. Play CD 1 track 4 on the Alphabet song A-Z.
- **Review:** Letters Aa-Rr.
- **Listen and point. Pupil's book page 62 CD 1 track 59:** Letters Ss and Tt, sun, spider, star, tree, tiger, turtle: Children listen to letter Ss song on CD 1 track 59. Teacher points to letters Ss and Tt on poster or flashcards. Pupils listen and point.
- **Listen and say** (Letters Ss and Tt, sun, spider, star, tree, tiger, turtle): 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.
- **Activity book pages 62, 63:** Colour, trace, circle and write.
- **Phonics book:** Unit 14 pages 82-87.

Pupil's Book Session page 62

Warm-up

- Open the Alphabet poster and display. Tell the children that these are the letters of English.
- Play CD 1 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 Ss and the Letter Tt

- Use **Alphabet flashcards** to introduce letter Ss and the words Ss sun, spider, star. Show the flashcard of the letter Ss. Show 3 things that start with that letter: sun, spider, star. Tell them each letter has a name and a sound. Say this letter's name is Ss (name) its sound is /s/.
- Follow the same procedure to introduce Tt tree, tiger, turtle.
- Invite children to come out and point to the pictures. Say point to sun, spider, star, tree, tiger, turtle.
- **Play CD 1 track 59:** Now tell the pupils that they will listen to the letters Ss and Tt songs. Play the song and you point to the flashcards.
- **Pupil's Book page 62:** Play CD 1 track 59 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

- Let children point to the letter and words in their books and say **Ss name of letter, /s/ (sound) and sun, spider and star.**
- Do the same with the letter Tt, tree, tiger, turtle.

Assessment

- Now point to a picture and let children name it. Then point to the letter **Ss** and ask: **“What’s this letter (name)?” “What sound does it make (sound)?” “What word starts with the letter Ss?”** Quiz the pupils for the answers.



Listen and Sing

- Play CD 1 track 59 and let the children listen to letters Ss and Tt 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.
- 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 1 track 59 Unit 8 Letters Ss and Tt Song

Letter Ss Song

S is for Sun s s sun
S is for Spider s s spider
S is for Star s s star
This is the letter Ss.
S ss ss ss sun
S ss ss ss spider
S ss ss ss star
This is the letter Ss.

Letter Tt Song

T is for Tree t t tree
T is for Tiger t t tiger
T is for Turtle t t turtle
This is the letter Tt.
T tt tt tt tree
T tt tt tt tiger
T tt tt tt turtle
This is the letter Tt.



Make the letter 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 pupils 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 a while .
- **Take-home activity:** *The Alphabet Collage*: Send the Alphabet Collage page of letters **Ss** and **Tt** home with the pupils to do with their parents.

Activity Book Session pages 62 and 63

- **Colour the letters Ss and Tt and match:** Explain the exercise to the children by demonstrating it on the board. Write two words on the left side of the whiteboard with bubble letters; write **sun** and **tree**. Draw the items those words represent on the right. Explain to the children that they need to identify the **s** and **t** letters first and colour them. Call one child out to colour the s and t letters. Then read the words with them. Call another two children to match the words to the correct items on the right. Now they open on page 62 in their Activity books to work on the first exercise. Do it orally with them first then let them work and you walk around to help.
- **Trace the letters Ss and Tt:** Now they open their Activity books on page 63 and trace the letters Ss , Tt. Ask them to name the pictures, **sun** , **spider** and **star**- then **tree** , **tiger** and **turtle**.
- **Trace and write:** Tell them to trace and then write the letters **Ss** and **Tt** 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 Unit 14 pages 82-87

- *Follow Letter Aa model in the introduction of this book under “A Model for the Techniques of Introducing the Letters’ Activities in the Phonics Book”*



Pinpoints of the lesson



- **Warm-up** :Review language of lesson 1 (shapes)
- **Pupil's book page 63**: Talk about pictures in the book. Teacher introduces new words, asks. Pupils repeat and answer questions.
- **CD 1 track 57**: Play CD. Pupils listen, repeat and sing.
- **Activity book pages 64 and 65**: Count the shapes. How many? Draw shapes
- **Number book unit 6 pages 56 and 57**: Count the items. Read and sum.

Pupil's Book Session page 63

Warm-up

- Start by asking "**What shape is this?**". Let the children give answers.
- Try to involve the things in the class and ask what shape is this
- Point to the table in the class and ask "**What shape is this table?**"
- See who can answer. Then if one gives the correct answer praise him and let all repeat. If no one could answer then say "**square**".
- Tell pupils to open their pupil's books on page 63.
- Tell them to look at the picture and tell you what they can see.
- Get many answers and praise good ones. Even if they say it in their mother tongue praise correct ones because it will help understanding.
- Say look at the picture, pointing to the first one and let them point to it too. Tell them that there are shapes around us. The point is to relate shapes to life and that everything has a shape.
- Say look at the picture "**What is square?**" see if one will say **the table** praise the correct answer. Or just give the model answer and let the children repeat several times.
- Let them practice this question and answer. They need to try to ask and answer many times in pairs.
- Do the same with the rest of the pictures. "**What is oval?**" "**an egg**" "**What is triangle?**" "**pizza**", "**What is circle?**" "**a plate**".

Activity Book Session pages 64 and 65

Page 64:

Count the shapes. Write how many.

- It's easier for the children if they see examples on the board. Do one on the board and invite children to count and the class counts out loud with you.
- Ask the children "How many squares?" Let one child come out and count out loud and write the digit in a box under the items.

- Do the rest of the exercise with them on the board inviting pupils one by one to count and write the numbers.
- Tell the pupils to open their Activity books on page 64.
- Tell them to count the shapes and write how many.

Page 65:**Draw shapes.**

In this activity they need to draw shapes in the empty box. It's not as easy as it sounds. They need to think and draw 4 equal sides for the square.

- To add some fun play a song (CD 1 track 62) and let them sing as they are drawing.

Number Book Session pages 56 and 57

Page 56:**- How many? Write the numbers.**

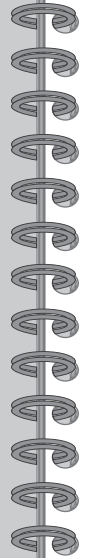
- Draw groups of items on the board with a box under each group of items. Invite children to count and write the number in the box.
- Pupils count the items and write the number in the boxes under the pictures.

Page 57:**- Do these sums.**

- Now that the children have had enough practice orally and visually on addition.
- Do the first sum with the class on the board. Draw the picture sums. Let them read the sum aloud with you "five plus five equals ten" invite pupils to write answers on the board.
- Draw all the picture sums they have in their book and together, read them out loud.
- Invite the pupils to write the digits of the sum under the pictures and the whole class reads the sum with the child.
- Elicit the answers and invite other children to write the answers to these sums.
- Give another sum on the board. Invite pupils to read and answer.
- Now make more sums yourself and let the children match the picture sums with the number sum.
- Now they can open their number books on page 57 and work alone.
- Walk around to help and guide them.



Pinpoints of the lesson



- **Warm-up:** Use the alphabet poster. Play CD 1 track 4 on the Alphabet song A-Z.
- **Review:** Letters Aa-Tt.
- **Listen and point Pupil's book page 64 CD 1 track 60:** Letters Uu and vv umbrella , up, under, van, vase, violin : Children listen to letters Uu and Vv song on CD 1 track 60. Teacher points to letters on poster or flashcards. Pupils listen and point.
- **Listen and say** (Letters Uu and Vv, umbrella, up, under, van, vase, violin): Children listen, point in their books, name and sound the letter and name the pictures.
- **Listen and sing** : 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:** Colour, trace, circle and write.
- **Phonics book:** Unit 15 pages 88-95.

Pupil's Book Session page 64

Warm-up

- Open the Alphabet poster and display.
- Play CD 1 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 Letters Uu and Vv

- Use **Alphabet flashcards** to introduce letters Uu and Vv and the words: Umbrella, up, under, van, vase, violin.
- Show the flashcard of the letters Uu and Vv. Show 3 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.

- **Play CD 1 track 62:** Now tell the pupils 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 CD 1 track 60 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

- Let children point to the letters and words in their books and say Uu/Vv (name and sound) and umbrella, up, under, van, vase, violin.

Assessment

- Now point to a picture and let 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 pupils for the answers.



Listen and Sing

- Play CD 1 track 60 and let the children listen to letter Uu and Vv 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.



CD 1 track 60 Unit 8 Letters Uu and Vv Song

Letter Uu Song

U is for Umbrella u u umbrella
 U is for Up u u up
 U is for Under u u under
 This is the letter Uu.
 U uu uu uu umbrella
 U uu uu uu up
 U uu uu uu under
 This is the letter Uu.

Letter Vv Song

V is for van v v van
 V is for vase v v vase
 V is for Violin v v violin
 This is the letter Vv.
 V vv vv vv van
 V vv vv vv vase
 V vv vv vv violin
 This is the letter Vv.



Make the letter **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 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 .
- **Take-home activity:** *The Alphabet Collage:* Send the Alphabet Collage page of letters **Uu** and **Vv** home with the pupils to do with their parents.

Activity Book Session pages 66 and 67

- **Colour the letters Uu and Vv and match:** Explain the exercise to the children by demonstrating it on the board. Write two words on the left side of the whiteboard with bubble letters; write **umbrella** and **van**. Draw the items those words represent on the right. Explain to the children that they need to identify the **u** and **v** letters first and colour them. Call one child out to colour the “u” and “v” letters. Then read the words with them. Call another two children to match the words to the correct items on the right. Now they open on page 66 in their Activity books to work on the first exercise. Do it orally with them first then let them work and you walk around to help.
- **Trace the letters Uu and Vv:** Now they open their Activity books on page 67 and trace the letters Uu , Vv. Ask them to name the pictures, **umbrella** , **up** and **under** then **van** , **vase** and **violin**.
- **Trace and write:** Tell them now to trace and then write the letters **Uu** and **Vv** 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 Unit 15 pages 88-95

- *Follow Letter Aa model in the introduction of this book under “A Model for the Techniques of Introducing the Letters’ Activities in the Phonics Book”*
- Leave the letter Ww in this unit and do the Ww with unit 16 because it comes with the letter Xx in the same lesson.
- Or you can introduce the Ww as well and let them finish the work as usual.



Pinpoints of the lesson



- **Poster 16:** Talk about the scene. The children make guesses about the scene.
- **Listen and point:** Play CD 1 track 61. Pupils listen, teacher points to poster. Pupils listen and point to poster. Pupils listen and point in their books.
- **Listen and say:** Play CD 1 track 61 again. Pupils listen and repeat.
- **Look and act:** Play CD 1 track 61 again. Pupils listen and repeat lines. Then listen and act out the dialogue.
- **Listen and sing:** Play CD 1 track 62. Use flashcards or demonstrate actions of the song. Pupils listen, sing and do the actions in the dialogue.
- **Point, stick and say:** Teacher explains the task. Pupils stick the stickers on the matching picture and name the picture.

Pupil's Book Session pages 65, 66 & 67

The story dialogue, page 65

Poster 16

- Talk about poster 16 with the children. Ask them: **"Who do you see in the picture?"** **"Are they at home?"** Elicit **"No"** **"Are they at school?"** Elicit **"Yes"** Let them name what they know as you point to poster and ask: **"Miss Ann asked the children to make what?"** Elicit **"shapes"** **"What's this shape?"**
- Try to get the children expect what the story is about.
- Now bring some sand in a tray and tell the children you will make a square. Show the square you made in the sand.
- Invite children to make shapes in the sand tray.
- Ask the children to look for Donny in the scene. Ask **"What shape has Donny made?"** See if they can guess and say **"W star"**.



Listen and point

- Play CD 1 track 61. 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 pupils open their books on page 65 and point in their books this time.



Listen and say

- Play CD 1 track 61 again. Make pauses for the pupils to listen and repeat lines.
- Point to the key words on the poster and let the pupils do the same in their books every time you play the CD.

- See if they still need that many pauses or they made some progress and don't need that anymore. Keep minimizing the number of pauses you make to check the progress the pupils made in repeating lines.
- Invite good volunteers first to try to say the lines, and then see if other pupils are encouraged to do the same.



CD 1 track 61 Unit 8

Making shapes

Miss Ann : Ok children, now I want you to use the play-doh to make things with the shapes.

Miss Ann : What is this, Rose?

Rose : A house.

Miss Ann : What shapes is this house?

Rose : A square and a triangle.

Miss Ann : What is this, Tony?

Tony : A car.

Miss Ann : What shapes is this car?

Tony : Circles, squares and a rectangle.

Miss Ann : What is this, Julie?

Julie : A table.

Miss Ann : What shape is this table?

Julie : A square. And some circles on the table.

Miss Ann : What is this, Willie?

Willie : A kite.

Miss Ann : What shape is this kite?

Willie : A triangle.

Miss Ann : What shape is this, Donny?

Donny : A heart.

All : Ha ha ha ha

After listening

- Now ask more questions and get the children to answer
- Ask:
 - What shape has Willie made ?
 - What shape has Tony made ?
 - What shape has Rose made ?
 - What shape has Julie made ?
 - What shape has Donny made ?



Listen and Sing

- Play CD 1 track 62 and let the pupil listen to this song about shapes. The point of this song is to provide variety and to let pupils enjoy singing the shapes.
- You can extend this song and turn it into drama and have the children be the shapes and sing it.



CD 1 track 62 Unit 8

Shapes song

*I'm a circle, I'm a circle
 I want to be a square
 I'm a square, I'm a square
 I want to be a triangle
 I'm a triangle, I'm a triangle
 I want to be a heart
 I'm a heart, I'm a heart
 I want to be an oval
 I'm an oval, I'm an oval
 I want to be a star
 I'm a star, I'm a star
 I want to be a star*

Look and act

- Play CD 1 track 61. Try to say the lines and act them yourself at first.
- Give them the sand trays and you all act the scene out.
- Do miss Ann's role. They can do the children's role.

The song, page 66

- Tell the children they will learn a song about shapes.



Listen and Sing

- **Play CD 1 track 62:** 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.
- Let one volunteer come out and act the song while CD plays the song. One child comes out and says "*I'm a circle*" another says "*I'm a square*" etc.
- **CD 1 tracks 63 and 64: The shapes story & Song:** there's another story about shapes that is related to a song that comes after it.
- **Play CD 1 track 63 on the story:** Let the pupils listen to the story while looking at page 66 in their books. Tell the story to the pupils using pictures you prepared. Make sure they understand the story before you play the song.
- Play the song as pupils point in their books. The point of the story is to make pupils understand that it's ok to be different and that everyone is special in their own way.



CD 1 track 63 Unit 8

Song Story: It's Ok to be different

One day the shapes went out to play.
 The circle was very happy. It was going round and round fast.
 The oval was very happy, too. It was rolling and rolling joyfully.
 The square was not happy. He was standing. He can't go round or roll.
 "Why can't I go round and forward like a circle" wondered the square sadly.
 "Why can't I roll like an oval?" he cried.
 Then suddenly a strong wind started to whistle and blow.
 The circle and the oval couldn't stop. "Help!" they cried.
 The square is now standing in the face of the wind to stop the circle and the oval from rolling away.
 "You saved us Square" said the circle and the oval.
 "Square! It's ok to be different".



CD 1 track 64 Unit 8

Song: It's Ok to be different

It's Ok to be different

It's OK!

It's OK!

It's Ok to be a square

It's OK!

It's OK!

It's Ok to be a heart.

It's OK!

It's OK!

It's Ok to be a circle.

It's OK!

It's OK!

It's Ok to be different

It's OK!

It's OK!

It's Ok to be different

It's OK!

It's OK



Stickers, page 67
Point, stick and say

- Say it's stickers time. Give each one of them his page of stickers.
- Tell them to open their books on page 67.
- They look for the matching pictures and stick them.
- The last step is to name the pictures. Walk around to check their work and see they did the matching correctly. Ask each child a question: "**What's this?**" "**Who is this?**" Let them name as many items as time allows.

Assessment of Unit 8

Assessment Sheet 8 (See TRB for Assessment Sheet).



Unit
9

My Favourite Things

My Favourite Things

LESSONS PLANNER

	Textbooks Sessions	Posters	Flashcards	CD 1 Tracks
Lesson 1	<ul style="list-style-type: none"> - Pupil's Book Session pages 68 - 69 - Activity Book Session pages 68 – 69 	17	135 – 137	1 - 65 - 66
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): My favourite things catalogue 	17	135-137	1 - 65 - 66
Lesson 3	<ul style="list-style-type: none"> - Pupil's Book Session page 70 - Activity Book Session page 70 - 71 - Phonics Book Session Unit 16 pages 96 - 99 	Alphabet poster: Letter Ww Letter Xx	Alphabet flashcards: Letter Ww woman, whale, watch Letter Xx box, fox, six	4 – 67
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 58 – 59 		Colours flashcards: black	68
Lesson 5	<ul style="list-style-type: none"> - Pupil's Book Session page 72 - Activity Book Session pages 74 - 75 - Phonics Book Session Unit 16: pages 96 - 103 	Alphabet poster: Letter Yy Letter Zz	Alphabet flashcards: Letter Yy yoyo, yacht, yarn Letter Zz zebra, zigzag, zero	4 - 69
Lesson 6	<ul style="list-style-type: none"> - Pupil's Book Session Story: page 73 Song : page 74 Stickers: page 75 - Assessment Sheet 9 (TRB) 	18	138	70 – 71

New words, New Language and Language Functions

Words: *Favourite, colour, person, animal, food.*

Language: *This is my favourite colour - my favourite animal. Rev. Yes/ No question. What/ who questions.*

Language Functions: *Talk about favourite things and people.*

Outcomes

- Identify and name the favourite colour, animal, person and food.
- Chant the new words and language patterns.
- Rev. Respond to **Yes/No** question and questions with “**What and Who**”.
- Sing all letters’ names and sounds song (A-Z).
- Identify, read and write the letters **Ww** and **Xx, Yy, Zz**, capital and small, and say the beginning sounds of **w** and **x, y and z** with 3 word examples that begin with the letter (**Ww** woman whale watch
Xx box fox six and the letter **Yy**, yoyo, yacht, yarn, and **Zz**, zebra, zero, zigzag).
- Read, trace and match words in unit 9.
- Identify, read and write numbers 1-10.
- Listen to and follow the story prompted by pictures..
- Repeat the lines after a model (CD or teacher).
- Sing the songs in the unit.

My Favourite Things



Pinpoints of the lesson



- **Warm-up:** Play CD 1 track 1 on the Bubble Kids Song.
- **Poster 17:** Show poster. Talk about the scene.
- **Listen and point:** Play CD 1 track 65. Children listen. Teacher points to poster. Play CD again. Children listen and point to poster.
- **Listen and say:** Play CD 1 track 65. Children listen and repeat.
- **Pupil's book pages 68 and 69:** Play CD 1 track 65 again. Children listen, repeat and point in their books.
- **Song:** Play CD 1 track 65. Pupils sing.
- **Reading:** Use flashcards (*Randomly: animals, foods, colours, family*). Pupils sight-read the flashcards.
- **Drama:** Pupils repeat lines and act out the scene.
- **Assessment:** Ask about favourite things.
- **Activity book pages 68 and 69:** Pupils read words and match to pictures.

Pupil's Book Session pages 68 and 69

Warm-up

- Play CD 1 track 1 on Bubble Kids Song. Children sing along. (*Lyrics in unit 1*)

Poster 17

- Display the poster in front of the children and say "**look**".
- Tell the pupils that the children are talking about their **favourite things**.
- Explain the meaning of "**favourite**" what you like more than anything else.
- Ask the children "**What's your favourite colour/ animal/ food?**" get as many different answers as you can. Ask "**Who is your favourite person/ friend?**"



Listen and point

- Play CD 1 track 65 and say "**listen**".
- Play CD 1 track 65 and let the children listen first without pointing to the poster.
- Play CD 1 track 65 again and this time you point to the speaking character on the poster and to the new items (shapes).
- Play CD 1 track 65 again and invite children out to point to the poster.

My Favourite Things



Listen and say

- Play CD 1 track 65 again; pupils listen and repeat as you point to poster 17.
- Play it again. Pupils listen, point to poster and repeat.
- Listen carefully and make sure they are repeating correctly.
- You can vary this repetition drill by making pauses and letting them guess what's said next.
- Play CD 1 track 65.
- Tell the pupils to open their pupil's books on pages 68 and 69.
- Tell them to listen, repeat and point in their book.



CD 1 track 65 Unit 9

My favourite things

- Rose** : My favourite people are my mum and dad.
Tony : My favourite food is pizza.
Willie : My favourite colour is blue.
Julie : My favourite drink is apple juice.
Tony : My favourite animal is a horse.
Willie : My favourite animal is a puppy.
Donny : My favourite person is ME!

Song

- Play CD 1 track 66 on the song and let pupils enjoy *listening* to it first.
- Play it again and pupils join and chant with CD.
- Play it again till pupils learn it by heart.
- Do the song with actions like pointing to the sky and eyes and pizza when the song says sings words.



CD 1 track 66 Unit 9

Song My favourite things

*My favourite colour is blue
 The sky is blue
 His eyes are blue
 Blue blue blue*

*My favourite food is pizza
 We all love pizza
 You love pizza
 My favourite food is pizza*

*My favourite person is mum
 We all love mums
 You love mum
 My favourite person is mum*

Reading

- There are no specific words to read in this lesson but you can pick some flashcards randomly to read with the children from different units.
- You can make it more fun when you ask “*What’s your favourite unit?*” and read words from their favourite units.
- Use the flashcards (from all units) for sight-reading.
- Hold the card up for pupils to read.
- Repeat procedure to let them all read the words from the units they most like.

Drama

- **Acting out the scene:** Invite children to act out the scene.
- Play the CD 1 track 65 and act the lines pretending you are Rose, Tony, Julie and Willie.
- Change your voice every time you play a different character.
- Let the children take roles with you.
Alternatively, you can use a puppet or the stick masks (*See stick masks in TRB*)
- Invite other 2 pairs to act it out without playing the CD this time or with pauses if they still need that.

Assessment

- Use the flashcards (all units).
- Hold up each card and ask: “*What is this?*”
- Monitor pupils’ answer.

Activity Book Session pages 68 and 69

- **Read and colour your favourite colours:** Explain to the pupils that they need to read the colour words, trace them and colour the spots.
- Read the words with them again.
- Do the first one with them out loud and let them trace and colour it.
- Let pupils now work alone and colour the rest of the spots.
- **Name favourite food and colour it:** children choose the favourite food from the pictures and colour it.
- **Name favourite animal and colour it:** children choose the favourite animal from the pictures and colour it.
- Walk around and check they did it right.
- Ask questions as you are checking.



Pinpoints of the lesson



- **Warm-up:** (Review Bubble Kids Song).
- **Pupil's book pages 68 and 69:** *Review: Favourite things and person.*
- **Activity book pages 68 and 69:** Flashcards (from all units) sight-read the words.
- **Art & Craft:** My Favourite Things Catalogue.
- **Oral Assessment:** Teacher points to poster /flashcards, pupil says the word.

Pupil's Book Session pages 68 and 69

Warm-up

- Play CD 1 track 1 on **Bubble Kids Song** and let them enjoy singing along. This song should be played for the pupils at the beginning of every unit and as revision in lesson 2.
- **Pupil's Book pages 68 and 69:** Revision of all what the children learnt in lesson 1.
- Use poster 17 and to review what the children learnt in lesson 1 by pointing to the favourite things of Willie, Tony, Julie and Rose.
- Monitor children's answers to check how far their developmental level has reached. Encourage them and remind them of what they couldn't remember. If you feel that they still need more work on certain language, prepare some more practice activities and use different strategies to reteach what they missed out on from the first time.
- Play CD 1 track 65. Invite children to point to the poster and say the lines. See if they can listen and point. Give each pupil a chance to come out to the poster, listen and point to shapes.
- CD 1 track 66. Review the **favourite things song**. Get the children to sing along. If they don't remember how it goes, play CD 1 track 66 and let them try again and monitor their fluency and accuracy.

Activity Book Session pages 68 and 69

- **Sight-reading:** Use flashcards (from all units) word side and sight-read them again with the class one by one. Remember that pupils need to read the word as a whole (*See sight-reading under method and techniques in the introduction*). Hold the card up to the class to read.

Art & Craft

My Favourite Things Catalogue

- Send parents a note to explain what needs to be done.
- Tell them to help their child identify their favourite colour / food / person / drink / animal / clothes.
- Prepare the book and send it to the parents to fill it in with their child.

(See TRB for more details and ideas).



Pinpoints of the lesson



- **Warm up:** Use the alphabet poster. Play CD 1 track 4 on the alphabet song A-Z.
- **Review:** Letters Aa-Vv.
- **Listen and point. Pupil's book page 70 CD 1 track 67:** Letters Ww and Xx, women, whale, watch, box, fox, six : Children listen to letters song on CD 1 track 67. Teacher points to letters on poster or flashcards. Pupils listen and point.
- **Listen and say** (Letters Ww and Xx, women, whale, watch, box, fox, six): Children listen, point in their books, name and sound the letter and name the pictures.
- **Listen and sing:** Letters Ww and Xx Song: Children sing and point in their books.
- **Make the letter Ww and Xx:** Play-doh time with Donny the play-doh kid.
- **Activity book pages 70 and 71:** Colour, trace, match and write.
- **Phonics book:** Unit 15 pages 96-99.

Pupil's Book Session page 70

Warm-up

- Open the Alphabet poster and display.
- Play CD 1 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 pupil points to one letter and then the next letter you let another pupil point and so on.



Listen and point

- Play CD 1 track 65 and say "*listen*".
- **Introducing the Letters Ww and Xx**
- Use **Alphabet flashcards** to introduce letters **Ww** and **Xx** and the words **woman, whale, watch, box, fox, six**.
- Show the flashcard of the letters. Show 3 things that start with each letter: **woman, whale, watch, box, fox, six**.
- 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, box, fox, six**".
- **Play CD 1 track 67:** Now tell the pupils 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 1 track 67 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.

My Favourite Things



Listen and say

- Let the children point to the letters and words in their books and say **Ww/Xx** (*name of letter, /w/ - /x/ (sound)*) and say the words **woman, whale watch, box, fox and six**.
- **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(sound)?” “What word starts with the letter Ww/Xx?”** Quiz the pupils for the answers.



Listen and Sing

- Play CD 1 track 67 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 1 track 67 Unit 9

Letters Ww and Xx Song

Song Letter Ww

W is for Woman w w woman

W is for Whale w w whale

W is for Watch w w watch

This is the letter Ww.

W ww ww ww woman

W ww ww ww whale

W ww ww ww watch

This is the letter Ww.

Song Letter Xx

X is for Box x x box

X is for Fox x x fox

X is for Six x x six

This is the letter Xx.

X xx xx xx box

X xx xx xx fox

X xx xx xx six

This is the letter Xx.



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

My Favourite Things

alphabet play-doh mats of letters **Ww** and **Xx** and a play-doh safe knife.

- Demonstrate to the pupils how to form the letters on the mats.
- Now let them work and you watch and help around.
- When they finish display their work in class for a while
- **Take-home activity:** *The Alphabet Collage:* Send the Alphabet Collage page of letters **Ww** and **Xx** home with the pupils to do with their parents.

Activity Book Session pages 70 and 71

- **Colour the letters Ww and Xx and match:** Explain the exercise to the children by demonstrating it on the board. Write two words on the left side of the whiteboard with bubble letters; write **woman** and **box**. Draw the items those words represent on the right. Explain to the children that they need to identify the **w** and **x** letters first and colour them. Call one child out to colour the **w** and **x** letters. Then read the words with them. Call another two children to match the words to the correct items on the right. Now they open on page 70 in their Activity books to work on the first exercise. Do it orally with them first then let them work and you walk around to help.
- **Trace the letters Ww and Xx:** Now they open their Activity books on page 71 and trace the letters **Ww**, **Xx**. Ask them to name the pictures, **woman**, **whale** and **watch**- then **box**, **fox** and **six**.
- **Trace and write:** Tell them now to trace and then write the letters **Ww** and **Xx** 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 Unit 16 pages 96-103

- *Follow Letter Aa model in the introduction of this book under "A Model for the Techniques of Introducing the Letters' Activities in the Phonics Book"*
- Remember to do the letter **Xx** with this unit. The letter **Xx** is in unit 16.



Pinpoints of the lesson



- **Warm-up** :Review the previous colours.
- **Pupil's book page 71**: Talk about pictures in the book. Teacher introduces new words and asks. Pupils repeat and answer questions.
- **CD 1 track 68**: Play CD. Pupils listen, repeat and sing.
- **Activity book pages 72 and 73**: Pupils trace and colour.
- **Number book pages 58 and 59**: Pupils do the exercises with the teacher help and explanation.

Pupil's Book Session page 71

Warm-up

- Use the black colour pencil or paint to teach the colour: **Black**.
- Review the previous colours with class: **Red, yellow, blue, green, brown, and white**.
- Some children will still not be able to recognize colours and distinguish them so it will take some a while to actually identify colours especially when you teach more colours. But keep repeating the procedure: hold up black things and say **black**. Let class repeat several times then hold other black things and ask: "**What colour is this?**" Elicit "**black**".
- Let them repeat several times. Use the "Colours Guide" for revising colours every day till all children identify at least five or six colours at this stage.
- Tell the children that there are black things in nature like a "**bear**", a "**bat**" and "**ink**".
- Teach the words **bear** and **bat** and **ink**; show flashcards (138+139) pictures side. They know **ink** when they took the letter **li**. The point here is to relate colours to nature and to appreciate nature and its beauty.
- Keep repeating the key sentences in the book "**This bear is black**", "**This bat is black**" and "**Ink is black**".
- Ask every time you want them to answer "**What is black?**" and let them answer using the sentences you taught.
- Hold your black bag that you are carrying for this purpose and say "**My bag is black**" and your black coat and say "**My coat is black**". Repeat several times.
- **Quiz**: Point to the five colours they learnt so far and let them name them. Or point to things in the class and let the children say the colour.
- **Pupil's Book page 71**: Let Children open their Pupil's Book on page 71. Ask them to point to the pictures and ask them again: "**What is black?**" Let them point to each picture and say "**A bear is black**", "**A bat is black**", "**Ink is black**" "**This coat is black**" and "**This bag is black**".
- **CD 1 track 68**: Tell the children that they will listen to a song about black things. Play the CD and let them enjoy listening. Play the CD again and again and let the pupils try to sing it along.



CD 1 track 68 Unit 9

Song : What is black?

Black, black, black
This bat is black
Black, black, black
This coat is black
Black, black, black
This ink is black
Black, black, black
This bag is black
Black, black, black
This bear is black

Activity Book Session pages 72 and 73

Trace black things and colour them page 72

- Explain to the children that in this page there are things that are black and other things that different colours.
- Ask them first "What is black?" let them identify black things in this activity first.
- Now let them colour things that are black. You walk around and see they got the idea and help if they need this.

Who is your favourite person? page 73

- The teacher can send the parents a note to ask them to send the child's favourite person's picture.
- Once the each pupil has his favourite person's picture, the teacher can help them paste the picture.
- Ask each child "Who is your favourite person?" Help them answer "My favourite person is ___".

Take-home-activity:

Everything black

Send the parents a note to help their kids gather small other black things in nature or even pictures of black things and send them to school with their children (see TRB for more ideas).

Number Book Session pages 58 and 59

- **Page 58:** To do this exercise photocopy the page and make a larger scale so that you can demonstrate the activity to your pupils in the class.
- Put up the copy that was made larger on the board and show your pupils how you join the numbers from 1-10 to make a fish. You can even make more than one copy and invite pupils to come out to the front of the class and try joining the numbers from 1-10 to draw the fish.
- Next, have the pupils do it alone in their books.
- **Page 59:** Maze of numbers: Explain to the pupils that they need to start from number 1 at the top and draw a line or use a colour to colour the lane of number 1 until he/she can reach the other end where number 1 is at the bottom. This is a little tricky because the child needs to follow the lane down to reach the same number they started with. Let the children use colours to make it easier.



Pinpoints of the lesson



- **Warm-up:** Use the alphabet poster. Play CD 1 track 4 on the alphabet song A-Z.
- **Review:** Letters Aa-Xx.
- **Listen and point. Pupil's book page 72 CD 1 track 69:** Letters Yy and Zz yoyo, yacht, yarn, zebra, zero, zigzag: Children listen to letter song on CD 1 track 69. Teacher points to letter on poster or flashcards. Pupils listen and point.
- **Listen and say** (Letters Yy and Zz, yoyo, yacht, yarn, zebra, zero, zigzag): 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:** Colour, trace, circle and write.
- **Phonics book:** Unit 16 pages 96-103.

Pupil's Book Session page 72

Warm-up

- Open the Alphabet poster and display. Tell the children that these are the letters of English. Play CD 1 track 4 on Alphabet Song A-Z.
- The children sing along as you point to each letter on the alphabet poster.
- Invite the pupils to point to the letters on the poster each pupil points to one letter and then the next letter you let another pupil and so on.



Listen and point

Introducing the Letter Yy and the Letter Zz.

- Use **Alphabet flashcards** to introduce letters Yy and Zz and the words yoyo, yacht, yarn, zebra, zero, zigzag.
- Show the flashcard of the letters. Show 3 things that start with that letter: yoyo, yacht, yarn, zebra, zero, zigzag.
- Tell them each letter has a name and a sound. Say each letter's name and sound.
- Follow the same procedure you used to present previous letters. First, show the letter to the children. Say the name is "**Yy**" (Saying the name of the letter).
- 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, zigzag.

My Favourite Things

- **Play CD 1 track 69:** Now tell the pupils 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 CD 1 track 69 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 point in their books. Check they are all doing this right.



Listen and say

- Let children point to the letter and words in their books and say **Yy/Zz** (name and sound) and yoyo, yacht, yarn, zebra, zero, zigzag.
- **Assessment:** Now point to a picture and let the 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/Zz?"** Quiz the pupils for the answers.



Listen and Sing

- Play CD 1 track 69 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 and the tune.
- Let them sing the song again without the CD and listen carefully.



CD 1 track 69 Unit 9 page 70

Letters Yy and Zz Song

Song Letters Yy

Y is for yoyo y y yoyo
 Y is for yacht y y yacht
 Y is for yarn y y yarn
 This is the letter Yy
 Yy Yy Yy yoyo
 Yy Yy Yy yacht
 Yy Yy Yy yarn
 This is the letter Yy

Song Letter Zz

Z is for zebra z z zebra
 Z is for zigzag z z zigzag
 Z is for zero z z zero
 This is the letter Zz
 Zz Zz Zz zebra
 Zz Zz Zz zigzag
 Zz Zz Zz zero
 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 Zz**.
- Demonstrate to the pupils how to form the letters on the mats.
- Now let them work and help around.
- When they finish display their work in class for a while.
- **Take-home-activity:** *The Alphabet Collage:* Send the Alphabet Collage page of letters **Yy** and **Zz** home with the pupils to do with their parents.

Activity Book Session pages 74 and 75

- **Colour the letters Yy and Zz and match:** Explain the exercise to the children by demonstrating it on the board. Write two words on the left side of the whiteboard with bubble letters; write **yoyo** and **zebra**. Draw the items those words represent on the right. Explain to the children that they need to identify the **y** and **z** letters first and colour them. Call one child out to colour the y and z letters. Then read the words with them. Call another two children to match the words to the correct items on the right. Now they open on page 74 in their Activity books to work on the first exercise. Do it orally with them first then let them work and you walk around to help.
- **Trace the letters Yy and Zz:** Now they open their Activity books on page 75 and trace the letters Yy , Zz. Ask them to name the pictures **yoyo** , **yacht** and **yarn** then **zebra** , **zero** and **zigzag**.
- **Trace and write:** Tell them now to trace and then write the letters **Yy** and **Zz** 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 96-103

- *Follow Letter Aa model in the introduction of this book under "A Model for the Techniques of Introducing the Letters' Activities in the Phonics Book"*



Pinpoints of the lesson



- **Poster 18:** Talk about the scene. The children make guesses about the scene.
- **Listen and point:** Play CD 1 track 70. Pupils listen, teacher points to poster. Pupils listen and point to poster. Pupils listen and point in their books.
- **Listen and say:** Play CD 1 track 70 again. Pupils listen and repeat.
- **Look and act:** Play CD 1 track 70 again. Pupils listen and repeat lines. Then listen and act out the dialogue.
- **Listen and sing:** Play CD 1 track 71. Use flashcards or demonstrate actions of the song. Pupils listen, sing and do the actions in the dialogue.
- **Point, stick and say:** Teacher explains the task. Pupils stick the stickers on the matching picture and name the picture.

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?**" "**Are they at home?**" elicit "**Yes**" "**Are they at school?**" Elicit "**No**" Let them name what they know as you point to poster and ask: "**What is mum holding in her hand?**" Elicit "**Clothes**" "**What clothes?**" say "**Winter clothes**" say "**Look mum is taking the old clothes.**" Here introduce the word "**old**"
- **Thinking skill:** Ask "**Why is the boy sad?**"
- Try to get the children predict what the story is about.
- Now bring an old jumper and tell the children you will get rid of this jumper and buy a new one. Introduce "**new**".
- Show the pupils old boots and tell them they are old boots. Say "**look at this old boot it's got a hole in it**" show them the hole and say "**I'll get rid of it**" and put them away .
- Show the pupils other old things that look very old with holes.
- Show the pupils a shawl and say "**My grandma knitted it for me**" introduce "**knitted**" show a picture of an old lady knitting something. Repeat the key words and use flashcards to show the words written: **old, jumper, hole**
- Tell the children that this is your favourite jumper but it's got holes in it and now you can't wear it.



Listen and point

- Play CD 1 track 70. 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 pupils open their books on page 73 and point in their books this time.

My Favourite Things



Listen and say

- Play CD 1 track 70 again. Make pauses for the pupils to listen and repeat lines.
- Point to key the words on the poster and let the pupils do the same in their books every time you play the CD.
- The language here is new and a little difficult so you might need to make some pauses till they become familiar with the language.
- You might need to use your own language if you feel it's difficult for them.
- Invite good volunteers first to try to say the lines, and then see if other pupils are encouraged to do the same. It's not that they have to reproduce the language they hear accurately but it's good if they can say some sentences and repeat them.



CD 1 track 70 Unit 9

Story: Old Things

The son: What are you doing mum?

Mum: I'm getting rid of all the old things.

The son: Wait! This jumper still fits me. Look!

Grandma knitted this jumper for me. It's my favourite.

The son: My blue boots! No... mum they're my favourite boots.

Mum: but they got a hole in them. Look!

The son: Mum! This is my favourite toy. Why are you taking it away?

Mum: It's broken. Look!

The son: Oh no mum!

The son: You're taking away all my favourite things.

Mum: Yes, but you will get new things on your birthday.

The son: Hooray !

After listening

- Now ask some more questions and get the children to answer
- Ask:
 1. What is the mum getting rid of? (Old things).
 2. Are the boots new? (No).
 3. What's the old boot got in them? (A hole).
 4. What's wrong with the toy? (It's Broken).
 5. Look at the boy in the last picture. Why is he happy now? (He will get new things on his birth day).

My Favourite Things

Look and act

- Play CD 1 track 70. Try to say the lines and act them yourself at first.
- You do mum's role. They do the boy. Help them with their roles. The point is to try to make it look real and to get them used to acting scenes and paying attention to what they are listening to.

The Song, page 74

- Tell the children they will learn a song about shapes.



Listen and Sing

- **Play CD 1 track 71:** 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.
- Let one volunteer come out and sing the song while CD plays it.



CD 1 track 71 Unit 9 Song: My favourite things

*Red , yellow, blue and pink,
My favourite colours, and white, I think.
Cars and trucks, a teddy and a ball,
My favourite toys, I love them all.
Apples and oranges, with some ice cream
Cake and chocolate is my sweet dream.
These are some of my favourite things.
These are some of my favourite things.*

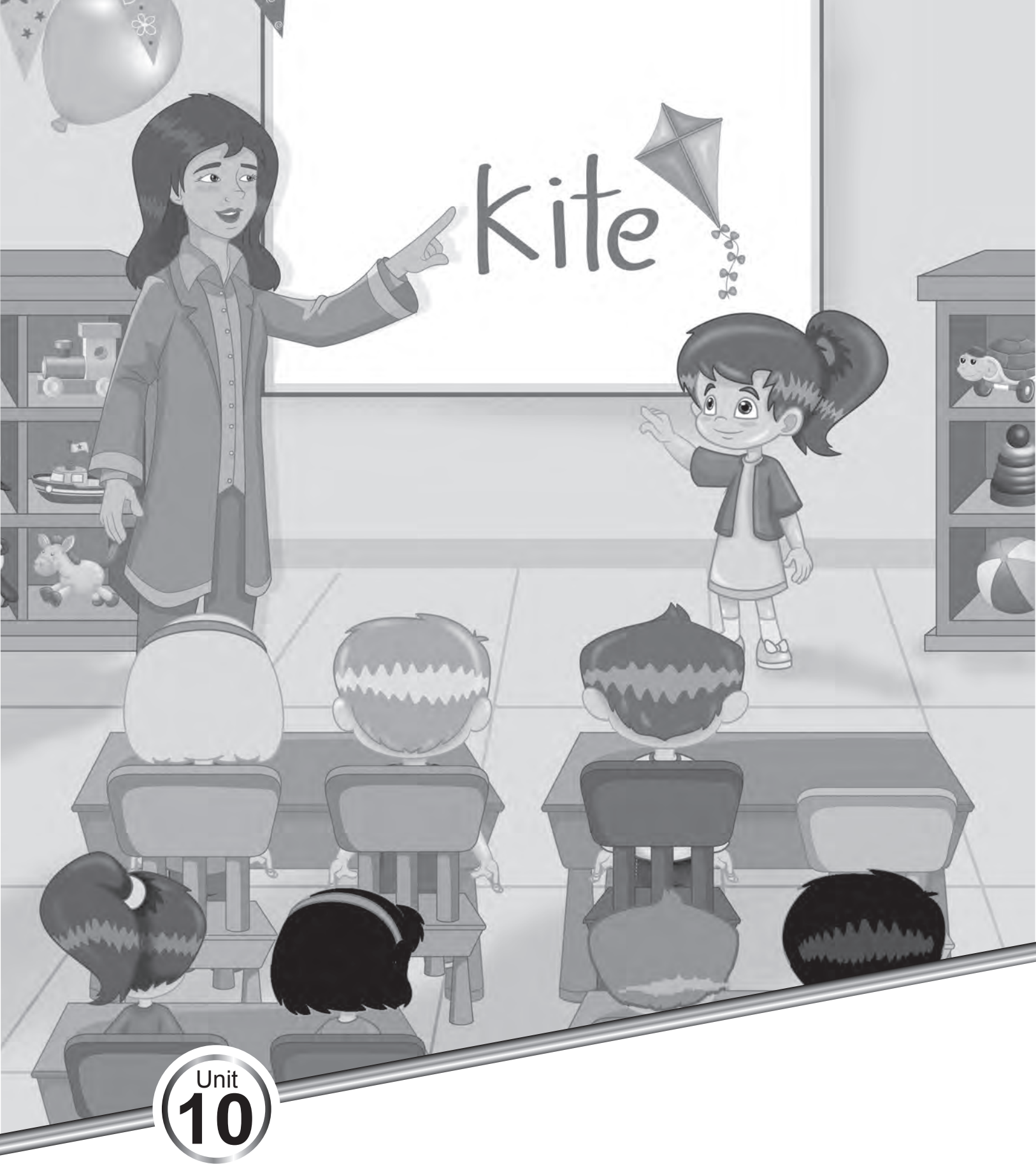


Stickers, page 75 Point, stick and say

- Say it's stickers time. Give each one of them their page of stickers.
- Tell them to open their books on page 75.
- They look for the matching pictures and stick them.
- The last step is to name the pictures. Walk around to check their work and see they did the matching correctly. Ask each child a question: **"What's this?"** **"Who is this?"** Let them name as many items as time allows.

Assessment of Unit 9

Assessment Sheet 9 (See TRB for Assessment Sheet).



Unit
10

School Party

My Favourite Things

LESSONS PLANNER

	Textbooks Sessions	Posters	Flashcards	CD 1 Tracks
Lesson 1	<ul style="list-style-type: none"> - Pupil's Book Session pages 76 - 77 - Activity Book Session pages 76 – 77 	19	<p>Letters Aa – Zz Words of Alphabet</p>	1 - 72
Lesson 2	<ul style="list-style-type: none"> - Pupil's Book Session pages 78 - 79: Revision - Activity Book Session page 78 - Art & Craft (TRB): Finishing the alphabet collage 	19	<p>Numbers 1 - 10</p>	73
Lesson 3	<ul style="list-style-type: none"> - Pupil's Book Session page 80 - Activity Book Session page 79 - Phonics Book Session Unit 14 pages 82 - 87 		<p>Colours flashcards: All Colours</p>	74
Lesson 4	<ul style="list-style-type: none"> - Pupil's Book Session page 81 - Activity Book Session pages 80 - Number Book Session Unit 6 pages 60 - 62 		<p>Shapes</p>	75
Lesson 5	<ul style="list-style-type: none"> - Pupil's Book Session pages 82 - 83 - Activity Book Session page 81 - Phonics Book Session Unit 15: pages 81 - 95 		<p>Words Flashcards</p>	76
Lesson 6	<ul style="list-style-type: none"> - Pupil's Book Session pages 84 & 85 - Activity Book Session page 82 Song : page 85 	20	<p>Words Flashcards</p>	77 – 78

Revision

Words: *Revision of colours, shapes, animals, winter clothes, food, classroom items, bedroom items, favourites, numbers and letters and words starting with those letters.*

Outcomes

Review:

- Yes/No question.
- Who questions.
- Do you...?
- What's this?
- Where is?
- Have/has (Possession)
- Prepositions of place: In , on , under , behind
- What is green / brown / white / black / blue?
- Talk about favourites.
- Talk about food "I like apples", "I don't like bananas".
- Talk about clothes.
- Sing all letters' names and sounds (A-Z).
- Revise, read and write letters **A-Z**, capital and small, and say the beginning sounds of the letters.
- Read all keywords in units 1-10.
- Identify, read and write numbers.
- Listen, repeat lines, and tell a story in short prompted by pictures.



Pinpoints of the lesson

- **Warm-up:** Play CD 1 track 1 on the Bubble Kids Song.
- **Poster:** Show poster 19. Talk about the scene.
- **Listen and point:** Play CD 1 track 72. Children listen. Teacher points to poster. Play CD again. Children listen and point to poster.
- **Listen and say:** Play CD 1 track 72. Children listen and repeat.
- **Pupil's book pages 76 and 77:** Play CD 1 track 72 again. Children listen, repeat and point in their books.
- **Reading:** Use alphabet flashcards (1-26) (*The words of the alphabet*). Pupils read from flashcards.
- **Activity book pages 76 and 77:** Pupils trace picture. Pupils point, say and trace the letters

Pupil's Book Session pages 76 and 77

Warm-up

- Play CD 1 track 1 on Bubble Kids Song. Children sing along. (*Lyrics in unit 1*)

Poster 19

- Display the poster in front of the children. Explain that Miss Ann is reviewing the letters from A-Z with the children.
- Ask "**What's this letter?**" (Point to a certain letter). Pupils say 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. Try to ask about a few letters on the poster
- Invite some children to ask and answer to see if they can now pose questions as well.



Listen and point

- This is a revision of what the children have learnt in this book. You can change the procedure, if you feel that the children can remember all letters and just play the CD as they point and repeat. Or you just point to the letter (let them point alternatively) and they say the letter, the sound and the word.
- Play CD 1 track 72 and say "**listen**".
- Play CD 1 track 72 and let the children listen first without pointing to the poster.
- Play CD 1 track 72 again and this time you point to the speaking character on the poster and to the letters.
- Play CD 1 track 72 again and invite children out to point to the poster.



Listen and say

- Play CD 1 track 72 again; pupils listen and repeat as you point to poster 19.
- Play it again. Pupils listen, point to poster and repeat.
- Make sure they are repeating correctly.
- Play CD 1 track 72.
- Tell the pupils to open their pupil's books on pages 76 and 77.
- They listen, repeat and point in their book.



CD 1 track 72 Unit 10

Miss Ann: Say this letter.
What is the sound?
Give me a word that starts with k.

Rose: K /k/ kite

Reading

- Use alphabet flashcards (1-26) (*The words of the alphabet*). Pupils read from the flashcards. Pick some of the flashcards randomly and hold the card up for the children to read.

Activity Book Session pages 76 and 77

- Page 76: Tell the children to trace Miss Ann, the kite and Rose.
- Page 77: Here let the pupils point, say and trace the letters. Walk around and point to some letters and ask different individuals to sound out some letters. Watch how they trace and, correct those who still don't know where to start. Remind the pupils of the starting points of writing the letters and remind them to follow the arrows.



Pinpoints of the lesson



- **Warm-up:** Play any numbers song of numbers 1-10
- **Listen, point and say:** Play CD 1 track 73. Children listen, repeat and point in their books pages 78 and 79.
- **Reading:** Use numbers flashcards (1-10). Pupils read digits and words from flashcards.
- **Art and craft:** Finishing the alphabet Collage.
- **Activity book page 78:** Pupils count and write the number.

Pupil's Book Session pages 78 and 79

Warm-up

- Play any numbers song of numbers 1-10

Pupil's Book pages 78 and 79

- Draw some items on the board and ask the children "**How many apples/balls/squares?**" Pupils give answers.
- Invite some children to ask and others to answer.
- Now let the pupils open their books on page 78.
- Play CD 1 track 73. Let the children listen, repeat and point in their books.



CD 1 track 73 Unit 10

- Miss Ann:** How many apples?
Tony : 3
- Miss Ann:** How many kittens?
Willie : 3
- Miss Ann:** How many hearts?
Julie : 1
- Miss Ann:** How many balls?
Rose : 7
- Miss Ann:** How many stars?
Tony : 5
- Miss Ann:** How many pizzas?
Willie : 1
- Miss Ann:** How many squares?
Rose : 4

- **Page 79:** Ask the children to open their books now on page 79.
- Ask them questions as they look in their books and point: "**How many suns?**", "**How many goats?**" and so on. Every time you ask a question tell the children to count out loud say "**Let's count the goats**" and start 1, 2, 3...etc.

Reading

- Use the numbers flashcards (1-10) to check that the pupils can identify the digits and can read number words from flashcards.
- Hold up the flashcard and ask "**What's this number?**" Pupils give answers.
- Invite some pupils to come out and ask questions while other pupils answer.

Art and craft

- Now the alphabet collage has come to an end.
- Make sure that all the children have got all the alphabet collage finished.
- Bind it together, write pupils' names on the cover and leave it on display for some time. The children will be very happy when they take it home to show their work to their parents (*See TRB for more*).

Activity Book Session page 78

- Count and write the number.
- Explain the task to the pupils. Do the first one on the board.
- Draw the 6 apples and count with the pupils. Invite a child to come out and write number 6 in the box under the apples
- Let the pupils do the rest and you walk around and check..



Pinpoints of the lesson



- **Warm-up:** Play any of the colours songs (tracks 6, 21). Let the pupils sing.
- **Listen, point and say. Pupil's book page 80:** Play CD 1 track 74. Children listen, repeat and point in their books.
- **Reading:** Use colours flashcards. Pupils read the colour words from flashcards.
- **Activity book page 79:** Pupils read and colour pictures.

Pupil's Book Session page 80

Warm-up

- Play any of the colours Songs the pupils learnt so far or you can just ask them to sing what they know. Use the colours guide to remind them of all the colours they learnt.



Listen, point and say

- Hold something and ask the class "**What colour is this?**" Pupils give answers. Repeat using other items of different colours.
- Alternatively you can use the same colour guide you made in the class.
- Invite some children to ask and others to answer.
- Now let the pupils open their books on page 80.
- Play CD 1 track 74. Let the children listen, repeat and point in their books.

**CD 1 track 74 Unit 10**

Miss Ann: What colour is this?

Julie : Red

Miss Ann: What colour is this?

Willie: Blue

Miss Ann: What colour is the teddy bear?

Rose: Brown

Miss Ann: What colour is the coat?

Julie: Black

Miss Ann: What colour are the pajamas?

Tony: Pink

Miss Ann: What colour is the pencil?

Willie: Yellow

Miss Ann: What colour is the snowman?

Rose: White

Miss Ann: What colour is the grass?

Tony: Green

Reading

- Use the colours flashcards. Hold each card up and ask the pupils to read the colour words from flashcards.

Activity Book Session page 79

- Do the first one with the class. Draw an apple on the board and write red under it. Ask one pupil to read the word and another to come out pick a marker and colour it.
- Now let the pupils finish the activity in their books on their own. You walk around and check.



Pinpoints of the lesson



- **Warm-up:** Play any of the colours songs (tracks 6, 21). Let Pupils sing.
- **Listen, point and say. Pupil's book page 81:** Play CD 1 track 75. Children listen, repeat and point in their books page 81.
- **Reading:** Use Shapes flashcards. Pupils read the Shapes words from flashcards.
- **Activity book page 80:** Pupils count shapes and match to numbers.
- **Number book pages 60 - 63:** Read, count and write the digits and number words.

Pupil's Book Session page 81

Warm-up

- Play any shapes song the pupils learnt so far or you can just ask them to sing what they know. Use the shapes guide to remind them of all the shapes they learnt.
- Invite pupils to the board to draw shapes.



Listen, point and say

- Hold (a shape) and ask the class "**What shape is this?**" Pupils give answers. Repeat using other shapes.
- Invite some children to ask and others to answer.
- Now let the pupils open their books on page 81.
- Play CD 1 track 75. Let the children listen, repeat and point in their books.



CD 1 track 75 Unit 10

Miss Ann: What shape is this?

Willie: Triangle

Miss Ann: What shape is this?

Rose: Circle

Miss Ann: What shape is this?

Julie: Square

Miss Ann : What shape is this?

Tony: Arrow

Miss Ann: What shape is this?

Willie: Rectangle

Miss Ann: What shape is this?

Rose: Star

Miss Ann: What shape is this?

Tony: Crescent

Reading

- Use the shapes flashcards. Hold each card up and ask the pupils to read the shapes words from flashcards.

Activity Book Session page 80

- Do the first one with the class. Draw 5 circles on the board and write different numbers. Ask one child to come out, count the circles and say how many.
- Invite another child to match the circles to the correct number.
- Now let the pupils finish the activity in their books alone. You walk around and check.

Number Book Session pages 60-63

- **Page 60:** Pupils count and say the items given and then write the numbers in the boxes.
- **Page 61:** Explain the activity and do one example on the board with the class.
Tell them that they need to read and draw. Do the first one with them. Read "1 sun" and draw a sun in the box. Let them open their books and read the rest of the boxes " 2 birds, 6 trees and four houses" Now let them draw and walk around to help and guide.
- **Page 62:** Read the phrases with the class and explain to them that they need to colour the items according to the numbers given.
- **Page 63:** Again you need to read the number words given at the top first. Next let pupils count the items, write the number word and the digit that represents the items.
- Do the rest orally with the class to make sure they know what to do.
- Let the children work while you walk around and help.



Pinpoints of the lesson



- **Warm-up:** Teacher asks about the colour of things in nature. Pupils answer.
- **Listen, point and say. Pupil's book page 85:** Play CD 1 track 78. Children listen, repeat and point in their books.
- **Activity book page 81:** Pupils and match
- **Phonics book pages 101-103.**

Pupil's Book Session pages 82 and 83

Warm-up

- Ask the children "**What is green?**", "**What is white?**" and "**What is black?**". Get answers and correct. See how much they can remember or relate to nature.



Listen, point and say

- Let the pupils open their books on pages 82 and 83.
- Play CD 1 track 76. Let the children listen, repeat and point in their books.



CD 1 track 76 Unit 10

Miss Ann: What is red?
Willie: An apple.
Miss Ann: What is green?
Rose: Grass.
Miss Ann: What is white?
Julie: Snow.
Miss Ann: What is blue?
Tony: The sky.
Miss Ann: What is brown?
Willie: A rabbit.
Julie: A bag.
Miss Ann: What is black??
Rose: A bat.
Tony: Ink.
Willie: My shoes.
(Laughing)

Activity Book Session page 81

- Tell the pupils to open their books on page 81.
- Explain to the children that they need to match the words to the pictures.
- Read the words orally to the class and let pupils match them one by one.



Pinpoints of the lesson



- **Warm-up:** Flashcards (1-140).
- **Listen, point and say:** Play CD 1 track 77. Children listen, repeat and point in their books page 84.
- **Listen and sing:** Play CD 1 track 77. Children listen and sing.

Pupil's Book Session pages 84 and 85

Warm-up

- Use flashcards pictures side.
- Pick different flashcards from different units to review the vocabulary learnt.
- Hold the flashcard up for pupils to name.



Listen, point and say

- Let the pupils open their books on pages 84.
- Play CD 1 track 77. Let the children listen, repeat and point in their books.
- Let the pupils point to the pictures in their books on page 84 and name the items.



CD 1 track 77 Unit 10

Miss Ann: What is this?
Willie: It's a family.
Miss Ann: What is this?
Julie: It's pizza
Miss Ann: What is this ?
Rose: It's a duck
Miss Ann: What is this?
Tony: It's a horse
Miss Ann: Who is this ?
Rose: It's Donny
Miss Ann: What is this?
Tony: It's a bike.

School Party

- Tell the pupils that Miss Ann, Willie, Tony, Julie Rose and Donny the play-doh kid are saying goodbye to them and that they will sing a goodbye song to them.
- Play CD 1 track 78. The Pupils listen and sing.

**CD 1 track 78 Unit 10****Goodbye Song**

Goodbye teachers

Goodbye teachers

Goodbye friends

Goodbye friends

Goodbye school

Goodbye school

I'll see you again

I'll see you again

Goodbye

Bubble Kids 1 Flashcards

No.	Words	Unit	Lesson
1	Hello	1	1+2
2	Miss Ann	1	1+2
3	Willie	1	1+2
4	Tony	1	1+2
5	Julie	1	1+2
6	Rose	1	1+2
7	Donny	1	1+2
8	teacher	1	1+2
9	goodbye	1	1+2
10	school	1	1+2
11	class	1	1+2
12	garden	1+4	6
13	tree	1	6
14	flower	1	6
15	butterfly	1+4	6
16	grass	1	6
17	sun	1	6
18	family	2	1+2
19	mum	2	1+2
20	dad	2	1+2
21	brother	2	1+2
22	sister	2	1+2
23	grandma	2	1+2
24	grandpa	2	1+2
25	happy	2	1+2
26	bike	2+3	6
27	teddy bear	2+3	6
28	please	2	6
29	bedroom	3	1+2
30	bed	3	1+2
31	pillow	3	1+2
32	blanket	3	1+2
33	slippers	3	1+2
34	shoes	3	1+2
35	dress	3	1+2

36	hairbrush	3	1+2
37	mirror	3	1+2
38	pyjamas	3	1+2
39	kitten	3	1+2
40	t shirt	3	1+2
41	car race	3	1+2
42	trainers	3	1+2
43	spiderman	3	1+2
44	trucks	3	1+2
45	table	3+4	1+2
46	chair	3+4	1+2
47	comb	3	1+2
48	guitar	3	1+2
49	tab	3	1+2
50	dinosaurs	3	6
51	drawer	3	6
52	in	3+4	6
53	on	3+4	6
54	under	3+4	6
55	classroom	4	1+2
56	crayons	4	1+2
57	school bag	4	1+2
58	eraser	4	1+2
59	colour pencil	4	1+2
60	tissues	4	1+2
61	rubbish	4	1+2
62	eyes	4+6	4
63	wood	4	4
64	rabbit	4	4
65	lunchbox	4	6
66	door	4	6
67	window	4	6
68	sandwich	4	6
69	behind	4	6
70	sheep	5	1+2
71	turkey	5	1+2
72	bee	5	1+2

73	duck	5	1+2
74	ducklings	5	1+2
75	farm	5	6
76	barn	5	6
77	milk	5	6
78	honey	5	6
79	jar	5	6
80	cold	6	1+2
81	winter	6	1+2
82	snow	6	1+2
83	clothes	6	1+2
84	sweater	6	1+2
85	jacket	6	1+2
86	gloves	6	1+2
87	boots	6	1+2
88	pants	6	1+2
89	cotton	6	4
90	body	6	4
91	hand	6	4
92	head	6	4
93	ear	6	4
94	mouth	6	4
95	snowman	6	6
96	birds	6	6
97	gate	6	6
98	night	6+9	6
99	branches	6	6
100	wind	6	6
101	pine trees	6	6
102	breakfast	6	6
103	frozen	6	6
104	hungry	6	6
105	pizza	7	1+2
106	cake	7	1+2
107	donuts	7	1+2
108	ice cream	7	1+2
109	chocolate	7	1+2

110	banana	7	1+2
111	jam and bread	7	1+2
112	cheese	7	1+2
113	restaurant	7	4
114	strawberry	7	4
115	menu	7	4
116	food	7	4
117	fish	7	4
118	salad	7	4
119	chips	7	4
120	soup	7	4
121	burger	7	4
122	peperoni	7	4
123	chicken	7	4
124	sauce	7	4
125	untidy	7	6
126	shapes	8	1+2
127	circle	8	1+2
128	triangle	8	1+2
129	square	8	1+2
130	rectangle	8	1+2
131	oval	8	1+2
132	heart	8	1+2
133	star	8	1+2
134	crescent	8	1+2
135	bat	9	1+2
136	bear	9	1+2
137	jumper	9	1+2
138	old	9	6

Colours			
1	Red	1	4
2	yellow	1	4
3	Blue	1	4
4	green	3	4
5	brown	4	4
6	white	6	4
7	orange	7	4
8	purple	7	4
9	pink	8	4
10	black	9	4

Numbers			
No.	Number words	Unit	Lesson
1	One	1	4
2	Two	1	4
3	three	1	4
4	four	3	4
5	five	3	4
6	six	4	4
7	seven	4	4
8	eight	4	4
9	nine	6	4
10	ten	6	4

No.	Letter	Words	Unit	Lesson
1	Aa	apple , ant , arrow	1	3
2	Bb	ball , baby , boy	1	5
3	Cc	cat , car , cow	2	3
4	Dd	dog , doll , dinosaur	2	5
5	Ee	Elephant , eraser , egg	3	3
6	Ff	fish , fan , flower	3	5
7	Gg	girl , goat , gorilla	4	3
8	Hh	hen , hat , house	4	5
9	Ii	igloo , ink , insect	5	3
10	Jj	jelly , jam , jug	5	5
11	Kk	kite , key , kitten	6	3
12	Ll	lemon , ladder , lion	6	5
13	Mm	mittens monkey moon	6	3
14	Nn	nose , nut , nest	6	5
15	Oo	orange , octopus , ox	7	3
16	Pp	parrot , penguin , pizza	7	5
17	Qq	queen , quilt, question mark	7	3
18	Rr	ring , rabbit , rainbow	7	5
19	Ss	sun , spider , star	8	3
20	Tt	tree , tiger , turtle	8	5
21	Uu	umbrella , up , under	8	3
22	Vv	van , vase, violin	8	5
23	Ww	woman , whale , watch	9	3
24	Xx	box , fox , six	9	5
25	Yy	yoyo , yacht , yarn	9	3
26	Zz	zebra , zero , zigzag	9	5

Bubble Kids 1 CD Audio Script

CD 1 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 1, track 2: Unit 1 pages 4 & 5

Pupil's book pages *Hello, class.*

Miss Ann : *Hello, children.*

I'm Miss Ann.

I'm your teacher.

Willie : *Hello, I'm Willie.*

Julie : *Hello, I'm Julie.*

Rose : *Hello, I'm Rose.*

Tony : *Hello, I'm Tony.*

Miss Ann : *Goodbye.*


The children : *Goodbye, Miss Ann.*

Donny the play dough kid : *Goodbye Miss Ann*

 **CD 1, track 3 Unit 1**

Hello Chant

Hello, hello. I'm Miss Ann.
Hello, hello. I'm your teacher.
Hello, I'm Tony. Hello, Tony.
Hello, I'm Julie. Hello, Julie.
Hello, I'm Willie. Hello, Willie.
Hello, I'm Rose. Hello, Rose.
Hello, hello. I'm Miss Ann.
Hello, hello. I'm your teacher.

 **CD 1, 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

 **CD 1, track 5 Unit 1 page 6**

Letter Aa Song

A is for apple a a apple
A is for ant a a ant
A is for arrow a a arrow
This is the letter A a.
Aa aa aa apple
aa aa aa ant
aa aa aa arrow
This is the letter A a.

 **Track 6 Unit 1 page 7**

Colours Song

(Red, Yellow and Blue)

Red Yellow
Yellow and Blue
These are the colours
For me and you
Red Yellow
Yellow and Blue
Red is the flower
But the sky is blue
Red yellow
Yellow and blue
My pencil is yellow
My pen is blue
Red yellow
Yellow and blue
My pencil is yellow
My pen is blue

 **CD 1, track 7 Unit 1 page 8**

Letter Bb Song

B is for ball b b ball
B is for bear b b bear
B is for baby bb baby
This is the letter B b
Bb bb bb ball
Bb bb bb bear
Bb bb bb baby
This is the letter B b

 **CD 1, track 8 Unit 1 page 9**

Story: Play dough time

Story teller: Miss Ann gave the children some coloured play dough to make a beautiful garden.

Tony: "I'll make a tree."

Rose: "I'll make a flower."

Willie: "I'll make the grass."

Julie: "I'll make a butterfly."

Tony : Look! I made a beautiful tree.

Rosy: I made a pretty flower.

Willie: Look! I made green tall grass.

Julie: I made a very beautiful butterfly.

Tony: Look! Donny the play dough kid made something.

Story teller: What did Donny the play-doh kid make?

*Donny made himself a **sun***

(All laughing)

 **CD 1, track 9 Unit 1 page 10**

Song: Stand up, sit down

Stand up and clap.

Clap , clap , clap.

Stand up and clap.

Clap, clap clap clap

Clap clap clap clap.

Stand up and stamp.

Stamp , stamp , stamp.

Stand up and stamp.

Stamp stamp stamp

Stamp stamp stamp stamp .

Stand up, sit down.

Down , down , down.

Down, down down

Down, down down down.

Stand up and go around.

Round , round , round.

Stand up and go around.

Round , round , round.

Round , round , round round.

 **CD 1 track 10 Unit 2 pages 12 and 13**

My Family

Julie: Hello, I'm Julie.

This is my family.

This is dad.

This is mum.

This is my sister.

This is my brother.

This is my grandma.

This is my grandpa

 **CD 1 track 11 Unit 2**

My Family Chant

This is my family. Family, family.

This is my family. Family, family.

This is my dad. Dad, dad.

This is my dad. Dad, dad.

This is my dad. Dad, dad.

(mum, sister, brother, grandma and grandpa)

 **CD 1 track 12 Unit 2 page 14**

Letter Cc Song

C is for cat c c cat

C is for cow c c cow

C is for car c c car

This is the letter Aa.

Cc cc cc cat

Cc cc cc cow

Cc cc cc car

This is the letter Cc.

 **CD 1 track 13 Unit 2 page 15**

Numbers Song (1,2,3)

1 2 3 , 1 2 3

This is a cat and this is me

1 2 3 , 1 2 3

This is a cow and this is me

1 2 3 , 1 2 3

This is a car and this is me.

 **CD 1 track 14 Unit 2 page 16**

Letter Dd Song

D is for dog d d dog

D is for doll d d doll

D is for dinosaur d d dinosaur

This is the letter Dd

Dd dd dd dog

Dd dd dd doll

Dd dd dd dinosaur

This is the letter Dd

 **CD 1, track 15 Unit 2 page 17**

Story: Say "Please"

Julie: Oliver, give me my Teddy Bear.

Oliver: This is my Teddy Bear.

(They fight, mum is watching)

Mum: Oliver, This is not your Teddy Bear. Look!

Oliver: But I want to play with it.

Mum: Say "please"

Oliver: Can I play with your Teddy Bear, please!

Julie: Ok. Can I ride your bike?

Mum: Say "Please".

Julie: Please!

 **CD 1, track 16 Unit 2 page 18**

Song 1: I love you

*I love you
You love me
We're a happy family
With a big big hug from me and you,
Won't you say you love me, too.*

CD 1 track 17 Unit 2 page 18

Song 2: We're a happy family

*We are a happy family.
Happy happy happy happy
Happy family.
We are a happy family.
Happy happy happy happy
Happy family.*

 **CD 1 track 18 Unit 3 pages 20 & 21**

My Bedroom

Julie: Hello, I'm Julie.

This is my bedroom.

*My bed My pillow My blanket my pajamas
My hair brush My tie bow slippers my shoes
socks My dress My doll
and this is my soft kitten Kitty.*

Tony: Hello, I'm Tony.

This is my bedroom.

*my bed my pillow my blanket my shorts
my T shirt my tab my dinosaurs my trainers
my guitar my football my bike*

 **CD 1 track 19**

Unit 3 Bedroom Chant

This is my Bedroom. Bedroom, bedroom.

This is my Bedroom. Bedroom, bedroom.

This is my bed. Bed, bed.

This is my pillow. Pillow, pillow.

This is my pillow. Pillow, pillow.

This is my bed. Bed, bed

This is my blanket. Blanket, blanket.

This is my blanket. Blanket, blanket.

This is my bed. Bed, bed

This is my tie bow. Tie bow, tie bow.

This is my tie bow. Tie bow, tie bow.

This is my doll.

This is my hair brush. Hair brush, hair brush.

This is my hair brush. Hair brush, hair brush.

This is my doll. Doll, doll.

This is my kitten kitty kitty kitten

This is my kitten kitty kitty kitten

This is my dress. Dress, dress.

Slippers , slippers , shoes, shoes.

Pajamas, pajamas, shoes, shoes.

Socks, socks, shoes, shoes.

trainers, trainers, shoes, shoes.

Shorts, shorts , shoes , shoes.

 **CD 1 track 20 Unit 3 page 22**

Letter Ee Song

E is for elephant e e elephant

E is for egg e e egg

E is for elbow e e elbow

E is for eleven e e eleven

This is the letter Ee.

Ee ee ee elephant

Ee ee ee egg

Ee ee ee elbow

Ee ee ee eleven

This is the letter Ee.

 **CD 1 track 21 Unit 3 page 23**

The Colour Green Song

Green, green green

Everything is green.

Green, green green

grass is green.

Green, green green

Everything is green.

Green, green green

This frog is green.

Green, green green

Everything is green.

Green, green green

This tree is green.

 **CD 1 track 22 Unit 3 page 24**

Letter Ff Song

F is for fish. f f fish.

F is for fan. f f fan.

F is for flower. f f flower.

This is the letter Ff.

Ff ff ff fish.

Ff ff ff fan.

Ff ff ff flower.

This is the letter Ff.

 **CD 1 track 23 Unit 3 page 25**

Story Where are my dinosaurs?

Story teller: Tony is sad. He can't find his dinosaurs.

Are they in the drawer?

Are they under the bed?

Are they on the chair?

Mum: Why are you sad, Tony?

Tony: I can't find my dinosaurs.

Mum: Look! Here they are, under the blanket.

 **CD 1 track 24** **Unit 3 page 26**

Where are my dinosaurs? song

Where are my dinosaurs?

Under my bed

or *in my drawers.*

Where are my dinosaurs?

On this chair,

or *in my drawers.*

Where are my dinosaurs?

In, on , under under!

In, on , under under!

Oh Where are my dinosaurs?

Under my bed

or *in my drawers.*

 **CD 1 track 25** **Unit 4 pages29 & 28**

My School

Willie: Hello, I'm Willie. This is my school.

Julie: Hello, I'm Julie. This is my classroom.

Willie: What's this?

Julie: A pencil.

Willie: What's this?

Julie: An eraser.

Willie: What's this?

Julie: A table.

Willie: What's this?

Julie: A chair.

Willie: What's this?

Julie: A book.

Willie: What's this?

Julie: A door.

Willie: What's this?

Julie: A window.

Willie: What's this?

Julie: A sandwich.

Julie: Look! Rubbish.

Julie: Look! Tissues.

Julie: Look! Colour pencils.

Julie: Look! Crayons.

 **CD 1 track 26**

Unit 4 School things chant

Pencil eraser table chair door window book
rubbish crayons colour pencils tissues backpack sandwich juice

 **CD 1 track 27 Unit 4 page 30**

Letter Ee Song

G is for goat g g
G is for girl g g girl
G is for gorilla g g gorilla
This is the letter Gg.
Gg gg gg goat
Gg gg gg girl
Gg gg gg gorilla
This is the letter Gg.

 **CD 1 track 28 Unit 4 page 31**

The Colour brown Song

Brown, brown, brown
Everything is brown.
Brown, brown, brown
Wood is brown.
Brown, brown, brown
Everything is brown.
Brown, brown, brown
This rabbit is brown.
Brown, brown, brown
Everything is brown.
Brown, brown, brown
Her eyes are brown.

 **CD 1 track 29 Unit 4 page 32**

Letter Hh Song

H is for hen. Hh hen
H is For hat. Hh hat
H is for house. Hh house
H is for horse. Hh horse
This is the letter Hh.
Hh hh hh hen
Hh hh hh hat
Hh hh hh house
Hh hh hh horse
This is the letter Hh.

 **CD 1 track 30 Unit 4 page 33**

Story : My lunchbox

Story teller: *“Tony lost his Sandwich. He is looking for his Sandwich.”*

Tony: “Is it on the table?”

Tony: “Is it under the chair?”

Tony: “Is it in the lunchbox?”

Rose: “Hey! Come and look here. Behind the door.”

Tony: “Poor little kitten. She’s hungry.”

 **CD 1 track 31 Unit 4 page 34**

Song Happy School

My school is a happy, happy school.
happy, happy school.
happy, happy school.
My school is a happy, happy school.
happy, happy school.
happy, happy school.

My class is a happy, happy class.
happy, happy class.
happy, happy class.

My class is a happy, happy class.

happy, happy class.

happy, happy class.

We are happy, happy pupils.


happy , happy pupils.

happy , happy pupils.

We are happy, happy pupils.

happy , happy pupils.

happy , happy pupils.

 **CD 1 track 32** **Unit 5 pages 36 & 37**

Uncle Sam's Farm

Rose: Look! It's a horse.

Willie: Look! It's a cow.

Rose: Look! It's a goat.

Julie: Look! It's a sheep.

Julie: Look! It's a dog.

Julie: Look! A duck.

Tony: Look! It's a hen. There's an egg under the hen!

Willie: Look! It's a bee.

Tony: Look! It's a turkey. It's red, brown and yellow.

 **CD 1 track 33**

Unit 5 Farm Animal Chant

cow dog hen egg goat bee sheep turkey horse duck ducklings

 **CD 1 track 34** **Unit 5 page 38**

Letter Ee Song

I is for igloo i I igloo

I is for ink i i ink

I is for insect I I insect

This is the letter li.

li ii ii igloo

li ii ii ink

li ii ii insect

This is the letter li.

 **CD 1 track 35**

Song: How many?

How many? How many? How many horses?

Count with me 1. One horse!

How many? How many? How many sheep?

Count with me 1, 2, 3. Three sheep!

How many? How many? How many chickens?

Count with me 1 2 3 4 5. Five chickens!

How many? How many? How many dogs?

Count with me 1, 2. Two dogs!

How many? How many? How many rabbits?

Count with me 1, 2, 3, 4, 5, 6,7, 8. Eight rabbits!

How many? How many? How many bees?

Count with me 1, 2, 3, 4, 5,6. Six bees!

How many? How many? How many eggs?

Count with me 1, 2, 3, 4. Four eggs!

How many? How many? How many cats?

Count with me 1, 2, 3, 4, 5, 6,7. Seven cats!

 **CD 1 track 36 Unit 5 page 40**

Letter Jj Song

J is for jelly. J j jelly

J is for jug. J j jug

J is for jam. J j jam

This is the letter Jj.

Jj jj jj jelly

Jj jj jj jam

Jj jj jj jug

This is the letter Jj.

 **CD 1 track 37** **Unit 5 page 41**

Story Uncle Sam's Farm

- Story teller : Willie, Julie, Tony and Rosy want to visit a farm,
Rose : We can go to Uncle Sam's farm.
Story teller : The children are very happy and Miss Ann wants to go with them.
Next day, Rose's father took them to the farm in his car.
Uncle Sam : Hello, children. Welcome to my farm. This is my cat, Lucky and that is my dog, Lacy.
The children : Hello, lucky. Hello, Lacy.
Story teller : Uncle Sam showed them the farm.
Uncle Sam : This is Charley, my horse.
Uncle Sam : This is the barn.
Miss Ann : Cows make milk.
Rose : Can we see the bees, Uncle Sam?
Uncle Sam : Sure.
Miss Ann : Bees give us honey.
Julie : Look! The hen is sitting on the eggs.
Tony : There's a goat, too. Look!
Miss Ann : Time to go home, pupils.
The children : Goodbye Uncle Sam. Thank you.
Uncle Sam : Take this jar of honey.
Miss Ann and the children: Thank you, Uncle Sam.

 **CD 1 track 38** **Unit 5 page 42**

Song Uncle Sam Had a Farm

Uncle Sam had a farm eia eia o
And on his farm he had some **hens** eia eia o
With a **cluck cluck** here and a **cluck cluck** there,
Here a **cluck** there a **cluck**, everywhere **cluck cluck**.
Uncle Sam had a farm eia eia eiao,
Dogs (bow bow), horse (neigh neigh) Cows (moo moo) , turkey (gobble gobble), ducks (quack quack
Cats (mew , mew) sheep (ba ba)

 **CD 1 track 39** **Unit 6 pages 44 & 45**

It's cold today!

Willie: *It's cold today.*

Tony: *I like winter. I like snow.*

Julie: *Brrr*

Rose: *It's cold today.*

Willie: *What do you wear in winter?*

Tony: *In winter I wear*

a jacket, a hat, a sweater, a scarf, a coat, mittens, boots and gloves

 **CD 1 track 40 Unit 6**

Winter Clothes Chant

jacket, hat, scarf, mittens, boots, gloves, coat, sweater

 **CD 1 track 41** **Unit 6 page 46**

Letter Kk Song

K is for kite k k kite

K is for key k k key

K is for kitten k k kitten

This is the letter Kk.

Kk kk kk kite

Kk kk kk key

Kk kk kk kitten

This is the letter Kk.

Unit 6 Letter Ll Song

L is for ladder l l ladder

L is for lemon l l lemon

L is for lion l l lion

This is the letter Ll.

Ll ll ll ladder

Ll ll ll lemon

Ll ll ll lion

This is the letter Ll.



CD 1 track 42

Unit 6 page 47

What is white? song

White , white, white

Everything is white.

White , white, white

snow is white.

White , white, white

Everything is white.

White , white, white

Cotton is white.

White , white, white

Everything is white.

White , white, white

milk is white.



CD 1 track 43 Unit 6 page 47

I have a good body

I have a body, a very good body

And it goes everywhere with me.

On that body, I have a head

And it goes everywhere with me.

On that body, I have 2 ears

And they go everywhere with me

On that body , I have 2 eyes

And they go everywhere with me

On that body , I have a mouth

And it goes everywhere with me

On that body, I have 2 hands

And they go everywhere with me

On that body, I have 2 legs

And they go everywhere with me

I have a body a very good body

And it goes everywhere with me

 **CD 1 track 44** **Unit 6**

I have a body Song

*I have a body, a very good body
And it goes everywhere with me.
On that body, I have a head
And it goes everywhere with me.
On that body, I have 2 ears
And they go everywhere with me
On that body , I have 2 eyes
And they go everywhere with me
On that body , I have a mouth
And it goes everywhere with me
On that body, I have 2 hands
And they go everywhere with me
On that body, I have 2 legs
And they go everywhere with me
I have a body a very good body
And it goes everywhere with me*

 **CD 1 track 45** **Unit 6**

The roaring dinosaur Song

1 2 3 4
a big roaring dinosaur.
5 6 7 8
went to school and broke the gate.
9 10 9 10
He roared his way back home again.

 **CD 1 track 46 Unit 6 page 48**

The Letter Mm Song

M is for mittens m m mittens
Monkey is for monkey m m monkey
M is for moon m m moon
M is for milk m m milk
This is the letter Mm.
Mm mmmm mittens
Mm mmmm monkey
Mm mmmm moon
Mm mmmm milk
This is the letter Mm.

The letter Nn Song

N is for nose n n nose
N is for nut n n nut
N is for nest n n nest
This is the letter Nn.
Nnnnnn nose
Nnnnnn nut
Nnnnnn nest
This is the letter Nn.

 **CD 1 track 47 Unit 6 page 49**

Story: Dad Makes A Snowman

Story-teller: It is snowing a lot. Jack and Jane are in the house all day.

Story-teller: It's night, now.

*Jack and Jane can hear the wind sighing and whistling around the house, and
through the branches of the old pine trees.*

It's morning now. It stopped snowing.

The children are out with dad to make a snowman.

Jack and Jane are looking out of the window.

They see two little birds cuddled up on a branch of a pine tree.

Jane : Oh, Jack! Come here. See those poor little birds. They look very cold and so hungry.

Jack : Poor little things. The snow covered all their food! "What can they eat?"

Let's get some food from grandma and throw it out to them. Perhaps they will see and eat it.

Jane: The little birds are chirping and flying about happily

As if they are saying thank you.

Story-teller: Will other little children be as kind as Jack and Jane?

After dinner, Jane was looking out of the window, when she spied two little birds cuddled up on a branch of a pine tree.

"Oh, Jack! Come here," he called. "See those poor little birds. They look **frozen** and so **hungry**."

"Poor little things," replied Jack. "Doesn't it make you feel mean to think what a jolly time we had this morning out of the snow which has covered up the places where they get their food?"

"Let us get some food from Grandma and throw it out to them," said Jack. "Perhaps they will find it."

The little birds were soon **chirping** and **flying** about merrily and Jane said it sounded as if they kept saying, "thank you."

Will not other little children be as kind as Jack and Jane?

 **CD 1 track 48 Unit 6 page 50**

Song: Winter clothes

It is cold

It is cold

Wear your coat

wear your coat

Wearing winter clothing

Wearing winter clothing

Makes you warm

Makes you warm

 **CD 1 track 52** **Unit 7 page 55**

Restaurant

Willie: Do you like fish?

Julie: Yes.

Willie: Do you like salad?

Rose: No.

Willie: Do you like burger?

Rose: Yes.

Willie: Do you like soup?

Julie: Yes.

Willie: Do you like chicken?

Julie: No.

Willie: Do you like chips?

Julie and Rose: Yes, yes, yes.

 **CD 1 track 53** **Unit 7**

Food song

Do you like fish?

Yes, I like fish.

Do you like chicken?

No, I don't like chicken.

Do you like chips?

Yes, yes, yes.

I like chips.

 **CD 1 track 54** **Unit 7 page 56**

Letters Qq and Rr Song

Letter Qq Song

Q is for Queen q q queen
Q is for Quilt q q quilt
Q is for Question mark q q question mark
This is the letter Qq.
Q qq qq qq queen
Q qq qq qq quilt
Q qq qq qq question mark
This is the letter Qq.

Letter Rr Song

R is for ring r r ring
R is for rabbit r r rabbit
R is for Rainbow r r rainbow
This is the letter Rr.
R rr rr rr ring
R rr rr rr rabbit
R rr rr rr rainbow
This is the letter Rr.

 **CD 1 track 55** **Unit 7 page 57**

Story

The children: Mum! We are hungry. What are we going to eat for dinner?

Mum : No dinner tonight. Look! The room is so untidy. No, mum!
 You clean the room, Mummy will make dinner.

The children : Ok, mum.

Guess what mum has made!

The children : Cake!

Mum : No.

The children : Yummy! It's pizza.

(The children started cleaning the room. Mum is peeping every now and then and smiling.)

The children : Here we are.
 Mum! Come and have a look.
 Mum is very happy now.

Mum : Surprise, surprise!

 **CD 1 track 56** **Unit 7 page 58**

Pizza Song

*I am a pizza,
with extra cheese.
Mushrooms, onions,
and some sauce squeezed.
I am a pizza,
red and green.
Pepperoni with oregano,
I'm a pizza,
I'm the queen.*

 **CD 1 track 57** **Unit 8 pages 60 & 61**

Shapes

Willie: *What shape is this?*

Rose: *A circle.*

Willie: *What shape is this?*

Rose: *A square.*

Willie: *What shape is this?*

Rose: *A star.*

Willie: *What shape is this?*

Rose: *A triangle.*

Willie: *What shape is this?*

Rose: *A heart.*

Willie: *What shape is this?*

Rose: *A crescent.*

Willie: *What shape is this?*

Rose: *An arrow.*

 **CD 1 track 58**

Unit 8 Shapes Chant

Circle square triangle rectangle

Circle square triangle rectangle

Oval heart diamond star

Oval heart diamond star

Crescent crescent

 **CD 1 track 59**

Unit 8 page 62

Letters Ss and Tt Song

Letter Ss Song

S is for Sun s s sun

S is for Spider s s spider

S is for Star s s star

This is the letter Ss.

S ss ss ss sun

S ss ss ss spider

S ss ss ss star

This is the letter Ss.

Letter Tt Song

T is for Tree t t tree

T is for Tiger t t tiger

T is for Turtle t t turtle

This is the letter Tt.

T tt tt tt tree

T tt tt tt tiger

T tt tt tt turtle

This is the letter Tt.

 **CD 1 track 60** **Unit 8 page 64**

Letters Uu and Vv Song

Letter Uu Song

U is for Umbrella u u umbrella

U is for Up u u up

U is for Under u u under

This is the letter Uu.

U uu uu uu umbrella

U uu uu uu up

U uu uu uu under

This is the letter Uu.

Letter Vv Song

V is for van v v van

V is for vase v v vase

V is for Violin v v violin

This is the letter Vv.

V vv vv vv van

V vv vv vv vase

V vv vv vv violin

This is the letter Vv.

 **CD 1 track 61** **Unit 8 page 65**

Story: Making Shapes

Miss Ann : Ok children, now I want you to use the play-doh to make things with the shapes.

Miss Ann : What is this, Rose?

Rose : A house.

Miss Ann : What shape is this house?

Julie : A square and a triangle.

Miss Ann : What is this, Tony?

Tony : A car.

Miss Ann : What shapes is this car?

Tony : Circles, squares and a rectangle.

Miss Ann : What is this, Julie?

Julie : A table.

Miss Ann : What shape is this table?

Julie : A square. And some circles on the table.

Miss Ann : What is this, Willie?

Willie : A kite.

Miss Ann: What shape is this kite?

Willie : A triangle.

Miss Ann: What shape is this, Donny?

Donny : A heart.

All : Ha hahaha

 **CD 1 track 62** **Unit 8 page 66**

Shapes song

I'm a circle, I'm a circle

I want to be a square

I'm a square, I'm a square

I want to be a triangle

I'm a triangle, I'm a triangle

I want to be a heart

I'm a heart, I'm a heart

I want to be an oval

I'm an oval, I'm an oval

I want to be a star

I'm a star, I'm a star

I want to be a star

 **CD 1 track 63** **Unit 8 page 66**

Story: It's Ok to be different

One day the shapes went out to play.

The circle was very happy. It was going round and round fast.

The oval was very happy, too. It was rolling and rolling joyfully.

The square was not happy. He was standing. He can't go round or roll.

"Why can't I go round and forward like a circle" wondered the square sadly.

"Why can't I roll like an oval?" he cried.

Then suddenly a strong wind started to whistle and blow.

The circle and the oval couldn't stop. "Help!" they cried.

The square is now standing in the face of the wind to stop the circle and the oval from rolling away.

"You saved us Square" said the circle and the oval.

"Square! It's ok to be different".

 **CD 1 track 64** **Unit 8 page 66**

Unit 8 Song : *It's Ok to be different*

It's Ok to be different

It's OK!

It's OK!

It's Ok to be a square

It's OK!

It's OK!

It's Ok to be a heart.

It's OK!

It's OK!

It's Ok to be a circle.

It's OK!

It's OK!

It's Ok to be different

It's OK!

It's OK!

It's Ok to be different

It's OK!

It's OK

 **CD 1 track 65** **Unit 9 pages 68 & 69**

My favourite things

Rose: My favourite people are my mum and dad.

Tony: My favourite food is pizza.

Willie: My favourite colour is blue.

Julie: My favourite drink is apple juice.

Tony: My favourite animal is a horse.

Willie: My favourite animal is a puppy.

Donny: My favourite person is ME!.

 **CD 1 track 66 Unit 9**

Song My favourite things

My favourite colour is blue

The sky is blue

His eyes are blue

Blue blue blue

My favourite food is pizza

We all love pizza

You love pizza

My favourite food is pizza

My favourite person is mum

We all love mums

You love mum

My favourite person is mum

 **CD 1 track 67 Unit 9 page 70**

My favourite things

Song Letters Ww Xx

W is for Woman w w woman

W is for Whale w w whale

W is for Watch w w watch

This is the letter Ww.

W ww ww ww woman

W ww ww ww whale

W ww ww ww watch

This is the letter Ww.

Song Letter Xx

X is for Box x x box

X is for Fox x x fox

X is for Six x x six

This is the letter Xx.

X xx xx xx box

X xx xx xx fox

X xx xx xx six

This is the letter Xx.

 **CD 1 track 68 Unit 9 page 71**

My favourite things

Song : What is black?

Black, black, black

This bat is black

Black, black, black

This coat is black

Black, black, black

This Ink is black

Black, black, black

This bag is black

Black, black, black

This bear is black

 **CD 1 track 69 Unit 9 page 72**

My favourite things

Letters Yy and Zz Song

Letter Yy Song

Y is for yoyo y y yoyo

Y is for yacht y y yacht

Y is for yarn y y yarn

This is the letter Yy

Yy Yy Yy yoyo

Yy Yy Yy yacht

Yy Yy Yy yarn

This is the letter Yy

Song Letter Ww

Z is for zebra z z zebra

Z is for zigzag z z zigzag

Z is for zero z z zero

This is the letter Zz

Zz Zz Zz zebra

Zz Zz Zz zigzag

Zz Zz Zz zero

This is the letter Zz



CD 1 track 70

Unit 9 page 73

Story: Old things

The son: What are you doing mum?

Mum : I'm getting rid of all the old things.

The son: Wait! This jumper still fits me. Look!

Grandma knitted this jumper for me. It's my favourite.

The son: My blue boots! No... mum they're my favourite boots.

Mum : but they got a hole in them. Look!

The son: Mum! This is my favourite toy. Why are you taking it away?

Mum :It's broken. Look!

The son : Oh no mum!

The son : You're taking away all my favourite things.

Mum : Yes, but you will get new things on your birthday.

The son : Hooray !



CD 1 track 71

Unit 9 page 74

Song: My favourite things

Red , yellow, blue and pink,

My favourite colours, and white, I think.

Cars and trucks, a teddy and a ball,

My favourite toys, I love them all.

Apples and oranges, with some ice cream

Cake and chocolate is my sweet dream.

These are some of my favourite things.

These are some of my favourite things.

 **CD 1 track 72 Unit 10 pages 76 & 77**

Miss Ann: Say this letter.

What is the sound?

Give me a word that starts with k.

Rosy: K /k/ kite

 **CD 1 track 73 Unit 10 page 78**

Miss Ann: How many apples?

Tony : 3

Miss Ann: How many kittens?

Willie : 3

Miss Ann: How many hearts?

Julie : 1

Miss Ann: How many balls?

Rose : 7

Miss Ann: How many stars?

Tony : 5

Miss Ann: How many pizzas?

Willie : 1

Miss Ann: How many squares?

Rose : 4

 **CD 1 track 74 Unit 10 page 80**

Miss Ann: What colour is this?

Julie : Red

Miss Ann: What colour is this?

Willie : Blue

Miss Ann: What colour is the teddy bear?

Rose : Brown

Miss Ann: What colour is the coat?

Julie : Black

Miss Ann: What colour are the pajamas?

Tony : Pink

Miss Ann: What colour is the pencil?

Willie : Yellow

Miss Ann: What colour is the snowman?

Rose : White

Miss Ann: What colour is the grass?

Tony : Green

 **CD 1 track 75 Unit 10 page 81**

Miss Ann : What shape is this?

Willie : Triangle

Miss Ann : What shape is this?

Rose : Circle

Miss Ann : What shape is this?

Julie : Square

Miss Ann : What shape is this?

Tony : Arrow

Miss Ann: What shape is this?

Willie : Rectangle

Miss Ann : What shape is this?

Rose : Star

Miss Ann : What shape is this?

Tony : Crescent

 **CD 1 track 76 Unit 10 pages 82 & 83**

Miss Ann : What is red?

Willie : An apple.

Miss Ann : What is green?

Rose : Grass.

Miss Ann : What is white?

Julie : Snow.

Miss Ann : What is blue?

Tony : The sky.
Miss Ann: What is brown?
Willie : A rabbit.
Julie : A bag.
Miss Ann : What is black??
Rose : A bat.
Tony : Ink.
Willie : My shoes.
(*Laughing*)

 **CD 1 track 77 Unit 10 page 84**

Miss Ann : What is this?
Willie : It's a family.
Miss Ann : What is this?
Julie : It's pizza
Miss Ann : What is this ?
Rose : it's a duck
Miss Ann : What is this?
Tony : It's a horse
Miss Ann : Who is this ?
Rose : it's Donny
Miss Ann : What is this?
Tony : It's a bike.

 **CD 1 track 78 Unit 10 page 85**

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