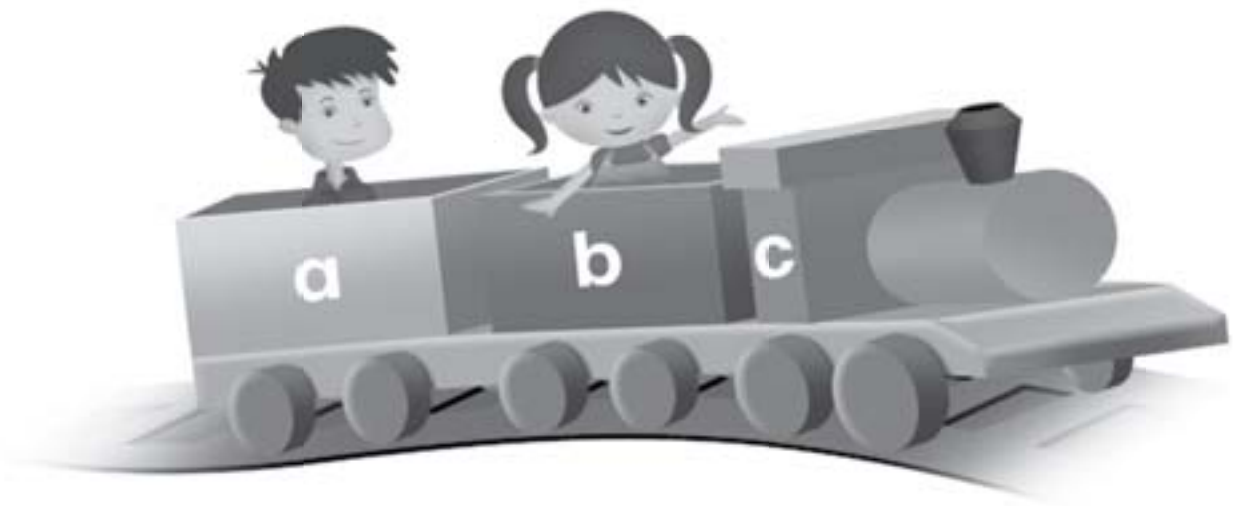


Teaching Guide

# English for Early Learners

Kindergarten

**Liz Miles**



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# Contents

	<b>Page</b>
Introduction	iv
• Helpful Hints	
• Teaching Resources	
• Notes on Assessment	
<b>Unit 1</b>	<b>1</b>
<b>Unit 2</b>	<b>7</b>
<b>Unit 3</b>	<b>13</b>
<b>Unit 4</b>	<b>20</b>
<b>Unit 5</b>	<b>25</b>
<b>Unit 6</b>	<b>30</b>
<b>Unit 7</b>	<b>37</b>
<b>Unit 8</b>	<b>42</b>
<b>Unit 9</b>	<b>47</b>
<b>Unit 10</b>	<b>52</b>
<b>Unit 11</b>	<b>58</b>
<b>Unit 12</b>	<b>64</b>
<b>Unit 13</b>	<b>69</b>
<b>Unit 14</b>	<b>74</b>
<b>Unit 15</b>	<b>80</b>
<b>Unit 16</b>	<b>85</b>
Resource sheets	89
Word cards	112
Objectives and assessments	117
Assessment record sheet	120

# Introduction

*English for Early Learners* introduces English to young children through a wide range of listening, speaking, reading, and writing activities. It is a pre-primary series of three sets of materials for **PreNursery, Nursery,** and **Kindergarten** aged children. For each stage there is a Student Book with CD, Teaching Guide, and classroom Resources (including flash cards and wall charts). The materials take children through from basic skills such as developing hand-eye coordination and sounding out the English alphabet, to writing letters and words, reading simple sentences with support, and recognising rhyming words.

The materials have been developed with a focus on Pakistan's *National Curriculum for Early Childhood Education (ECE)* and England's phonic-based English Curriculum. The ECE Expected Learning Outcomes linked to language and literacy competencies are at the core of this series. Objectives throughout the lesson plans are based on these, as are many of the subject areas for learning English vocabulary. Many lessons offer the opportunity to teach competencies in other Key Learning Areas of the ECE too, including Personal and Social Development, Basic Mathematical Concepts, the World Around Us, and Creative Arts.

The essential value of play is at the core of this series, incorporating countless opportunities to explore the English language in a playful context and through child-led activities. Songs, rhymes, and stories have been included to further capture the interest of the youngest of children, and to offer lots of opportunities for them to enjoy the shared experience of speaking (or singing) and listening to English letter sounds and words—building a foundation for future writing.

## Helpful Hints

As recommended in Pakistan's *National Curriculum for Early Childhood Education (ECE)* the **environment** for learning should be pleasant and stimulating, and if possible, there should be learning corners for specific activities, and the storage of relevant resources. Those especially relevant to teaching English are corners for language, the library, and art. Labelling these corners and resources introduces the English language naturally into the environment. Where space allows, a specific area should be available for the children to gather for song, role play, storytime, and other teacher-led activities.

**Display areas** for the resources supplied in this series (e.g. alphabet chart and posters) are vital. It is also important to have areas to display children's work attractively and prominently.

The teaching of English in this series uses a **phonics-based approach**, as recommended by the Early Years Foundation Stage of the English National Curriculum. Phonics involves teaching the children the sounds of letters in the English alphabet. Each letter has both a name and a sound, and the phonics approach emphasizes the sound instead of the name. For example, children are encouraged to sound out 'a' as in 'apple' when reading. Simple, consonant-vowel-consonant (cvc) words are read by sounding out each letter, left to right, and then blending (e.g. c-a-t). Children also learn how two letters (or more) can make one sound, for example 'ck' (d-u-ck), 'oo' (b-oo-t) and 'sh' (sh-o-p).

## Teaching Resources

- Teaching Guides
- Wallcharts
- Flash cards

### Teaching Guides

The Teaching Guides follow the same lesson plan format, with suggested times for each section. However, these plans should be used flexibly, and teachers are encouraged to alter elements according to individuals' or whole class understanding.

- **starter** – teacher-led opener to gain the children's attention and introduce the lesson focus/topic
- **whole class** – teacher-led activities involving the whole class working together
- **group/paired/individual work** – how many children work together in this section can be altered according to pupil ability; this section provides an opportunity to assess children's understanding
- **review** – a review of the lesson provides a chance to assess whole class understanding, and elements can be repeated in this section as a result of observations made during group/paired/individual work

Lesson objectives and linked assessments are provided for each lesson. Resources are also listed – including the Resource sheets and Word cards within the Teaching Book. The Resource sheets and Word cards should be photocopied and the other resources gathered before the lesson begins. The children will need their Student Books for the majority of the lessons.

Grids for Pakistan's Early Childhood Education competencies and a general assessment sheet are at the end of the Teaching Guide. These can be photocopied for each child so that the teacher can record children's progress and achievements.

### Wallcharts (2)

- Alphabet wallchart
- Rhyming words

### Flash cards (49)

Letter cards and picture cards.

Each lesson plan indicates when and how each resource should be used. However, these can also be used imaginatively by teachers, and for revision according to individual children's and class needs.

### Student Book

The Student Book contains a wide range of activities suitable for the level, including writing practice, and reference material that the children can return to, such as the alphabet on pages 2–5, tricky words on page 10. Included in later units are rhymes and stories to read with support, and a range of vocabulary related to everyday activities. The word list at the end of the book can be used to record learning, and also for revision of frequently-used words, at home or in class.

Individual children will work on the activities at different speeds, so some may need additional time and support to complete the activities.

All children are likely to need support in understanding what is required of them for each activity at this level. Before starting work, ensure all the children understand the task. Circulate to check their progress.

### **Interactive CD with Student Books**

Each Student Book is accompanied by an interactive CD. There are nine Topics on the CD which are based on the units taught in the textbook. Additional stories and activities are also included on the CD, which will help students to revise and learn the concepts taught in class.

<b>CD contents</b>	
Topic 1 – My alphabet	Units 1 and 14
Topic 2 – Learn to write	
Topic 3 – Songs and rhymes	Unit 3
Topic 4 – Reading new words	Units 4, 5, and 6
Topic 5 – Tricky words and pronouns	Units 2, 7, and 12
Topic 6 – Vocabulary	Units 8, 9, and 10
Topic 7 – Verbs	Unit 11
Topic 8 – Numbers	Unit 13
Topic 9 – Story time	Units 15 and 16

### **Notes on Assessment**

During the lessons make mental notes on elements children find difficult so that they can return to the activity. The Student Books will provide a good record of their writing progress.

The Record Sheets at the end of the Teaching Guide can be photocopied and completed for each child. The assessment focuses on this are based on individual learning outcomes and the skills taught across each unit.

# Unit 1 My alphabet

## Lesson 1

### Objectives

- To revise the names and sounds of the letters in the English alphabet
- To revise the English alphabet through song

### Resources

- Flash cards Aa-Zz (hidden around the classroom before the lesson begins)
- My alphabet wallchart
- Student Book
- CD: My alphabet, Topic 1

### Starter (10 minutes)

1. Introduce the My alphabet wall chart and explain each letter has an animal which begins with that sound. Read one or two examples, then help them to read, *A is for ant*, etc., pointing at the letter and then the word.

### Whole class (20 minutes)

1. Explain that you have lost the A–Z flash cards and ask them to find them for you. Ask each child to find one or more cards, or to work in pairs, depending on the size of the class.
2. Once all the cards have been collected, work through the alphabet asking: *Who has a for ant?* Point to the Aa on the A–Z wall chart as the child brings you the correct card and repeats the sound.
3. Continue until the children have brought you all the cards and you have completed the A–Z wall chart. Thank the children for finding the cards.
4. Play Topic 1 on the CD.

### Individual work (5 minutes)

1. Give the children their Student Books and encourage them to write their name on page iii. If they finish quickly, ask them to look at pages 2–5 and trace the A–Z letters with their finger as they read each letter sound quietly to themselves.

### Review (5 minutes)

Ask the children to read the alphabet chart with you as a class, helping them to sound out the words as well as the A–Z letters, e.g. *A is for ant*.

### Assessment

Do the children match the sound and letters correctly?

Do the children attempt to sound out and blend unfamiliar words on the wall chart.

Note the children's ability to write their name in the Student Book, and to spell their name correctly.

## Lesson 2

### Objectives

- To revise the uppercase A-Z letters
- To revise the sounds of the letters in the English alphabet

### Resources

- Selection of books
- Resource sheets 1 and 2: Before the lesson copy the sheet, glue it onto cards, and cut into cards so that each group of four has at least four letter pairs
- Student Books

### Starter (5 minutes)

1. Re-introduce the alphabet wall chart, reminding the children how each letter can be written both in upper and lower case.

### Whole class (5 minutes)

1. Show the children a selection of books and atlases and point to the capital letters for titles, place names, and authors' names.
2. Ask the children where else they see capital letters (e.g. shops, signs).

### Group and individual work (20 minutes)

1. Give groups of 3 to 4 children at least four pairs of letter cards from Resource sheets 1 and 2. Play Snap! with children calling 'Snap!' when a matching upper and lower case card is put down. The first to say 'Snap!' picks up the cards. The person who gets all the cards wins.
2. When the children have played a few times, ask them to swap their set of Snap! cards with another group.

### Review (10 minutes)

Ask the children to complete Activities 1 and 2 in their Student Books.

### Assessment

Do the children remember when uppercase letters are used?

Do they match upper and lower case letters correctly?

Can they form lower and upper case letters correctly?

Can they order words alphabetically?





## Lesson 4

### Objectives

- To practise working out new words
- To revise simple spelling
- To review Unit 1 achievements

### Resources

- My alphabet wall chart
- Student Books
- Pictures cut from magazines or the objects: doll, bag, pen, sock, bell, hat, egg

### Starter (5 minutes)

1. Read the alphabet chart with the class, helping the children to read unfamiliar words.

### Whole class (20 minutes)

1. Explain to the children that you need their help to name things and to help you spell them.
2. Hold up each picture or object in turn, ask what it is, and then get the children to guide you in spelling the word as you write it on the board.
3. Afterwards, discuss how some words have two letters, which make one sound. Ask: Which are they? (doll, sock, bell, egg)
4. Ask the children if they know any other words with two letters that make one sound. Prompt with words from the previous lessons (e.g. duck, puff, buzz).

### Individual work (10 minutes)

1. Ask the children to complete Activity 3 in their Student Books.

### Review (5 minutes)

Quickly show the sound cards from the previous lesson. How quickly can they spell out the name of the animal and its sound while writing the word in the air, with their fingers?

### Assessment

Do the children join in with reading the alphabet chart words?

Are the children able to link the correct sounds to many of the letters?

Do they identify two-letter sounds?

Do they use correct spelling?

# Lesson 5

## Unit 1 Assessment

### Objective

- To re-visit activities in Unit 1

### Resources

- My alphabet wall chart
- Flash cards: a-z, ff, ll, ss, zz, ck
- Student Books

### Starter (5 minutes)

1. Praise the children for their work in the previous lessons and for remembering the English alphabet and for their reading and writing.

### Whole class (20 minutes)

1. Read the alphabet chart, encouraging individual children to read one letter and word each. Help them sound out the words because some of them may be more difficult for them.
2. Turn to Activity 3 in the Student Books and encourage the children to share their answers as to which letter pairs make one sound. Write the pairs on the board, sounding them out as appropriate. Underline those words where the two letters make one sound (ss, rr, ck, dd, zz, ll).
3. Can children read the sentences in the second part of Activity 3?
4. Ask volunteers to write the words with missing letters in full on the board.

### Group work (15 minutes)

1. Organize the children into five groups. Give each group a vowel letter card (a, e, i, o, and u) and each group ff, ll, ss, zz, or ck. Divide the remaining consonants between the five groups. Ask the groups to make as many words as they can with the cards.
2. Walk from group to group, noting whether they use correct spelling to make simple words.

### Independent homework

Ask the children to complete the writing practice on page 9.

### Assessment

Do the children make serious attempts at reading the alphabet chart?

Are the children able to read and spell the letter pairs and words, identifying the sounds?

Can the children make small words with the letter cards, and do they use correct spelling?

Do the children form letters correctly?


## Answer key

### Activity 1

Write the missing letters to finish the alphabet.  
Say the name and sound of each letter, as you write.

A a	B b	C c	D d	E e
F f	G g	H h	I i	J j
K k	L l	M m	N n	O o
P p	Q q	R r	s s	T t
U u	V v	W w	X x	
y y	Z z			

Copy these words in alphabetical order.

	1 bag	
rat	2 dad	dad
	3 pen	
pen	4 rat	bag

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### Letter sounds

#### Activity 3

Which pairs of letters make 1 sound?  
Tick the pairs that make 1 sound.

<input checked="" type="checkbox"/> ss	it	<input checked="" type="checkbox"/> rr	in	<input checked="" type="checkbox"/> ck	at
<input checked="" type="checkbox"/> ff	<input checked="" type="checkbox"/> zz	ll	<input checked="" type="checkbox"/> un	gs	

Write a pair of letters that you ticked to finish each word.

	
The bee went buzz.	Ring the bell!
	
The man had a sack.	The dragon went puff.
	
	Nell is a doll.

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# Unit 2 Word revision

## Lesson 6

### Objectives

- To revise simple vocabulary

### Resources

- A doll or a soft animal toy or a female puppet
- Student Books
- Pencils and paper
- Word cards 1
- CD: Tricky words and pronouns, Topic 5

### Starter (5 minutes)

1. Show the children the character toy (called Kim) and explain she has come to the lesson for their help. Encourage the children to ask her questions. Explain that she is shy so will only whisper in your ear, so that you can pass on what she says to the children.

### Whole class (20 minutes)

1. Explain that Kim has a Student Book like theirs and wants help in reading the words on page 10. Can the children help her to read some of the words?
2. Encourage the children to take turns to show Kim how to sound out each letter and blend the letters to read some of the words, e.g. d-a-d, dad.
3. Pretend she repeats it in your ear, and respond to Kim, e.g. That's right! or Not quite, try again.
4. If children struggle with words ask them to write the word on the board, and point to each letter as they sound it out.
5. Move on to the words on the train, and support the children if they have forgotten how to read them.
6. Play Topic 5 on the CD.

### Paired work (10 minutes)

1. Give each pair pencils and paper.
2. Ask the children to test each other. One child reads one of the words from page 10 and the other writes it down. Swap roles several times.
3. Afterwards ask them to work together to check their spellings against the spellings in the book.

### Review (5 minutes)

Show the word cards randomly, encouraging the children to shout out the word. Speed up and see how quickly the children can read the words.

### Assessment

Do the children sound out and spell the words correctly?

## Lesson 7

### Objectives

- To introduce directional words: up, down, in, on, under, out

### Resources

- A different soft toy animal from that in Lesson 6, or a male puppet
- Resource sheet 3: Before the lesson photocopy the sheet on card and cut them out
- Student Books

### Starter (5 minutes)

1. Introduce the character toy (Tom). Explain that he is shy and only talks to you. Let the children ask questions and let the toy whisper the answers in your ear, which you pass on to the children.

### Whole class (20 minutes)

1. Explain that Tom likes to play Hide and Seek, and one child must hide him and then the others help you to find him.
2. Give out Resource sheet 3 and explain that they are only allowed to help you find Tom using these words to tell you where to look.
3. Go through the resource sheet with the children, revising the meanings of the words by putting Tom in, out, on, under, up, and down various places around the room.
4. Let children take turns to hide the doll while you turn away.
5. Let the children have fun, taking turns to say *in, out, on, under, up, or down* to guide you to Tom.
6. Repeat several times.

### Individual work (10 minutes)

1. Ask the children to complete Activity 4. Check the children know what they have to do.

### Review (5 minutes)

Ask children to read out their answers. Ensure that the children understand why any of their answers are wrong.

### Assessment

Are the children able to use the directional language correctly?

Do they use correct spelling in their writing?

## Lesson 8

### Objectives

- To explain use and spellings: *of* and *off*

### Resources

- Hat or coat
- Student Books
- Word cards 1: *of, off*

### Starter (5 minutes)

1. Enter the room wearing a coat or hat. Ask them to listen carefully and say which sentence is correct.
2. Take off your hat and coat. Then, emphasising the different sounds in 'of' and 'off', say: *I took **of** my hat and coat. I took **off** my hat and coat. Which is correct: I took **of** or I took **off**?*

### Whole class (15 minutes)

1. Write 'I took \_\_\_\_ my hat.' on the board. Explain that 'off' is correct and write it in the sentence.
2. Encourage the children to mime taking off a hat and get them to repeat 'I took off my hat.' Repeat several times.
3. Explain that 'off' usually means two things are apart, such as you and the hat.
4. Look through the examples of 'off' on page 12 of the Student Book: Keep off (people must stay away from the grass); got off (the girl goes away from the bus); Get off! (the woman wants the cat to go away from the table).
5. Write 'of' on the board and read through the examples in the Student Book. Point out how 'of' comes before more information, e.g. the sort of book it is; what he had a lot of; who the picture is of.

### Individual work (15 minutes)

1. Ask the children to complete Activity 5. Check the children know what they have to do.

### Review (5 minutes)

Hold up the 'of' card and ask the children to read it. Ask the children to finish phrases, such as 'A Book ... [of Cats]'. Hold up the 'off' card and ask the children to read it. Ask the children to finish phrases, such as 'Get ... [off!]'.

### Assessment

Are the children able to use of and off correctly?  
Do they pronounce the words correctly?

## Lesson 9

### Objectives

- To recall and learn opposites and pairs of simple words

### Resources

- Student Books
- Resource sheet 4: Before the lesson photocopy the sheet on card and cut them out so that each child has one word, and there is one set for the teacher

### Starter (5 minutes)

1. Mime turning a tap on, saying 'On' as you do so. Mime water pouring down over your legs. Then mime turning a tap off, saying 'Off' as you do so.
2. Remind them that 'on' and 'off' are opposites.

### **Whole class (15 minutes)**

1. Hand out the cards from Resource sheet 4, keeping a set for yourself.
2. Go through the cards, ensuring the children can repeat the words and understand their meanings. If required use related pictures or objects to explain these words.
3. Write more opposite words on the board and explain their meanings through mime or examples in the classroom, e.g. dirty/clean, full/empty, far/near, wet/dry, first/last, rich/poor, light/dark.

### **Individual work (15 minutes)**

1. Ask the children to complete Activity 6. Encourage them to read the words and sentences aloud.

### **Review (5 minutes)**

Ask the children to look at their opposites card and to quickly pair up with a child who has the opposite card to them. Ask the children to swap their cards with another child, and to play the game again.

### **Assessment**

Can the children explain the meaning of 'opposite' by giving examples?

Can they read and match their 'opposite' cards?

## **Lesson 10**

### **Unit 2 Assessment**

#### **Objective**

- To re-visit activities in Unit 2
- To assess vocabulary

#### **Resources**

- Word cards 1
- Paper cut into label-sized pieces
- Student Books

### **Starter (5 minutes)**

1. Praise the children for their work in the previous lessons and for revising old words and learning new words.

### **Whole class (20 minutes)**

1. Ask the children to help you read some words. Hold up the opposites cards, and encourage the class to read them out. Show them faster as the children gain confidence.
2. Ask the children to turn to Activity 7 in their Student Books. Read the text using the correct words from the choices given, and ask them to follow the text with their finger. Afterwards, ask them to circle the correct words.

### **Group and individual work (15 minutes)**

1. Group work: Give the children pieces of paper and ask them to write a word then hold it up for the group to read. Get the group to check their spelling. Repeat so each child in the group has a chance.



2. Individual work: Ask the children to complete the writing practice on page 16.

### Assessment

Do children sound out the words correctly?

Do children remember the meanings of the opposites words?

Do the children link the spoken words to the writing activities?

Do they form letters correctly and neatly?

### Answer key

**Writing** **Activity 4**

Copy these sentences. Remember to write neatly.

 I go up.  I go down.

 I go out.  I go in.

Use the correct words and complete the sentences.  
Choose from: **on** **under** **up** **in**

The rat was **on** a bus! 

 The girl is **up** the ladder.

The boy was **under** the quilt! 

 The cat was **in** the box!

CHILDREN **11**

**Activity 5**

Add the missing word **of** or **off**.

 All **of** us got on the bus.

 Get **off** the train at the next stop.

 Take-**off**!

 I am fond **of** mum.

 A bag **of** apples.

 The fireworks went **off**!

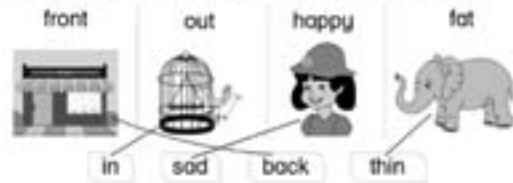
 It is a nest **of** ants.

CHILDREN **12**

## Opposites

### Activity 6

Draw a line from the picture to its opposite word.



Choose the correct opposite and complete the sentences.

big empty white

Black and white are opposites.



One hat is too small, but the other hat is too big.

The glass is not empty, it is full.



14

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## Common words

### Activity 7

Choose the correct word and circle it.



Mr Malik put sat his apples in a an van.



His Her dog got in the back front.



But did Mr Malik shut the door? Yes No



Mr Malik went up down the hill to from the market.



Oh no! A big little box of apples fell on off the truck.



The dog jumped up under and barked at Mr Malik.



Mr Malik stopped. He got the box.



Good Bad dog! he said.

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15

## Lesson 11

### Objectives

- To introduce more rhyming words
- To extend vocabulary

### Resources

- CD: Songs and rhymes, Topic 3
- Student Books

### Starter (5 minutes)

1. Play Topic 3 on the CD.
2. Afterwards ask the children if they can remember any of the words. Encourage volunteers to tell the class any single words or phrases they remember.

### Whole class (20 minutes)

1. Ask the children to turn to page 17 of their Student Books. Explain that the words are here so that they can learn the song.
2. Ask the children to follow the words as they listen to the song again.
3. Ask the children to close their books, then play the recording and copy the actions to the song as they sing too. Mime marching, while pointing up, down, or halfway as each word is sung.

### Individual work (10 minutes)

1. Ask the children to quietly read the words on page 17. Explain that it will help them to learn the song, so they can sing it to their family or friends.

### Review (5 minutes)

Play the song again, encouraging the children to do the actions too.

### Assessment

Do the children sound out most of the words correctly?

## Lesson 12

### Objectives

- To introduce rhyming words
- To introduce words with similar spellings

### Resources

- CD: Songs and rhymes, Topic 3
- Student Books

### **Starter (5 minutes)**

1. Play *The Grand Old Duke of York* on the CD and encourage the children to sing and do the actions. Praise them.
2. Explain that the song is a nursery rhyme, and that a rhyme has words that sound the same, like 'men' and 'again'.
3. Tell them that they are going to read some more rhyming words in this lesson.

### **Whole class (15 minutes)**

1. Write *can, fan, and man* on the board. Read them out, emphasising the words that rhyme. Explain that the sounds of all the words are the same, so they rhyme.
2. Write the rhyming words *mad, sad, and bad* on the board. Ask the children if they rhyme. Underline the 'ad' endings.
3. Add *mum* to the list. Ask a volunteer to read *mad, sad, bad, and mum* to check whether they all rhyme or not. Then delete *mum*.
4. Continue with other examples so the children notice how words that rhyme have the same spelling as well as the same sound.
5. Ask the children to turn to page 18 of their Student Books. Explain the activity, and read out the sentences before they begin.

### **Individual work (15 minutes)**

1. The children complete Activity 8. Ask the children to read the words aloud to check which words rhyme. Prompt them to look for same end-spellings too.

### **Review (5 minutes)**

Go through Activity 8 with the class, writing on the board the words the children say they have circled. Check for errors and point out any words that do not rhyme.

### **Assessment**

Are the children able to hear the end-sounds in words that rhyme?  
Do they recognize same end-spellings?

## **Lesson 13**

### **Objectives**

- To introduce rhyming words
- To create words that rhyme

### **Resources**

- CD: Songs and rhymes, Topic 3
- Resource sheet 5: Before the lesson photocopy the sheet on card, cut them out, and paste onto card to form two circles which can be moved round
- Paper clips – use these to attach the wheels made from Resource sheet 5
- Student Books

### **Starter (5 minutes)**

1. Play Topic 3 on the CD and encourage the children to sing and do the actions, or encourage them to chant another rhyme they know. Praise them.
2. Explain that in this lesson they are going to write their own rhyming words.

### **Whole class (15 minutes)**

1. Write *\_ it* on the board 4 times; alongside write a list of letters: s, l, p, f.
2. Ask a volunteer to choose a letter then write it at the beginning of the 'it' ending. Praise and explain that they have made a new word, e.g. s-i-t.
3. Ask: *I wonder how many more words we can make with the 'it' ending.*
4. Add each of the remaining letters and read out the words, e.g. lit, pit, fit. Point out how they rhyme.
5. Repeat the above with *\_ an* and the letters c, f, m, p.

### **Group and independent work (15 minutes)**

1. Group work: Give each group a copy of the cards from Resource sheet 5. Explain that you want them to make as many words as they can by turning the inner wheel. Ensure each group records the word they make each time.
2. Independent work: Ask the children to complete Activity 9 in class or as homework.

### **Review (5 minutes)**

Let the children share the words they have made with the class. Which group has made the most? If the words don't make sense, explain that they are not real words, but they do rhyme.

### **Assessment**

Are the children able to spell their words correctly as they record them?

Do they create correctly-spelt words or do they just use all the initial letters?

## **Lesson 14**

### **Objectives**

- To identify group rhyming words and spellings

### **Resources**

- Student Books

### **Starter (5 minutes)**

1. Revise some sets of rhyming words with the children.

### **Whole class (15 minutes)**

1. Write Pat on the board. Explain that Pat is a rat and they are going to write some rhyming sentences about Pat.
2. Ask the children if they can think of any words that rhyme with Pat that have the -at ending.
3. Prompt as necessary so that you have written the following words on the board: bat, cat, hat, mat, rat.

4. Encourage the children to choose the appropriate word to complete each sentence that you write on the board, e.g. ask the children where Pat might have slept, and read the options to them. Cross out each word after it has been used.

Pat went to bed on a \_\_\_\_\_. [mat]

His favourite toy is a cricket \_\_\_\_\_. [bat]

His best friend is a \_\_\_\_\_. [cat]

Pat always wears a \_\_\_\_\_. [hat]

But he looks a bit silly in a hat, because Pat is a \_\_\_\_\_! [rat]

5. Read the finished sentences to the children.

### Individual work (15 minutes)

1. Ask the children to complete Activity 10. Check the children know what they have to do.

### Review (5 minutes)

Ask the children to read the sentences about Pat.

Get the children to call out the words in Activity 10 which rhyme with top, pot, pin, plug.

### Assessment

Are the children able to read out the sentences and rhyming words?

Do they correctly group the rhyming words?

## Lesson 15

### Objectives

- To introduce 'ick' and 'ock' word endings
- To extend vocabulary

### Resources

- Student Books
- Resource sheet 6: Before the lesson photocopy the sheet on card and cut them out so that there is one copy for each pair

### Starter (5 minutes)

1. Write 'tick-tock' on the board.
2. Ask the children what makes the sound, 'Tick-tock'. Prompt by drawing a clock if necessary.
3. Write 'clock' on the board.

### Whole class (10 minutes)

1. Explain that you are going to read out a nursery rhyme that they may know already. Say that you want them to listen for the words that rhyme.
2. Read out Hickory Dickory Dock, emphasising the rhyming words:  
Hickory Dickory Dock,  
The mouse ran up the clock.

The clock struck one,  
The mouse ran down!  
Hickory Dickory Dock.

3. Ask the children which words rhyme, writing 'clock' and 'dock' on the board.
4. Ask the children if they can think of any other words that rhyme with clock.

### **Individual and paired work (15 minutes)**

1. Paired work: Give out Resource sheet 6. Ask the children to fill the gaps with words that rhyme to make their own poems. Encourage them to read out their new rhymes.
2. Individual work: Ask the children to complete Activity 11 in class or as homework. Check the children know what they have to do. Help and guide as necessary, pointing out how some spelling endings usually rhyme.

### **Review 10 minutes**

Ask the children to swap their books with a friend and check each other's spellings. Check to see if spelling mistakes are spotted.

### **Assessment**

Do the children spell the labels correctly?

Do they choose rhyming words for their rewritten nursery rhyme?

## **Lesson 16**

### **Unit 3 Assessment**

#### **Objective**

- To re-visit activities in Unit 3
- To assess vocabulary and spellings

#### **Resources**

- Student Books
- Alphabet chart

#### **Starter (5 minutes)**

1. Praise the children for their work in the previous lessons and for learning about rhyming words.

#### **Whole class (20 minutes)**

1. Ask the children to help you write a rhyme. Explain that it doesn't have to mean anything, but you need to include as many rhyming words as you can.
2. Say that you want to use words with the -ip and -op rhymes because words like 'flip' and 'flop' sound nice.
3. Ask each child in turn to write an -ip word or -op word on the board. Explain that the words can be made up and they can use any letter from the alphabet wallchart to make up an -ip or -op word.

4. Use the children's words and suggestions to make up a silly poem, e.g.:

Flip, flip, flip.

Nip it, tip it, top it, flop it

Flip, flip, flop.

### **Group work (15 minutes)**

1. Group work: Ask groups of children to make up a rhyming poem, first making lists of two sets of rhyming words, and then putting them together to make a nonsense verse.
2. Individual work: Children complete the writing practice on page 22.

### **Assessment**

Do children group and create families of rhyming words with correct spellings?

Do the children form letters correctly and use correct spelling in their writing practice?



# Answer key

## Rhyming words Activity 8

Read these sentences and listen for the words that rhyme. Draw a line under the words that rhyme.

Dad was mad when Brad was bad.

Bill and Jill ran up the hill to the windmill.

Pam made jam and Sam cut a yam.

The frog got lost in the fog.

Ben had a hen in his den.

The bug was snug in the rug.

## Activity 9

Can you catch the lost dog? Link the words that rhyme with the word dog, to get him.

Start

ball, hill, log, sun, pond, fog, frog, wall, rat, cog, rock, hen, clock, dog

## Activity 11

Find things that rhyme with:

- rock, and colour them red.
- pot, and colour them blue.
- tick, and colour them yellow.

Then, draw a line to connect the pictures to their labels.

tick, hat, lock, cat, frock, chick, rat, clock, bat, stick

# Unit 4 Reading new words

## Lesson 17

### Objectives

- To introduce words beginning with two consonants
- To introduce initial blends

### Resources

- Student Books
- Resource sheet 7: Before the lesson photocopy the sheet on card and cut them out so that there is one set for each pair
- Word cards 1

### Starter (5 minutes)

1. Remind the children how to blend three letter words. Hold up the word card, dog. Encourage children to sound out each letter, d-o-g, then blend all three letters to read: dog.
2. Repeat with c-a-t (cat).
3. Point out how cat and dog have three letters and sounds. Tell the children that they are going to learn to read longer words.

### Whole class (15 minutes)

1. Show the word card frog, and sound out each letter, pointing at f-r-o-g, then blend. Ask the children if they can croak like a frog.
2. Ask: *Where do some frogs live?* Show them the pond card and sound out each letter, pointing at p-o-n-d, then blend.
3. Repeat for the other cards (*p-l-u-m, d-r-u-m, w-i-n-d, l-a-m-p*).
4. Ask the children to open their Student Books at page 23. Support them in reading the words.

### Paired and individual work (15 minutes)

1. Give each pair a set of cards from Resource sheet 7 and ask them to take turns to pick a card and read it out. If they struggle, they put it down and the next person has a go. If they read it, the others in the group clap, and the reader keeps the card.
2. Ask the children to complete Activity 12.

### Review (5 minutes)

Show the children the word cards and ask volunteers to read the words.

Ask volunteers to spell words on the board as you say them.

### Assessment

Do the children sound out and spell the words correctly?

# Lesson 18

## Objectives

- To introduce final blends

## Resources

- Alphabet wall chart
- Word cards 1: desk, tent, pink, pond, belt, bump, wind, lamp
- Student Books
- Resource sheet 8: Before the lesson photocopy the sheet on card and cut them out so that there is one set for each pair
- CD: Reading new words, Topic 4

## Starter (5 minutes)

1. Write 'frog' and 'pond' on the board. Underline fr and nd. Explain how 'frog' has two consonants at the beginning and 'pond' has two consonants at the end. If necessary, with reference to the alphabet wallchart, remind them that a, e, i, o, and u are vowels while all the other letters are consonants.
2. Play Topic 4 on the CD.

## Whole class (15 minutes)

1. Show the desk card and sound out each letter, pointing at d-e-s-k, then blend. Ask the children to point to the desks in the room.
2. Show them the tent card and sound out each letter, pointing at t-e-n-t, then blend.
3. Repeat for the other cards (p-i-n-k, p-o-n-d, b-e-l-t, b-u-m-p, w-i-n-d, l-a-m-p).
4. Ask the children to open their Student Books at pages 24 and 25. Support them in reading the words on these pages.

## Paired and individual work (15 minutes)

1. Give each pair a set of cards from Resource sheet 8. One child picks up the card, reads out the word, and the other partner has to spell that word. Children take turns to spell the words.
2. Ask the children to complete Activity 13.

## Review (5 minutes)

Show related pictures or read the words from Resource sheet 8 and ask the children to write down the word. Try not to help with the spelling.

## Assessment

Do the children sound out and spell the words correctly?

## Lesson 19

### Objectives

- To introduce blending of longer words

### Resources

- Word cards 1: stamp, blink, drink, crust, trunk
- Student Books

### Starter (5 minutes)

1. Stamp your foot and ask the children what you are doing. Explain that you are stamping.
2. Ask a volunteer to write 'stamp' on the board. Point out how there are two consonants either side of the vowel. Sound out and blend 'b-l-i-n-k' with the class, asking them to blink as they do so.

### Whole class (15 minutes)

1. Pretend to be drinking from a glass and ask the children what you are doing. Explain that you are drinking.
2. Ask volunteer to write 'drink' on the board. Point out how there are two consonants either side of the vowel. Sound out and blend 'd-r-i-n-k' with the class, asking them to mime drinking as they do so. Repeat for blink.
3. Show the crust, trunk, and stamp cards, sounding out and blending until the children are able to read the words too.

### Individual work (15 minutes)

1. Ask the children to complete Activity 14, prompting as necessary. Ensure that the children understand the instructions and explain that the word 'stamp' has two meanings (to stamp your feet, and a stamp on a letter). Ask them to check their answer by reading it out.

### Review (5 minutes)

Show the children the blink, think, drink, crust, trunk, and stamp cards and ask them to read out the words to you.

### Assessment

Do the children sound out and spell the words correctly?

# Lesson 20

## Unit 4 Assessment

### Objective

- To re-visit activities in Unit 4
- To assess blending and spelling of longer words

### Resources

- Resource sheet 9
- Student Books

### Starter (15 minutes)

1. Praise the children for their work and remind them of how they learnt to spell 'stamp' and 'clap'. Give out copies of Resource sheet 9 and explain that they are going to sing a song that they may be familiar with.
2. Sing this popular song and encourage the children to sing and join in the actions.

### Whole class (10 minutes)

1. Hold a quiz. Read out a word and see if the children can write the correct spelling. Slowly read: clap, tusk, lamp, trunk, stamp.
2. Ask children to check each other's spellings as you write them on the board.
3. If time, ask the children to join in the song again, this time following the words with their finger on Resource sheet 9.

### Paired work (15 minutes)

1. Paired work: Children complete Activity 15 and then they work in pairs to check whether they agree on each answer.
2. Individual work: Children complete the writing practice.

### Assessment

Do children remember correct spellings?

Do the children join in the song confidently?

Do the children write neatly and copy the spellings accurately in their writing practice?

# Answer key

## Initial blends Activity 12



st begins  
steps



bl begins  
black



sp begins  
spill



tr begins  
track

Write the correct initial blend for these words.  
Choose from: **bl sp st tr**



spot



blow



tram



stop

Look at the pictures and finish the words in these sentences.






The man ran along the track, and won the race.  
A man stopped the tram, with a flag.


24

## Final blends Activity 13


Read the words and listen to the blend at the end.



hand




tusk



bank



lamp



belt

Write the correct end blend for these words.  
Choose from: **mp nt nk nd lk sk**




milk



desk



tent



hump



ink



pond


25

## Blending Activity 14


### Sound and blend

**tramp trunk stamp**


The letter sounds and blends for each picture are mixed up. Write them in the correct order to form words.




nk u sk  
skunk




i st lt s  
stilts




a st mp  
stamp



a bl ck  
black



pt sl e  
slept




pl nk a  
plank

26


## Initial and final blends Activity 15

Choose and write the correct blend to complete each word.


**sw gr fr tr sl cr fl nk mp st**




sl ug




swim




think




grin




nest




cr op




trunk



flog



stamp



frog

27

## Lesson 21

### Objectives

- To introduce vocabulary with two-letter sounds
- To introduce the two-letter sounds sh, ch, th, ng

### Resources

- Student Books
- Flash cards: sh, ch, th, ng
- Word cards 2

### Starter (5 minutes)

1. Put your finger to your lips and say sh sh sh, as if asking the class to be quiet.
2. Write the word 'shop' on the board. Say the word 'shop' and point out how the two letters 'sh' together make one sound.
3. Tell them that they will learn about 'sh' and other pairs of letters that make one sound.

### Whole class (20 minutes)

1. Show the children the flash card 'ch', and repeat the /ch/ sound these two letters make. Show them the 'chop' card and encourage them to mime chopping a tree.
2. Show the children the flash card 'th', and repeat the /th/ sound these two letters make. Show them the 'thin' card and say: *A thin man!* Encourage the children to say 'thin'.
3. Show the children the flash card 'ng', and repeat the /ng/ sound these two letters make. Show them the 'ring' card and say: *Rings on my fingers!* Encourage the children to say 'Rings on my fingers!' and to waggle their fingers as if to show off their rings.
4. Show the children the flash card 'sh', and repeat the /sh/ sound these two letters make. Show them the 'shop' card and say: *Let's go shopping at the shops!* Encourage the children to say 'Let's go shopping!'.
5. Look together at the top of page 29 of the Student Books and read the words as a class.

### Independent and paired work 10 minutes

1. Working in pairs, the children read the words on the lower half of page 29 of the Student Book.
2. The children independently complete Activity 16 in class or as homework.

### Review 5 minutes

Say sh, ch, th, and ng words in random order. After saying each word ask the children if they know any words that contain this sound.

### Assessment

Do the children remember the letter sounds?

Are the children able to read the words on page 29?

Do the children complete Activity 16 accurately?

## Lesson 22

### Objectives

- To revise words with sh, ch, th, and ng spellings
- To introduce new vocabulary

### Resources

- Student Books
- Flash cards and word cards from Lesson 21

### Starter (5 minutes)

1. Show the flash cards to the children – do they remember the sound each makes?
2. Show the shop, chop, thin, and ring cards. Can the children read the words?

### Whole class (10 minutes)

1. Turn to page 31 of the Student Books. Read and work through the exercise as a whole class.
2. Segment the sounds of each word, then blend. Ask children to write chick and Charley on the board, asking the class to check their spelling.

### Individual and Group work (20 minutes)

1. Individual work: The children read and complete Activities 17 and 18. Ensure the children understand the instructions.
2. Give each small group of children the task of making a list of words or names that contain sh, ch, and th. They can make up names but must be able to read them out to the class.

### Review (5 minutes)

Write words with sh, ch, and th spellings on the board (e.g. shell, hush, ship, with, thin, thick, chin, chop, rich) and ask children to sound and blend each word for the class.

### Assessment

Can the children give examples of two letters that make one sound?  
Do they sound out the letters then blend when reading new words?

## Lesson 23

### Objectives

- To revise words with th and ng spellings
- To introduce new vocabulary

### Resources

- Student Books
- Flash cards: th, ng
- Word cards 2: thin, ring, swing
- Resource sheet 10 : Before the lesson photocopy the sheet so that there is one copy for every pair
- CD: Reading new words, Topic 4



### **Starter (5 minutes)**

1. Show the th and ng cards to the children – do they remember the sound each makes?
2. Show the 'thin', 'ring', and 'swing' cards. Can the children read the words?

### **Whole class (15 minutes)**

1. Hand out copies of Resource sheet 10 and help the children to read the question at the top: *What's that thing? What is it doing?*
2. Encourage children to answer the question for each picture in a full sentence. Prompt with the first picture: *That thing is a kangaroo. It is jumping.*
3. Continue with the remaining pictures (koala, monkey, bird), encouraging the children to chant the question and answers together.

### **Individual and Group work (15 minutes)**

1. Individual work: the children read and complete Activity 19. Ensure the children understand the instructions.

### **Review (5 minutes)**

Ask the groups to share their answers to Activity 19, writing the answers on the board (long, rung, ping pong).

Play Topic 4 on the CD.

### **Assessment**

Do the children sound out 'th' 'ng' correctly?

Do they spell ng and th words correctly?

## **Lesson 24**

### **Unit 5 Assessment**

#### **Objectives**

- To revise reading and blending sh, ch, th, and ng sounds
- To read and write words with these sounds
- To prepare a reading to perform to others

#### **Resources**

- Flash cards: sh ch th ng
- Student Books

### **Starter (5 minutes)**

1. Ask the children to see how quickly they can read the sounds of the cards you hold up.
2. Hold up the cards, sh, ch, th, and ng in rapid succession so the children have fun trying to read them quickly. Sometimes show the same one in succession.

### Whole class (10 minutes)

1. Write these tongue-twisters on the chart paper or on the board and help the children to read out the tongue-twisters. Encourage them to have fun and explain that they are called tongue-twisters because they are so difficult to read.
  - a. She sells sea shells on the sea shore.
  - b. A cheeky chimp chopped chips.
  - c. Thirty thin things swinging on a swing

### Individual and group work (15 minutes)

1. Individual work: The children work individually to complete Activity 20 and the writing practice on page 35. These can also be completed at home.
2. Group work: Allocate each group of children a tongue-twister to practise and perform to the class. Encourage them to start reading it slowly first, and then to speed up if they can.

### Review (5 minutes)

Let the class perform their tongue-twisters to the class. Praise and encourage them to enjoy the challenge.

### Assessment

Can they read and produce the sh, ch, th, and ng sounds and spellings?

Are the children able to spell sh, ch, th, and ng words accurately?

Can the children sound out most of the words in their tongue-twisters?

### Answer key

**sh** Activity 16

**sh is for shell**  
Trace over the sh sounds, then write some of your own.

sh sh sh

**Sh is for Sharon**



Add sh to complete the words.



shop



fish



shed

30

**ch** Activity 17

**ch is for chick**  
Trace over the ch sounds, then, write some of your own.

ch ch ch

**Ch is for Charley**



Add ch to complete the words.



ch eetah



rich



ch imney

31

th

Activity 18

th is for thimble



Trace over the th sounds, then write some of your own.



3 th number words:

three  
thirty  
a thousand



Add th to complete the words.



thick



thin



thermometer

ng

Activity 19

Can you hear the ng sound in these words?



king



wing



sing

Add ng to finish these words.



long



rung



ping pong

Add ing to these words to show what each child or animal is doing.



singing



ringing



jumping



eating



drinking



talking



swinging

sh ch th ng

Activity 20



Tom went shopping. What did he see at the market? Choose from the sounds to finish the list.

sh ch th ng



- a ring
- a bunch of flowers
- a dish
- a shell
- some chillies
- lunch
- fresh fish
- a drink
- a chicken
- a sheep



What did Tom get for Sally?

A ring, a shell, and a bunch of flowers.



## Lesson 25

### Objectives

- To introduce vocabulary with two-letter and three-letter sounds
- To introduce the two- and three-letter sounds ai, ee, igh, oa, oo

### Resources

- Student Books
- My alphabet wallchart
- Flash cards: ai, ee, igh, oa, oo
- Word cards 2: nail, jeep, light, night, boat, moon, book
- CD: Reading new words, Topic 4

### Starter (5 minutes)

1. Point to the snail on the wall chart. Help the children to sound out s-n-ai-l.
2. Write the word 'snail' on the board. Sound it out, pointing to each letter as you do so, underlining 'ai' to emphasize how the two letters make one sound.
3. Ask the children to repeat it.
4. Tell the children they are going to learn some more words in which two or three letters make one sound.

### Whole class (20 minutes)

1. Show the children the flash card 'ee', and repeat the /ee/ sound these two letters make, encouraging the children to join in. Show them the 'jeep' card and encourage them to mime turning the wheel and driving a jeep.
2. Show the children the flash card 'igh', and repeat the /igh/ sound these three letters make, encouraging the children to join in. Show them the 'light' card and say: *The light is on!* Turn on the light in the classroom and point to the light. Turn off the light, saying: *The light is off.*
3. Show the children the flash card 'oa', and repeat the /oa/ sound these two letters make, encouraging the children to join in. Show them the 'boat' card and sound out b-oa-t.
4. Show the children the flash card 'oo', and repeat the /oo/ sound these two letters make, encouraging the children to join in. Show them the 'moon' card and say: *Is there a man in the moon?* Draw a full moon on the board and add a face. Say, *Here's the man in the moon,* encouraging the children to join in.
5. Look together at the bottom of page 36 of the Student Books and read together how the 'oo' letters can make a long and short /oo/ sound.
6. Play Topic 4 on the CD.

### Independent and paired work (10 minutes)

1. Working in pairs, the children read the words on page 36 of the Student Books.

### Review (5 minutes)

Show the word cards in random order: nail, jeep, light, night, boat, moon, book. Encourage the children to say the words. After saying each word ask volunteers to sound out and blend the word to the class.

## Assessment

Do the children remember the letter sounds?

Are the children able to read the ai, ee, igh, oa, and oo words?

Can the children hear the different short and long /oo/ sounds and repeat them accurately?

## Lesson 26

### Objectives

- To revise words with ai, ee, igh, oa, and oo sounds
- To introduce new vocabulary

### Resources

- My alphabet wallchart
- Student Books
- Flash cards: ai, ee, igh, oa, oo
- Word cards 2: nail, jeep, light, night, boat, moon, book
- Resource sheet 11: Before the lesson photocopy the sheet on card and cut them out so that there is one set for each group
- Resource sheet 2 (only consonants)
- CD: Reading new words, Topic 4

### Starter (5 minutes)

1. Show the flash cards to the children – do they remember the sound each makes?
2. Show the nail, jeep, light, night, boat, moon, and book cards. Can the children read the words?

### Whole class (10 minutes)

1. Return to page 36 of the Student Books. Revise the different /oo/ sounds and teach the phrases 'I look in a book' and 'I zoom to the moon', encouraging the children to exaggerate the long /oo/ sounds in the words zoom and moon.
2. Show the ai card and ask two volunteers in turn to hunt for an animal word with the same /ai/ sound on the alphabet chart (quail, snail).
3. Show the ee card and ask volunteers to hunt for an animal word with the same /ee/ sound on the alphabet chart (bee, deer). If a child finds 'peacock' praise them and point out how it has the same /ee/ sound but is spelt differently.
4. Repeat for 'oa' and 'oo' and see if volunteers can find 'goat' and 'raccoon'.

### Individual and Group work (20 minutes)

1. Individual work: The children read and complete Activity 21 alone. Ensure the children understand the instructions.
2. Give each small group of children the task of making a list of words or names that contain ai, ee, igh, oa, and oo using Resource sheet 11 and Resource sheet 2 (only consonants).

## Review (5 minutes)

Write some words with ai, ee, igh, oa, and oo spellings on the board and ask children to sound and blend each word for the class.

Play Topic 4 on the CD.

## Assessment

Do the children sound out the letters then blend when reading new words?

Do they spot same spellings on the alphabet chart?

Can they make ai, ee, igh, oa, and oo words using the resource sheet?

## Lesson 27

### Objectives

- To introduce words with ar, or, ur, ow, and oi sounds
- To introduce new vocabulary
- To introduce a new song

### Resources

- Student Books
- Resource sheet 12
- Flash cards: ar, or, ur, ow, oi
- Word cards 2: car, corn, fur, cow, coin
- CD: Reading new words, Topic 4

### Starter (5 minutes)

1. Tell the children they are going to learn a new song and that they will recognize some of the sounds in the words.
2. Sing *Old MacDonald had a Farm* from Resource sheet 12, and encourage the children to sing too.

### Whole class (20 minutes)

1. Tell the children they are going to learn some new sounds. Refer to Old MacDonald's cows. Show them the 'cow' word and sound out the letter sounds (c-ow). Show them the 'ow' flash card.
2. Show the children the flash card 'ar', and repeat the /ar/ sound these two letters make, encouraging the children to join in. Show them the 'car' card and sound out the letter sounds (c-ar).
3. Show the children the flash card 'or', and repeat the /or/ sound these two letters make, encouraging the children to join in. Show them the 'corn' card and sound out c-or-n. Repeat with the 'ur' flash card and the 'fur' card, sounding out f-ur.
4. Ask the children if they can remember the sound MacDonald's frogs made? Write 'croak' on the board and sound out the word croak. Show them the /oa/ flash card. Then show them the 'coin' card, pointing out the two letters and sound (oi; c-oi-n).
5. Read the words on page 38 of the Student Book together. Check they understand the meanings and pronounce the words correctly.
6. Play Topic 4 on the CD.

### **Independent (10 minutes)**

1. Ask the children to complete Activity 23. Encourage them to discuss their answers with a partner.

### **Review (5 minutes)**

Show the word cards in random order: car, corn, fur, cow, coin. Encourage the children to say the words. After saying each word ask volunteers to sound out and blend the word to the class.

### **Assessment**

Do the children attempt to join in with the song confidently?

Do the children remember the letter sounds?

Are the children able to read any of the ar, or, ur, ow, oi words?

## **Lesson 28**

- To introduce words with ear, air, ure, and er sounds
- To introduce new vocabulary
- To revise a new song

### **Resources**

- Student Books
- Resource sheet 12
- Flash cards: ear, air, ure, er
- Word Cards: tear, hair, manure, ladder
- CD: Reading new words, Topic 4

### **Starter (5 minutes)**

1. Give a copy of Resource sheet 12 to each child and ask them to look at the words as they listen and sing.
2. Sing with the children *Old MacDonald had a Farm*.

### **Whole class (20 minutes)**

1. Tell the children they are going to learn some new sounds. Show the children the flash card 'ure', and sound it out. Laughingly tell them that Old McDonald has manure on his farm and show them the manure word card, sounding it out and holding your nose as if it smells.
2. Show the children the word card 'ear', and repeat the /ear/ sound as you waggle your ear. Show them the 'tear' card and sound out the letter sounds (t-ear).
3. Show the children the word card 'air', and repeat the /air/ sound breathing in deeply as you do so and encouraging the children to join in. Explain that 'air' is a word itself. Show them the 'hair' card and sound out h-ai-r, pointing to your or a student's hair.
4. Finish with the 'er' flash card and the 'ladder' word card, sounding out l-a-dd-er.
5. Read the words on page 40 of the Student Book together. Check they understand the meanings and pronounce the words correctly.
6. Play Topic 4 on the CD.

### **Independent work (10 minutes)**

1. Ask the children to complete Activity 25. Encourage them to discuss their answers with a partner.

### **Review (5 minutes)**

Show the word cards in random order. Encourage the children to say the words. After saying each word ask volunteers to sound out letters, blend the sounds, and read the words.

### **Assessment**

Do the children attempt to join in with the song confidently, following the words on their resource sheet?

Do the children join in, sounding out the new vocabulary?

Are the children able to read any of the words?

## **Lesson 29**

### **Unit 6 Assessment**

#### **Objectives**

- To revise reading and blending ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, and er sounds
- To read and write words with these sounds

#### **Resources**

- Flash cards and word cards used in this unit
- Student Books
- Resource sheet 11: Before the lesson photocopy the sheet on card and cut them out so that there is one set for each group
- Resource sheet 2 (only consonants): Before the lesson photocopy the sheet on card and cut them out so that there is one copy for each group

#### **Starter (5 minutes)**

1. Show the flash cards in random order and ask children give any word that has these letters.

#### **Whole class (15 minutes)**

1. Hold up the word cards from this unit and ask volunteers to sound out the words.
2. Work with the children through Activity 26, helping them with the vocabulary and giving them time to write the answers.

#### **Individual and group work (15 minutes)**

1. Group work: Give out a copy of the consonant letters from Resource sheet 2 and graphemes from Resource sheet 11. Which group can make the most words in 5 minutes?
2. Individual work or homework: The children complete the writing practice on pages 43 and 44.

#### **Review (5 minutes)**

Ask the groups to share their words in class.



## Assessment

Can the children sound out the new words and sounds with increasing confidence?

Can the children write the labels in the activity?

Do they form and spell words correctly in the writing practice?

## Answer key

**ai ee igh oa oo** **Activity 21**

Write the missing sounds to complete these words.  
Choose from: ai ee igh oa oo

sheep tail book goat light

Finish these sentences with a word that has the same sound as the sound in red.  
Choose from: book coat spoon street night hail

She ran in the rain and hail.  A goat in a coat. 

The jeep was on the street.  The light was bright in the night. 

The cook looked at a book.  The baby had her food with a spoon. 

OXFORD 37

**ar or ur ow oi** **Activity 23**

Write the missing sounds to complete these words.  
Choose from: ar or ur ow oi

owl soil car turkey fort

Finish these sentences with a word that has the same sound as the sound in red.  
Choose from: barn oil fur bow born

 The baby was born in the morning. 

The cart is in the barn. 

Now the actor took a bow. 

The cat had curly fur. 

Don't boil the oil. 

OXFORD 39

ear air ure er

Activity 25

Write the missing sounds to complete these words.

Choose from: ear air ure er



manure.



beard



pair



boxer.

Pick a word to complete these sentences.

hear pure air dinner near pair tears

The air smells sweet.

The opposite of far is near.

The opposite of impure is pure.

I shed tears when I cry.

Can you hear the rain falling?

I have a pair of scissors.

I am cooking dinner.

Read the sentences when you have finished.

Activity 26

Label these pictures. Choose from these words:

spoon winter moon fork car  
sheep jeep goat summer stars



fork and spoon



winter and summer



car and jeep



sheep and goat



moon and stars

# Unit 7 Tricky words and pronouns

## Lesson 30

### Objectives

- To introduce the words: he, she, we, me, be, was, my, you, her, they, all, are

### Resources

- Student Books
- A puppet or doll that is new to the children
- Word cards 3: he, she, we, me, be, was, my, you, her, they, all, are
- CD: Tricky words and pronouns, Topic 5

### Starter (5 minutes)

1. Introduce the puppet and explain that he/she is new to the school and wants to ask some questions but is too shy to speak to the children, so he/she will ask through you.
2. Let the puppet whisper in your ear, then write the puppet's question on the board: *Will you all be my friends?* Help the children read the words, then encourage them to answer with a whole class 'Yes!'

### Whole class (25 minutes)

1. Point to each word in *Will you all be my friends?* on the board, helping the children to sound out each word.
2. Point out how many of the words have unusual spellings, such as 'be', (not 'bee') as it sounds.
3. Explain that there are other small words with the /ee/ sound that have an unusual spelling. Introduce the word cards: he, she, we, me, be. Show the cards and help the children to sound them out. Ask the puppet to sound them out in your ear, along with the children.
4. Explain that there are other words the puppet wants help with reading. Show the following word cards: was, my, you, her, they, all, are. Sound them out with the children in turn, pretending that the puppet is sounding them out in your ear too.
5. Play Topic 5 on the CD.

### Independent and paired work (5 minutes)

1. Ask the children to read the words at the top of page 45 of the Student Book.
2. Using the words at the top of page 45, ask the children to quiz each other on spellings. One child reads a word and the other spells it out on a sheet of paper. Then they swap roles and check each other's spellings afterwards.

### Review (5 minutes)

Tell the children to read the word cards out to help the puppet. Hold up each card in turn, asking the children to read them. Correct any errors and return to those words again.

### Assessment

Do the children sound out the words correctly?

Can the children spell the words correctly?

## Lesson 31

### Objectives

- To revise the words: be, was, my, you, her, they, all, are, he, she, we, me
- To introduce the words: him, us, it

### Resources

- Student Books
- Word cards 3: be, was, my, you, her, they, all, are, he, she, we, me, him, us, it
- CD: Tricky words and pronouns, Topic 5

### Starter (5 minutes)

1. Read out the following and ask the children why they think it sounds strange.

Sara put Sara's books in Sara's bag and set off to school with Sara's sister, Samantha. Sara and Samantha got on the bus and Sara and Samantha sat at the back. Sara and Samantha met Sara and Samantha's best friend, Judy. Sara, Samantha, and Judy all got off the bus and ran into Sara, Samantha, and Judy's school just as the bell rang.

### Whole class (15 minutes)

1. Discuss how we need pronouns so that we do not have to use names over and over again. Re-read the paragraph with pronouns, asking them to listen for the difference.

Sara put her books in her bag and set off to school with her sister, Samantha. Sara and Samantha got on the bus and they sat at the back. They met their best friend, Judy. They all got off the bus and ran into their school just as the bell rang.

2. Discuss how some pronouns are to do with belongings (possessive pronouns), such as her bag, his books, their school, etc.
3. Play Topic 5 on the CD.

### Individual work (10 minutes)

1. Ask the children to complete the activity on page 45.

### Review (5 minutes)

Hold up the word cards and ask the children to read each word. Show them faster and see how quickly they can sound them out.

### Assessment

Do the children use most of the pronouns and tricky words correctly?  
Do they use correct spellings?

## Lesson 32

### Objectives

- To revise the words: be, was, my, you, her, they, all, are, he, she, we, me, him, us, it

### Resources

- CD: Tricky words and pronouns, Topic 5
- Student Books

### Starter (5 minutes)

1. Talk about dragons and how they have hot, fiery breath. Explain that they are going to listen to a story about a dragon in the lesson.

### Whole class (15 minutes)

1. Tell the children to turn to Activity 27 in the Student Books. Ask them to look at the pictures as they listen to the story.
2. Play *The Dragon and the Ant* story on the CD, then discuss it with reference to the illustrations in the Student Books.
3. Explain that it is now their job to correct their own simple version of the story, by choosing the correct pronouns.

### Independent or group work (10 minutes)

1. Ask the children to complete Activity 27, independently or in groups.

### Review (5 minutes)

Ask a volunteer to read their version out, and ask the class if they are correct, sentence by sentence.

### Assessment

Can the children follow the story?

Do they know the meanings of most of the vocabulary?

Do they choose the correct pronouns in Activity 27?

## Lesson 33

### Unit 7 Assessment

### Objectives

- To revise the words: be, was, my, you, her, they, all, are, he, she, we, me, him, us, it

### Resources

- Word cards 3: be, was, my, you, her, they, all, are, he, she, we, me, him, us, it
- Puppet or doll
- Student Books
- Resource sheet 13: Before the lesson photocopy the sheet so that there is one copy for each pair

### **Starter (10 minutes)**

1. Hold up the word cards and ask the children to help the puppet to read the words. Explain that the puppet will raise its hand if they get one wrong.

### **Whole class (15 minutes)**

1. Read Activity 28 as a class. Ask children to role play the characters and read the dialogues aloud.
2. Clarify the meaning of the pronouns if necessary as you work through the activity as a class. Ask the children to underline the pronouns.

### **Group and independent work (10 minutes)**

1. Give out Resource sheet 13 to each pair of children and ask them to write the correct words in the gaps.
2. Ask the children to complete the writing practice in class or as homework.

### **Review (5 minutes)**

Ask the children to read out their completed sentences from Resource sheet 13. Ask the class if the sentences make sense. If necessary, correct the children, explaining the reason for the correct pronoun choice.

### **Assessment**

Can the children use pronouns correctly?

Are they able to complete sentences by choosing the correct missing pronouns?

Is their handwriting tidy, and do they use correct spellings in the writing practice?

# Answer key

## Unit 7 Tricky words and pronouns

Read these tricky words with the /ee/ sound.

he she we me be


More tricky words.

was my you her they all are him us it

Write in the correct word to finish the story.

Choose from: him her us it

**At the seaside**  
Last week, our family went to the seaside for a picnic. Tom, my younger brother, stepped on a crab! It pinched his foot. We took him to the doctor. The doctor told him to wiggle his foot. Then she put a bandage on it/him. We all thanked her, and Tom thanked us.




45

## Activity 27

Sam has written a story. Choose and circle the correct words to finish it.

**The dragon and the ants**



A dragon sat on a hill. His breath was hot. An ant said, 'This is my hill. Get off!' 'Are you talking to me?' asked the dragon. 'Yes, you the ants of the land own this hill. Get off!' said the ant. 'You are a silly ant. It is my hill' said the dragon. The ant went to get the Queen ant.

46

'You must go, Dragon! We He are getting too hot,' said the Queen ant. The dragon's flaming breath got hotter. You He felt cross. 'No! It is my they hill!' said the dragon. So all the ants bit him. 'Ouch!' said the dragon. He ran off.



Winter came. It got cold. All the ants felt cold. They Them wished the dragon would come back. 'We need his her hot breath,' said an ant. All the ants shivered, but the dragon was far away, snug and happy in his cave.

Read the story to a friend.

47

## Pronouns

### Activity 28

Read the conversations and underline the pronouns.



Mum and Sara  
Will you help me? Yes, I will help you.



Ali and Hasan



Neha and Bill

What does Bill have? He has a ball.  
What does Neha have? She has a bat.  
What are they playing? They are playing cricket.  
Shall we play with them? Yes, if they let us.

48

# Unit 8 On the farm

## Lesson 34

### Objectives

- To revise a song
- To extend vocabulary
- To recognize sounds in the environment
- To introduce vocabulary linked to a topic

### Resources

- Student Books
- Resource sheet 14: Before the lesson photocopy the sheet on card and cut them out so that there is one set for each group

### Starter (5 minutes)

1. Sing the song *Old MacDonald*, with the children.
2. Explain to the children that they will be learning some more animal words and words related with farms.

### Whole class (20 minutes)

1. Ask the children if they can think of other animals that might be on Old MacDonald's Farm. Write a list of the children's suggestions.
2. Prompt or focus on these animals and suggest they sing another verse, e.g. hens (cluck), dogs (woof), bees (buzz), goats (bleat), ducks (quack), sheep (baa).
3. Talk about how farms have more than animals and write 'seeds', 'crops', and 'fruit trees' on the board. Ensure they understand the meanings.
4. Ask the children to turn to pages 50-51 of the Student Book. Help the children to read the labels as a class. Refer to the pictures to ensure their understanding.

### Group work (10 minutes)

1. Give each group a set of shuffled cards from Resource sheet 14, and ask them to put them into two piles: an animal/not an animal. Encourage them to find the words in the Student Book to check the meanings of the words.

### Review (5 minutes)

Ask the children to share the results of their card sorting, taking turns to hold up a card, read the label and say whether it is 'an animal' or 'not an animal'.

### Assessment

Do the children sing the song confidently?

Do they use a widening vocabulary in discussion?

Can they remember new vocabulary items and sort them into sets successfully?



## Lesson 35

### Objectives

- To revise new vocabulary
- To arrange letters to form words
- To recognize initial sounds

### Resources

- Student Books
- My alphabet wallchart
- Flash cards

### Starter (10 minutes)

1. Turn the children's attention to the alphabet wallchart. Ask them to point to picture of animals that might be on Old MacDonald's farm. Which might be on a farm, which in a zoo, and which in the wild? Ensure they understand the words 'farm', 'zoo', and 'wild', writing the words on the board if necessary.
2. As you discuss some of the animals and where they might live, ask the children to sound out the animal word. (They will need help with the unfamiliar letter-sound relationships in 'mouse', 'newt', 'peacock', 'tiger', 'umbrella bird', x-ray fish.)

### Whole class (10 minutes)

1. Explain to the children that you want them to help you spell some farm animal words. Ask for two volunteers to stand at the front of the class. Give one child the 'c' flash card and one child the 'ow' letter card. Ask them to put out the cards in the correct order to spell out a farm animal (cow).
2. Repeat with three children, and give them the 'sh', 'ee' and 'p' flash cards. Prompt with the word and ask the group to decide the order of the letters to make the word.
3. Repeat with other cards, such as: 'h', 'e', 'n' (hen) and some non-animal words, such as 's', 'ee', 'd' (seed).

### Independent work (15 minutes)

1. Ask the children to complete Activity 29. Check the children know what they have to do. Help and guide as necessary, saying that they must re-order the letters to spell.

### Review (5 minutes)

Show the children the alphabet wallchart. Ask the children to sound out the animal names and sounds.

### Assessment

- Do the children attempt to sound out the animal words on the chart?  
Do they join in the discussion about animals and their environments?  
Can they spell some simple farm words?

## Lesson 36

### Objectives

- To introduce new vocabulary
- To order words into pairs

### Resources

- Student Books

### Starter (10 minutes)

1. Sing *Old MacDonald* and ask the children to join in.
2. With the children, decide on another verse to sing, choosing a different animal and sound from the wallchart.

### Whole class (15 minutes)

1. Look together again at pages 50 and 51 of the Student Book with the class. Read the labels together.
2. Ask the children to read the animal words aloud. Then ask them to read the words that are not animals.
3. Ask why a farmer keeps sheep, cows, goats, hens, and bees. Discuss what comes from each. Write 'wool', 'meat', 'milk', 'eggs', and 'honey' on the board and check the children can sound them out.
4. Discuss other foods that come from farms. Ask them to find a plant that provides food. (fruit tree)
5. Turn to page 53 of the Student Book and together read the words and focus on the pictures to ensure understanding. Discuss how these are linked to the central picture.

### Independent work (15 minutes)

1. Ask the children to complete Activity 30. Check the children know what they have to do. Help and guide as necessary, sounding out words and explaining their meanings.

### Review (5 minutes)

Discuss the children's answers for Activity 30, encouraging them to use the vocabulary in the labels.

### Assessment

Do they use the new vocabulary correctly?

Do they make logical attempts to sound out new words?

Do they remember some of the new vocabulary?

# Lesson 37

## Unit 8 Assessment

### Objectives

- To revise new vocabulary
- To practise handwriting

### Resources

- Pictures related to farm things and animals, taken from magazines or newspapers
- Plain sheets of paper for drawing
- Student Books
- My alphabet wallchart

### Starter (5 minutes)

1. Ask the children to sing *Old MacDonal'd*.
2. Ask volunteers to sing some of the lines alone.
3. Encourage the children to sing as many verses as they can remember.

### Whole class (15 minutes)

1. Show the pictures and ask the children to say what it is.
2. Point to some farm animals on the alphabet wallchart. Ask individuals to read the animal name and give the sound the animal makes.
3. Lastly, point to some other animals on the alphabet wallchart. Can the children sound out some of the names of animals that are not farm animals?

### Individual work (15 minutes)

1. Give each child plain sheets of paper and ask them to draw pictures of animals or other items found on the farms. Remind the children to check their spellings from the textbook when they write the labels.
2. Children can complete the writing practice task for class or homework.

### Review (5 minutes)

Ask the children to share their pictures and read out their labels as they put up their work on the board. Add a title to the children's works to create a display of 'On the farm' words.

### Assessment

Are the children able to name the animal and the animal sounds correctly?

Do they use correct spellings?

Can they form the farm words correctly in their writing practice?

# Answer key

## The farm Activity 29

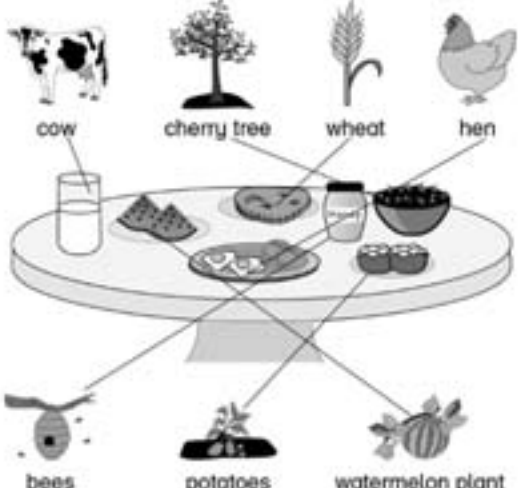
Unscramble the letters to make words. The first one has been done for you.

	hne hen		lew well
	refarm farmer		tuckeb bucket
	gge egg		wocs cows
	plnat plant		seesd seeds

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## Food from the farm Activity 30

Draw a line from each item on the dinner table to its linked picture.



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# Unit 9 Colours

## Lesson 38

### Objectives

- To introduce colour vocabulary
- Join in singing a song
- Paint and label colours

### Resources

- Student Books
- Yellow, blue, and red water colours to mix, brushes, pots of water
- Resource sheet 15: Before the lesson photocopy the sheet so that there is one copy for each child
- Colour cards - red, yellow, blue, green, orange, purple
- CD: Vocabulary, Topic 6

### Starter (5 minutes)

1. Show the colour cards and name the colours. Ask the children if they have seen a rainbow. Explain how the rainbow is made up of lots of colours.
2. Play Topic 6 on the CD which shows the primary and secondary colours. Encourage the children to talk about their favourite colours and the colours they see in the environment.

### Whole class (10 minutes)

1. Ask six volunteer children to stand in a row holding the following cards in this order: red, yellow, green, orange, purple, and blue cards.
2. Call out the colours in random order. Tell the children to hold up their card when they hear the colour that they have.
3. Ask the children to turn to page 55 of the Student Book and read the text and labels as a class, checking that they understand how two colours can be mixed to make a new colour.

### Independent work (15 minutes)

1. Give each child the painting resources and a copy of Resource sheet 15, and encourage them to mix the colours shown in the Student Book, to get secondary colours. Display the children's work.
2. Ask the children to colour and label the balloons on page 55 of the Student Book.

### Review (5 minutes)

Hold up the colour cards in turn and see how many colour words the children remember.

### Assessment

Do they remember the colour words and link them to the correct colours?

## Lesson 39

### Objectives

- To identify colours in the environment
- To identify food colours
- To extend vocabulary

### Resources

- Student Books
- CD: Vocabulary, Topic 6
- Colour cards - red, yellow, green, orange, purple, and blue

### Starter (5 minutes)

1. Replay Topic 6 on the CD and discuss the primary and secondary colours.

### Whole class (20 minutes)

1. Discuss some food items and ask the children to take turns to call out the colour of the apples, corn, carrots, cake, rice, peas, meat, and sweets. Show the children the colour card for each item and help them sound out the colour word.
2. Ask questions, for example: *What colour is rice? What colour is corn? What colour is the cake?*
3. Play a class game and see how many colours they can remember. Begin with: *I went shopping and bought white rice.* The next child names another item and adds it to the list, e.g. *I went shopping and bought white rice and a red apple.* The next child names another item and adds it to the list, e.g. *I went shopping and bought white rice, a red apple, and a pink cake.*

### Individual work (10 minutes)

1. Ask the children to complete Activity 31. Check the children know what they have to do. Help and guide as necessary, and ask them to read some of the colour words aloud to you as you circulate.

### Review (5 minutes)

Ask the children if they can name any food/fruit/vegetable that is red. (beetroot, strawberry, apple)  
Continue asking using different colours.

### Assessment

Can children name the colours of different food items?  
Do they remember some of the names of the foods?

## Lesson 40

### Objectives

- To ask and answer questions
- To recognize colours in the environment
- To answer in complete sentences

### Resources

- Student Books

### Starter (5 minutes)

1. Ask the children to name their favourite fruit and its colour.

### Whole class (20 minutes)

- 1 Ask questions about objects in the classroom, for example: *What colour is this? What colour is the book? What colour is the girl's dress?* Encourage the children to answer in full sentences, for example: *It is red. The book is green. The girl's dress is pink.*
2. Ask the children to walk round the room in pairs, taking turns to ask each other the colour of items, e.g. *What colour is the chair?* and the other child answers *The chair is brown.*
3. Play a class game, starting by asking the children to *Find a colour!* For example say, *Find blue!* And the first child to point to a blue object around the room wins, and then it is their turn to choose a colour, and say, for example: *Find red!*

### Individual work (10 minutes)

1. Ask the children to complete Activity 32. Check the children know what they have to do. Help and guide as necessary, sounding out the sentences.

### Review (5 minutes)

Ask volunteers to share their work on Activity 32, asking the children to read their finished sentences.

### Assessment

Are the children able to ask and answer questions?

Do they identify colours correctly?

# Lesson 41

## Unit 9 Assessment

### Objective

- To revise colour and food vocabulary
- To write and spell colour words correctly

### Resources

- Colour Cards
- Student Books

### Starter (5 minutes)

1. Encourage the children to talk about the things they have in their bedroom and their colours.

### Whole class (10 minutes)

1. Hold up the colour cards in random order and see if the children can identify them.
2. Point to items around the room and ask the children what it is. Encourage them to answer; giving the colour and object, e.g. It is a red bag. It is a black board.

### Independent work (20 minutes)

1. Children complete Activity 33 and writing practice.

### Review

Ask the children to help you spell some colour words on the board. Deliberately misspell some words and ask them to correct you.

### Assessment

Do children remember the new vocabulary?

Do the children use correct spellings?



# Answer key

## Fruit colours Activity 31

Draw a line from each fruit to its colour.

50 OXFORD UNIVERSITY PRESS

## Name the colours Activity 32

What colour is it? Add the correct colour.

*It is brown.*      *It is red.*      *It is blue.*

Finish the sentences.

What colour is the dog?  
The dog is black.

What colour is the dress?  
The dress is pink.

What colour is the cloth?  
It is red and yellow.

What colour is the octopus?  
It is pink and blue.

What colour is his car?  
His car is green.

What colour is the train?  
It is red, purple, and orange.

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# Unit 10 Places

## Lesson 42

### Objectives

- To extend vocabulary
- To name things in the environment
- To write labels

### Resources

- Pre-prepared labels for three or four main items in the classroom, e.g. desk, chair, books, blackboard, teacher
- Student Books
- Paper cut to label sizes and pencils

### Starter (5 minutes)

1. Before the children enter the classroom fix your 'teacher' label to yourself and place the other labels next to the relevant objects.
2. When the children enter, challenge the children to read your label, and to find and read the other labels in the room.
3. Explain that they are going to learn the names for more things in the classroom.

### Whole class (15 minutes)

1. Ask the children to turn to page 60 of their Student Books.
2. As a class, read text and labels and then ask the children to point to the chalk in the picture, then the teacher, the computer, and so on.
3. Tell the children that they are going to add labels for the things in their classroom, just like Saba's.

### Individual and Group work (15 minutes)

1. Hand out a label to each child or pair of children and allocate them an item to label. To help them, point to the item in the classroom and to the matching item on page 60, so that they can copy the correct spelling. Ask the children to be as neat as possible and to put their label next to the relevant object in the classroom when they have finished writing.
2. Ask the children to then circulate and check each other's spelling against page 60 of the Student Book.

### Review (5 minutes)

Ask the children to take turns to direct another child to one of the objects in the room by reading a label, e.g. *Go to the board. Go to the pens.* Help the children to pronounce the words correctly.

### Assessment

Do they remember some of the new vocabulary?

Do the children use correct spelling and legible writing for their labels?

## Lesson 43

### Objectives

- To extend vocabulary
- To name things in the environment

### Resources

- Items from each room in your home, e.g. towel (bathroom), clock (bedroom), fork (kitchen), magazine (lounge), or pictures cut-out from magazines of bathrooms, lounges, kitchens and bedrooms
- Student Books
- Resource sheet 16: Before the lesson photocopy the sheet so that there is one copy for each child
- Sheets of paper

### Starter (5 minutes)

1. Show the children the objects you brought from home, explaining which room you keep each in, or circulate the magazine pictures.
2. Explain that they are going to learn words linked to houses and homes.

### Whole class (20 minutes)

1. Ask the children to turn to page 61 of the Student Books and work through the vocabulary with them, explaining the meanings of 'kitchen', 'bathroom', 'lounge', and 'bedroom'.
2. Work through the labels as a class, discussing what the items are and encouraging the children to sound out the words. Some words will be more difficult for them, such as knives, plate, television, and wardrobe. But they should recognize the sounds made by, for example, 'oa' in 'soap' and 'oi' in 'toilet'.
3. Focus on the knives, forks, and spoons and how these are used for eating.
4. Ask the children to mime using the items as they say the sentence, for example 'I eat soup with a spoon.', 'I cut bread with a knife.', 'I eat rice with a fork'.

### Individual work (10 minutes)

1. Give the children plain sheets of paper and Resource sheet 16. Ask the children to plan a dream room by cutting out items from Resource sheet 16 and sticking them on the plain paper. Tell the children that they can draw any item if it is not given on the resource sheet

### Review (5 minutes)

Hold up the pictures and ask the children to say the word. They can refer to pages in their Student Books for help.

### Assessment

Do the children remember some of the vocabulary?

Do they recognize how to sound out letters, such 'oa' and 'oi'?

## Lesson 44

### Objectives

- To revise vocabulary
- To write labels

### Resources

- Student Books
- Plain sheets of paper

### Starter (10 minutes)

1. Talk to the children about how they get to school.
2. Write a list of each form of transport (e.g. walk, cycle, bus, car, train). If necessary, include methods that children in other schools might use.
3. Discuss and find out which is the most popular method of getting to school.

### Whole class (15 minutes)

1. Encourage the children to use the vocabulary by asking the children questions: *How do you get to school?* (example answer: I walk to school.)
2. Tell the children you are going to show them the route you follow to get to school. Draw a map on the board, simplifying if necessary. Draw your form of transport and add a label for 'home', and a label for 'school'. Draw a line connecting home and school, wiggling and turning depending on your route. Add trees or traffic lights, etc.
3. Explain to the children that you want them to draw their route now.

### Group and individual work (10 minutes)

1. Children draw their route to school on the plain sheets of paper. Display the children's work.
2. For homework or class revision work children complete Activity 34.

### Review (5 minutes)

Mime different methods of getting to school (e.g. getting on a bus, cycling, walking), and ask the children to guess how you are travelling.

### Assessment

Are the children able to remember the new vocabulary?

Do they use correct spelling?

Do they remember learnt vocabulary?

## Lesson 45

### Objectives

- To introduce vocabulary linked to the environment
- To write labels and use correct spellings

### Resources

- 6 large sheets of paper, with the following written on them in large letters: street, lounge, kitchen, bedroom, bathroom, kitchen
- Word cards 4
- Student Books

### Starter (5 minutes)

1. Tell the children they are going to learn some words for things they see in the street.
2. Show them the word cards (car, bus, tram, cart, shop, café, park, taxi), helping them to sound out each word.

### Whole class (20 minutes)

1. Lay out the sheets of paper tell the children you want to sort some items into the places where they would find them.
2. Help the children read the labels on the paper sheets.
3. Give each child in turn one of the word cards in random order, asking: What is it? Where do you see it? The child must read the card and then place it on the correct sheet of paper, saying 'I see it in a lounge'.
4. Continue until all the cards have been sorted by location.

### Individual work (10 minutes)

1. Ask the children to complete Activity 35. Check the children know what they have to do. Help and guide as necessary.
2. Faster workers can complete Activity 36 or it can be completed for homework.

### Review (5 minutes)

Show the word cards in random order, asking the children to read them.

### Assessment

Are the children able to link the objects with their likely location?

Do they remember some of the new vocabulary?

## Lesson 46

### Unit 10 Assessment

#### Objective

- To revise vocabulary in Unit 10

#### Resources

- Label items in the classroom before the lesson
- Word cards 4 (placed in view scattered around the room)
- Student Books

#### Starter (5 minutes)

1. Talk about your journey to school, saying how you got there. Ask a few children how they got to school.

#### Whole class (25 minutes)

1. Play I-spy, using the labelled items in the classroom. For example, begin with, I-spy with my little eye, something beginning with b (book). Children can take turns to guess which labelled item you mean, until a winner takes a turn and says: I-spy with my little eye, something beginning with ...

#### Group and independent work (10 minutes)

1. Put a few cards face up on a table for each group of children. Encourage the group to play I-spy, using the cards.
2. Children complete Activity 37 and writing practice.

#### Assessment

Do children remember new vocabulary?

Do the children sound out the initial letters of words correctly?



Do the children use correct spellings and write neatly.

# Answer key

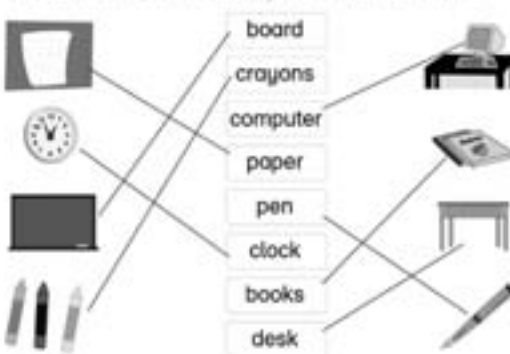
## Unit 10 Places

### At school

Saba goes to school.  
There are many things in her classroom.

This is my school.  This is my classroom. 

Draw a line to connect the pictures to the labels.



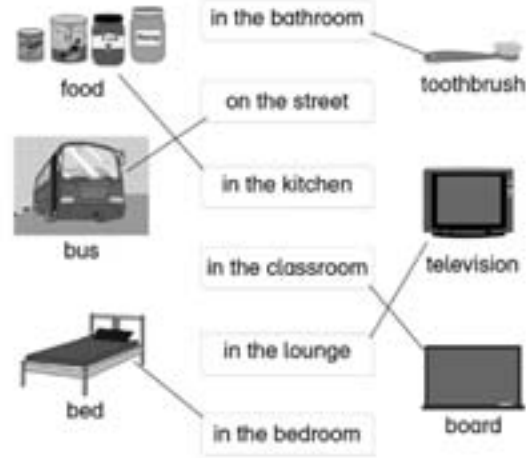
board  
crayons  
computer  
paper  
pen  
clock  
books  
desk

60

## Where is it?

### Activity 35

Where do you see these things? Draw a line to link the item to where you would see it.



in the bathroom  
on the street  
in the kitchen  
in the classroom  
in the lounge  
in the bedroom

food  
bus  
bed  
toothbrush  
television  
board

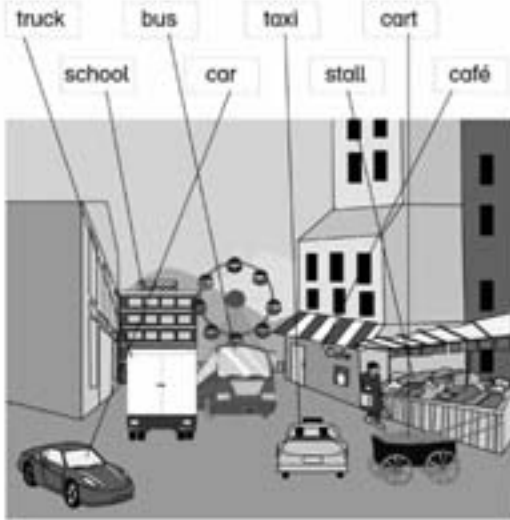
63

## In the town

### Activity 36

What do you see in the town?  
Draw a line to connect the pictures to the labels.

truck  
bus  
taxi  
car  
school  
car  
stall  
café



64

## What is it?

### Activity 37

What is it? Finish the labels.



a doll  
a bed  
a pen  
a pot  
a truck  
a dish  
a book  
a teacher  
a fork

65

# Unit 11 Verbs

## Lesson 47

### Objectives

- To discuss pictures and verbs
- To introduce and use new vocabulary

### Resources

- Student Books
- CD: Verbs, Topic 7

### Starter (5 minutes)

1. Ask the children what you are doing: first hop, then skip around the room! Lastly jump up and down. Teach the children 'hop', 'skip', and 'jump'. Explain that these are verbs because they are things that you are doing.
2. Play Topic 7 on the CD.

### Whole class (20 minutes)

1. Ask the children to follow your commands – get them to hop, skip, and jump. Start by hopping, and say: *I hop*. Encourage the children to join in the action, saying the verb.
2. Work through the labels with the children.
3. Next, ask them to mime or do the actions to your commands e.g. *Talk!* (mime talking), *Run!* (run on the spot)

### Independent work (10 minutes)

1. Individuals draw a picture of themselves on page 67 and finish the sentence.

### Review (5 minutes)

Test the children on the verbs, asking them to do as you command, as you read out the verbs from page 67.

Ask the children why all these words are called verbs.

### Assessment

Can the children name the verbs by looking at the pictures?

Can they explain that verbs are 'doing' words?

## Lesson 48

### Objectives

- To discuss pictures and verbs
- To introduce and use new vocabulary

### Resources

- A ball used in a sport, e.g. football or cricket
- Student Books



- Resource sheet 17: Before the lesson photocopy the sheet on card and cut them out so that there is one set for each pair

### **Starter 5 minutes**

1. Show the children one of the sports objects and ask them what it is. Relate it to the sport, e.g. cricket.

### **Whole class (20 minutes)**

1. Use sentences telling them what you would do with ball in the sport (e.g. *In cricket I hit the ball. I catch the ball. I throw the ball.*).
2. If some children are familiar with sports vocabulary encourage them to say what they do when playing a sport.
3. As a class, look through Activity 38, deciding on the answer to each question. Allow the children time to write the answer.

### **Paired and independent work (10 minutes)**

1. Give each group a set of cards from Resource sheet 17. Ask the children to play the game: Read the word and mime it.
2. Individuals can check each other's spellings on Activity 38.

### **Review (5 minutes)**

Ask the children to guess what you are doing, and mime hitting, catching, and kicking a ball, etc.

### **Assessment**

Do the children mime the verb correctly in the group activity?

Do they use correct spelling in the activity?

Do they remember some of the new verbs?

## **Lesson 49**

### **Objectives**

- To discuss pictures and verbs
- To introduce and use new vocabulary

### **Resources**

- Pictures from magazines or books showing different professions, or books with pictures of people of different professions
- Student Books

### **Starter (5 minutes)**

1. Introduce the word 'job' and how different people have different jobs. Explain that you are a teacher, and it is your job to teach. Remind them that 'teach' is a doing word, so it's a verb.

### **Whole class (20 minutes)**

1. Write 'teacher' on the board and point to yourself. Explain that we can find the verb in the word that tells everyone what you do. Underline 'teach'.

2. Write 'singer' on the board and explain that if you are a singer, you sing. Underline 'sing'.
3. Repeat with dancer, actor, cleaner – explaining what each does, then inviting a child to underline the verb that tells you what they do (dance, act, clean).

### **Independent work (10 minutes)**

1. Individual children complete Activity 39. Check the children know what they have to do. Help and guide as necessary.

### **Review (5 minutes)**

Show the children some pictures and ask them to identify what the person is doing in each case.

### **Assessment**

Do the children match the verb with the profession correctly?

Do they remember some of the new verbs?

Can they explain what a verb is?

## **Lesson 50**

### **Objectives**

- To introduce and use new vocabulary
- To introduce the concept of commands

### **Resources**

- Student Books
- Resource sheet 18: Before the lesson photocopy the sheet on card and cut them out so that there is one set for each group
- CD: Verbs, Topic 7

### **Starter (5 minutes)**

1. Let the children chatter and then loudly say *Quiet!*, putting your finger to your lips. When you have their attention write *Quiet!* on the board and explain that it is a command, telling them to do something. Point to the exclamation mark, and explain that this shows it is a command.
2. Explain that they will be learning more commands telling them what to do.
3. Play Topic 7 on the CD.

### **Whole class (15 minutes)**

1. Look together through Activity 40, helping the children to understand the vocabulary and to identify the words that are commands.
2. Next look together through Activity 41. Explain that the chef is showing you how to make a cake. He is telling you what to do. Ask the children to identify the verb in each sentence.
3. Ask volunteers to suggest what you do with a letter. Introduce the word 'post' and spell it out on the board. Give the children time to write 'post' at the bottom of the page.

### Group work (15 minutes)

1. Take the children out to a large, safe, open space, such as the playground. Tell them that you are a policeman and they must all do as you command. Hold up the 'Go!' sign and get them walking towards you. Hold up 'Stop!' sign and get them to stop. Gradually introduce the 'Turn left' and 'Turn right' instructions.
2. Split the children into groups and let children take turns to hold up a command sign and the rest of the group have to follow it.

### Review (5 minutes)

Write commands on the board and ask the children to mime them, e.g. post the letter; mix the cake; walk left; walk right; hop, stop.

### Assessment

Are the children able to link the verbs to the activities?

Do they remember new vocabulary?

## Lesson 51

### Unit 11 Assessment

#### Objectives

- To plan a day
- To identifying verbs in books

#### Resources

- Student Books
- Sheets of paper
- A variety of picture books that include illustrations of actions the children will recognize, such as a person running, a person singing, a dog jumping, etc.

#### Starter (5 minutes)

1. Tell the children that you are planning your day off, and you need help to plan it.
2. Write 'eat breakfast', 'shop at the market', 'clean the house', 'eat lunch', 'eat dinner'. Ask: *What shall I do first?*

#### Whole class (15 minutes)

1. Discuss what you could do first in the day. Ask: *What meal will I have first?* Check the children understand what each meal is and how it fits in with the time of day.
2. Encourage the children to help you write the meals in order in a list (leave spaces between each to add other activities) e.g. I will eat breakfast; I will eat lunch; I will eat tea.
3. Continue by asking the children when you should shop and when you should clean – adding 'I will clean the house.' and 'I will shop at the market.' between the appropriate meals on the list.
4. Tell the children that you want them to plan their day next.

### **Individual work (15 minutes)**

1. Give the children sheets of paper and ask them to make a list of what they want to do on a non-school day, starting with 'I will eat breakfast.' Encourage the children to use vocabulary they have already learned, and to write their list in full sentences, beginning 'I will'.
2. Ask the children to share their plan of their day with a partner, and to check each other's spellings.
3. Children can complete writing practice for homework.

### **Review (5 minutes)**

Children can complete Activity 42 as a class, helping each other with spellings.

Ask the children to look through the picture books and use verbs to tell you what characters are doing. Alternatively, they can look through the pages of the Student Book and use the verbs linked to each picture.

### **Assessment**

Are the children able to plan their day in simple sentences?

Do they remember verb spellings and meanings?

Is their writing legible, and are their letters well-formed?

# Answer key

## Sports day Activity 38

It is Sports Day.  
Read the words.  
swim jump kick hit catch  
throw run hit lift

Finish the labels.

I throw      I swim      I catch  
I lift      I hit      I jump  
I kick      I run

68

## Jobs Activity 39

Draw a line to link the person with the verb.

I clean      I dance  
I teach      I sing  
I act      I drive

69

## Commands Activity 40

Verbs can tell you what to do.

Draw a circle round the pictures in which the teacher is telling you to do something.

70

## Verbs Activity 42

Write a verb under each picture.

swim      teach      hit  
skip      sing      hop  
talk      cut

72

# Unit 12 The Gingerbread man

## Lesson 52

### Objectives

- To introduce new vocabulary: he, she, they
- To introduce story vocabulary

### Resources

- Puppet or doll
- Student Books
- CD: Tricky words and pronouns, Topic 5

### Starter (5 minutes)

1. Introduce the shy puppet who will only speak through you. Encourage children to ask the puppet questions and offer responses, say 'He/she said ....'

### Whole class (20 minutes)

1. Write 'said' on the board and explain that it is a useful word in stories, when the author wants to write the characters' spoken words.
2. As a class, work through pages 74 and 75, comparing how the spoken words are laid out, and how 'said' is used in the story dialogue. Point out how 'he' is used because the character is male. If it was a female, it would be 'she'.
3. Encourage children to take the part of the narrator, the fox, and the gingerbread man, and to read the dialogue on page 75.
4. Ask the children what they think will happen next in the story. If necessary, explain that in the traditional story, the cunning fox eats the poor gingerbread man!
5. Play Topic 5 on the CD.

### Independent work (10 minutes)

1. Ask the children to complete Activity 43 independently. Remind them that 'she' is for female speakers, 'he' for male; and if there is more than one speaker, you use 'they'. Write 'he', 'she', and 'they' on the board for reference.

### Review (5 minutes)

Ask children to read their sentences from Activity 43 to the class, and to compare their choice of word for each.

### Assessment

Can the children explain the meaning of 'said'?

Do the children use 'he', 'she', and 'they' accurately?

Do they use correct spellings?

## Lesson 53

### Objectives

- To introduce story vocabulary
- To look through a variety of books

### Resources

- Student Books
- A variety of story books

### Starter (5 minutes)

1. Explain to the children that when reading what people say, you need to put lots of expression into it. Ask the children to read some of the spoken words in Activity 44 with feeling.

### Whole class (20 minutes)

1. Gather the children round and ask them to find the word 'said' in the story books you have made available. As soon as a child finds 'said', read the dialogue to them aloud.
2. Afterwards, can the children work out or guess who the speaking characters are?
3. Repeat after another child has found the word 'said' in another story book.

### Independent work (10 minutes)

1. Individual children work on Activity 44. Ensure the children understand the instructions. Ask the children to compare their answers and to check each other's spellings.

### Review (5 minutes)

Ask the children questions about Activity 44, such as: What did the teacher say? (Take out your books.) What did the fisherman say? (Look at this fish!)

### Assessment

Do the children read spoken words with feeling?

Do they spot the word 'said' and understand that it is used in dialogue.

## Lesson 54

### Objectives

- To practise spelling and writing dialogue vocabulary
- To read with expression

### Resources

- Puppet
- Resource sheet 19: Before the lesson photocopy the sheet so that there is one copy for each pair

### **Starter (5 minutes)**

1. Ask individual children some questions using the puppet.

### **Whole class (20 minutes)**

1. Read Activity 45 together, first without the missing words.
2. Encourage the children to look at the picture to work out what the dialogue is about.
3. Again, go through the dialogue, asking the children who the speaker is for each line, and help to choose the correct missing word.
4. Allow the children time to write in the missing words.
5. Ask two volunteers to role play the boy and the mother. Ask the children to read the text with expression.

### **Paired work (10 minutes)**

1. Provide the children with Resource sheet 19. If they are unfamiliar with the story of Little Red Riding Hood, explain that Little Red Riding Hood is a girl. She has come to visit her Granny. But a wolf had scared her Granny, and Granny was hiding in the cupboard. The wolf was sleeping on the bed and pretending to be her Granny so the wolf could eat her up.
2. Ask the children to role play the wolf and Little Red Riding Hood. They must read the words with lots of feeling. The wolf must sound scary and cunning, and Little Riding Hood must sound a bit scared.

### **Review (5 minutes)**

Ask the children to read their dialogues to the class. Ask the children what they think happened next. You could explain that the Little Red Riding Hood shouted and somebody came to help her and her Granny, and the wolf fell down a hole and was never seen again.

### **Assessment**

Do the children use 'he', 'she', and 'you' correctly?

Are the children able to sound out most of the words in the dialogue?

Do the children role-play the characters effectively?



# Lesson 55

## Unit 12 assessment

### Objectives

- To revise the dialogue vocabulary
- To read with expression
- To write their own dialogue

### Resources

- Resource sheet 20: Before the lesson photocopy the sheet so that there is one copy for each pair
- Student Books

### Starter (5 minutes)

1. Tell the children that they are going to practise their reading. Read the text on page 79 without feeling, and then again with feeling:  
‘I want to go,’ she said.  
They said, ‘Scrub the floors and clean the kitchen.’
2. Which reading do the children like most?

### Whole class (15 minutes)

1. Ask volunteers to read the spoken words on pages 77 and 78 of the Student Books. Remind the children how to read difficult words. Praise and then correct if necessary.

### Paired work (20 minutes)

1. Ask the children to work together to think of a dialogue for Resource sheet 20, and to write their ideas for what the characters say.
2. The children can complete the writing practice as homework.

### Review (5 minutes)

Ask the children to share their dialogues, encouraging each child in their pair to read the dialogues with expression.

### Assessment

Can children read the dialogue correctly?

Do they read with expression and understanding?

Do the children write sentences suitable for the characters?

## Answer key

### he said, she said Activity 43

Fill in the missing words.  
Choose from: **he** **she** **they**

 'I want to go to the ball,' **she** said.

'You must stay and scrub the floors!' **they** said. 

 'You will go to the ball,' **she** said.

'Get in,' **he** said. 

 'Please dance with me,' **he** said.

'It fits!,' **they** said. 

76

### What did they say? Activity 44

Write what they said in the speech bubbles.  
Choose from:

**Look at this fish!** **Take out your books.**  
**Eat all your dinner.** **Hurry up!**  
**Whoaaaah!**

 **Whoaaaah!**  **Look at this fish!**

 **Eat all your dinner.**

 **Take out your books.**  **Hurry up!**

77

### Activity 45

Ali is watching television. His mother comes into the room. Read their conversation and fill in the missing words. Choose from:

**he said** **she said** **You said**

'I want to watch this programme,' **he** said.

'No, it is bedtime. Go to bed!' **she** said.

'You said I could watch it,' **he** said.

'Okay, but you must go to bed afterwards,' **she** said.



78

# Unit 13 Numbers

## Lesson 56

### Objectives

- To introduce number vocabulary
- To learn new rhymes

### Resources

- Student Books
- CD: Numbers, Topic 8

### Starter (5 minutes)

1. Play Topic 8 on the CD. (*One, two, three, four, five*)
2. Explain to the children that they are going to learn some number words.

### Whole class (20 minutes)

1. Play the rhyme again and encourage the children to join in, holding up one more finger as each number is sung.
2. Get the children to repeat the song several times with the actions.
3. Ask the children to open their Student Books at pages 80-81 and help them read the numbers.

### Independent and group work (10 minutes)

1. Ask the children to complete Activity 46.
2. If there is time, ask the children to practise performing the rhymes in pairs or groups.

### Review (5 minutes)

Play both the rhymes on the CD, encouraging the children to sing along with actions.

### Assessment

Do the children remember words and actions in the rhyme?  
Can they sound out the number words in the Student Book?

## Lesson 57

### Objectives

- To revise the number words
- To introduce number rhymes
- To link digits to number words

### Resources

- CD: Numbers, Topic 8
- Student Books
- Resource sheet 21: Before the lesson photocopy the sheet on card and cut them out so that there is one set for each group

### **Starter (5 minutes)**

1. Play Topic 8 on the CD and encourage the children to join in. (*Five (5) little bees*)

### **Whole class (20 minutes)**

1. Return to page 83 of the Student Books and read the poem.
2. Write the number words on the board so that they can check their spellings and make corrections if required.

### **Group work (10 minutes)**

1. Give out the cards from Resource sheet 21 and encourage the children to play Snap! – with the children saying Snap! and taking the cards when a number word and its corresponding digit appear together.

### **Review (5 minutes)**

Ask the children to take turns to write a number word on the board and to draw that number of circles or lines alongside it.

### **Assessment**

Do the children attempt the new rhyme?

Do they remember the number words and link them to the correct digits?

## **Lesson 58**

### **Objectives**

- To revise the number words
- To revise food words

### **Resources**

- CD: Numbers, Topic 8
- Classroom items such as pens, pencils, sheets of paper that the children can count
- Student Books

### **Starter (5 minutes)**

1. Play Topic 8 on the CD, encouraging the children to join in.

### **Whole class (20 minutes)**

1. Tell the children that you often need numbers for counting. Ask a child to get three pens for you. Count them with the class. Repeat with other items. Ask for 'zero sheets of paper' and check that the children understand that 'zero' is none.
2. Tell the children that you often need numbers for shopping. Explain that they are going to play a shopping game.

3. Explain that Tom went shopping for fruit and vegetables. Say: *Tom bought 1 banana*. Then, another child picks a number and a fruit or vegetable (e.g. 3 lemons). As you write it on the board, the child adds it to the list verbally, saying: *Tom bought 1 banana and 3 lemons*. Another child gives another number and a fruit or vegetable to add to the list. See how many items the children can add to the list.

### **Independent work (10 minutes)**

1. Ask the children to do Activity 47 independently. Remind them to be careful with their spellings and to refer to pages 80–81 if necessary.

### **Review (5 minutes)**

Ask the children to take turns to write a number word on the board and to draw that number of spots alongside it.

### **Assessment**

Do the children attempt the new rhyme?

Do they remember the number words and link them to the correct digits?

## **Lesson 59**

### **Unit 13 assessment**

#### **Objectives**

- To revise number words
- To revise number songs

#### **Resources**

- A sheet of paper with a flower outline, a sheet of paper with a beehive outline (place at opposite corners of the classroom)
- Student Books
- Resource sheet 21: Before the lesson photocopy the sheet on card and cut them out so that there is one card for each child

#### **Starter (5 minutes)**

1. Ask the children if they remember the song *One, two*. See if they can sing it and do the actions without the CD.

#### **Whole class (15 minutes)**

1. Ask the children to line up in groups of five. Using one group of five, show them how to pretend to be a swarm, following the words of *One Little Bee* as one, then two bees, and so on, visit the flower and hive.
2. Let another group have a go as the whole class sings *One Little Bee*, or it play it on the CD.

#### **Individual work (15 minutes)**

1. The children complete Activity 48.
2. The children can complete their writing practice as homework.

## Review (5 minutes)

Using Resource sheet 21, give a card to each child. Ask them to find their match (e.g. the child holding card '6' must find the child holding the card 'six').

## Assessment

Can the children remember and act out the songs?

Are the children able to remember the number vocabulary?

Do they use correct spellings?


## Answer key

**How many?** **Activity 46**

Write the missing number words in these rhymes.

**One, two, three, four, five**


One, two, three, four, five,  
Once I caught a fish alive,  
Six, seven, eight, nine, ten,  
Then I let it go again!



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**Five (5) little bees**

One (1) little bee blew and flew,  
He met a friend, and that made two.  
Two (2) little bees, busy as could be,  
Along came another and that made three.  
Three (3) little bees, wanted one more,  
Found one soon and that made four.  
Four (4) little bees, going to the hive,  
Spied their little brother, and that made five.  
Five (5) little bees working every hour,  
Buzz away, bees, and find another flower.



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## Shopping list

### Activity 47

Sara is shopping for the party.



Complete her shopping list.

•	one loaf
•	two apples
•	three chillies
•	four bags of rice
•	five carrots
•	six eggs
•	seven oranges
•	eight plums
•	nine pears
•	ten balloons

84

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## one to ten

### Activity 48

Help the children to count. Write the numbers as words.

one two three



four five six seven



eight nine ten



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85

# Unit 14 Animals

## Lesson 60

### Objectives

- To recognize familiar words
- To practise spelling and segmentation

### Resources

- Alphabet wall chart
- Student Books
- CD: My alphabet, Topic 1

### Starter (5 minutes)

1. Point to the alphabet wall chart and ask the children if they can remember any of the animal words. Prompt by focusing on some of the simpler words such as ant, bee, and fish. Play Topic 1 on the CD.

### Whole class (20 minutes)

1. Remind the children to start with the initial letter when working out difficult words. Point to 's' in 'snail' on the alphabet wall chart and help the children to read the sounds and blend the whole to read the word (s-n-ai-l).
2. Ask children which of the creatures on the alphabet chart is their favourite. Ask the children to point and read.
3. Go through the whole chart with the children, encouraging them to sound out the words.
4. Next, play a game: the first child to point to the correct animal when you say an animal name wins.

### Paired and independent work (10 minutes)

1. Ask the children to write the missing labels on pages 88-89 of the Student Book. Ask them to swap their books with a partner to check each other's spellings against the alphabet wall chart.
2. Ask the children to colour in the animal outlines on pages 88-89 independently in class or as homework.

### Review (5 minutes)

Ask individual children to read out the labels that they completed on pages 88-89, and to check their spellings as you write each word on the board. (cat, fish, hen, kangaroo, parrot, rabbit, snake)

### Assessment

Do the children link the vocabulary to the correct animal pictures?

Can the children sound out the words correctly?

Do they use correct spelling?



# Lesson 61

## Objectives

- To look through a variety of books or pictures
- To use animal words in conversation

## Resources

- Animal picture books or a variety of animal pictures cut out from magazines
- Student Books
- Resource sheet 22: Before the lesson photocopy the sheet on card and cut them out so that there is one set for each group

## Starter (5 minutes)

1. Ask some of the children where they live, for example, *Akram, where do you live?* And encourage the children to answer with a full sentence, for example: I live in.....
2. Tell the children that today they are going to talk about where some animals live.

## Whole class (15 minutes)

1. Talk with the children where animals live, revising vocabulary such as farm, hive, nest, etc. Use animals from the alphabet wall chart, picture books, or cut-out pictures to ask and help to answer questions, such as: *Where do bees live? Bees live in a hive. Where do frogs live? Frogs live in a pond.*
2. Ask children who have pets or live on a farm to explain where their animals live.
3. Encourage the children to take part in the class discussion. For example, ask children: *If you were a duck, where would you live?* Encourage and praise any answers.
4. Introduce Activity 49 and work through it as a class, using full sentences as they link each creature to its home, for example: The ant lives in the anthill. Encourage the children to repeat the sentences.

## Group work (10 minutes)

1. Give out a set of cut-up sentences from Resource sheet 22 to each small group of children and ask them to put pairs of phrases together to make correct sentences.

## Review (10 minutes)

Ask members of the groups to read out their sentences and for the class to compare their answers and agree on what is correct.

## Assessment

Can the children talk about pictures?

Do they use correct animal vocabulary?

Do the children remember most of the vocabulary?

## Lesson 62

### Objectives

- To introduce a song
- To introduce the parts of a book
- To write labels

### Resources

- Student Books
- A child's book with a simple cover design.
- Sheets of paper of the same size, e.g. A4
- Pencils, pens, and crayons or paints

### Starter (10 minutes)

1. Tell the children that you are going to teach them a new nursery rhyme, and that it is about a spider. Write this rhyme on the board and read it with the children.

#### Incy Wincy spider

Incy Wincy spider climbed up the spout.  
Down came the rain and washed the spider out!  
Out came the sun and dried up all the rain.  
Now Incy Wincy spider went up the spout again!

### Whole class (15 minutes)

1. Talk about what sort of a creature a spider is (small, but not an insect).
2. Can the children find another small creature on the alphabet wall chart? (ant, bee) Explain that these are small but they are insects, and have six legs unlike the spider, which has eight legs.
3. Work with the children through Activity 50, helping them to read the labels as they carefully write in each label.
4. Explain that you want the children to help you make a book of tiny animals, called a *Book of Creepy Crawlies*. Show the children a book and point to the front cover, back cover and inside pages. Explain that you will make the front and back cover, and you want each of them to draw and write an inside page.

### Independent (10 minutes)

1. Give each child a sheet of paper and on the board, draw the sheet outline, and explain that at the top you want them to draw their favourite little creature. They can choose one from Activity 50. Indicate where, at the bottom of the page, you want them to write a label, saying what it is.
2. Children complete a page of the book, while you supply a cover with the title *A Book of Creepy Crawlies* by Class .... Add a cut-out photo or draw your own front cover image. On the back cover, you could just write a sentence such as: This book was written by Class ... , etc. Attach the children's finished pages between the covers using a stapler.

## Review (5 minutes)

Ask the children to recite the *Incy Wincy* rhyme with you again.

## Assessment

Do the children pick up the new vocabulary in the rhyme?

Do they use correct spelling for their labels?

Do they understand which the smaller animals are?

## Lesson 63

### Assessment for Unit 14

#### Objectives

- To demonstrate actions to a rhyme
- To revise animal and number words

#### Resources

- Student Books
- Resource sheet 12: Before the lesson photocopy the sheet so that there is one copy for each pair

#### Starter (5 minutes)

1. Explain that you are going to teach them some actions to the *Incy Wincy* rhyme. Show them what to do for each line. Line 1 – a hand with leg-like wiggling fingers for the spider climbing up the pole; Line 2 – one hand wiggling fingers to show the rain, the other to show the spider being washed down; Line 3 – two arms stretching out to show the sunshine; Line 4 – a hand with leg-like wiggling fingers for the spider climbing up the pole again.

#### Whole class (15 minutes)

1. Ask the children what noises the little creepy-crawlies make. Establish that apart from bees and flies or mosquitoes, most seem quiet.
2. Turn the children's attention to the *Old MacDonald* song (Resource sheet 12) and some of the noises the animals make. Ask children to have a go at making some of the noises.
3. Allocate each child with an animal type and remind them of its noise. Then have an animal orchestra – with you conducting which animals start to make their noise repeatedly and which should stop.

#### Independent work (15 minutes)

1. Ask the children to complete Activity 51 in the Student Books.
2. The children can complete writing practice as homework.

#### Review (5 minutes)

Ask the children to pick an animal and tell you what they can about it, for example, bee: makes this noise - buzz, lives in – hive.

## Assessment

Can the children follow the actions of the nursery rhyme?

Do the children recognize the animal sound vocabulary?













Do the children use the animal and number words in the activity correctly?

Do the children use correct spelling?















## Answer key

**Unit 14** Animals

**A-Z of animals**  
Read the animal names.  
Colour the outline pictures.  
Write the missing animal names.

 ant	 bee	 cat
 dog	 elephant	 fish
 goat	 hen	 iguana
 jackal	 kangaroo	 lion

88

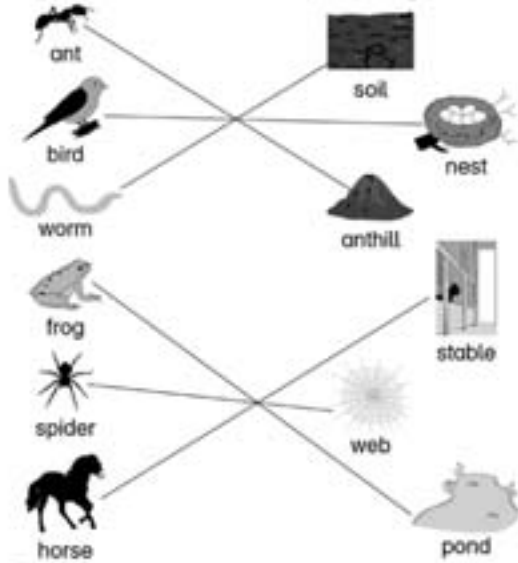
 monkey	 nightingale	 otter
 parrot	 quail	 rabbit
 snake	 tiger	 umbrella bird
 vulture	 whale	 x-ray fish
 yak	 zebra	

89

## Where do they live?

Activity 49

Draw a line from the animal to where they live.



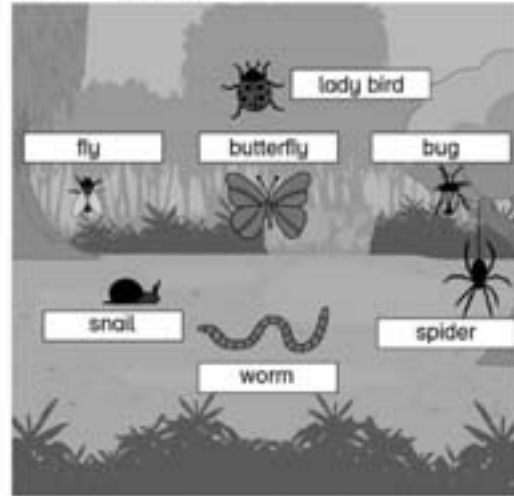
90

## Creepy-crawlies

Activity 50

Find these insects in the picture and label them.

bug worm ladybird snail  
spider butterfly fly



91

## Name the animals

Activity 51

Fill in the missing words.

Choose from:

ducks hens fish neigh buzz  
moo Five donkey sheep

Two cows went moo.



Three ducks went quack.

One donkey went hee-haw.



Nine bees went buzz.

92



Eight sheep went baa.



Four fish went splash.



Five monkeys went screech.



Seven horses went neigh.



Six hens went cluck.

93

# Unit 15 Story time

## Lesson 64

### Objectives

- To recognize familiar words
- To guess what happens in a story
- To work out new words

### Resources

- Student Books
- CD: Story time, Topic 9

### Starter (10 minutes)

1. Ask the children again about any pets they own. Focus on dogs and ask if they know the English word for a baby dog. Write 'puppy' on the board and talk with children how puppies act. Expected answers - They jump about. They are naughty. etc.
2. Tell the children that together they are going to read a story about a puppy.

### Whole class (15 minutes)

1. Look with the children at pages 95-97 of Student Book.
2. Read each part of the story and talk together about the pictures, checking the children link the words to details in the picture. Ask questions, encouraging the children to say what they think will happen next, for example, after picture 1 ask, *Will it be a good puppy, or a naughty puppy?* After picture 2 ask, *What will Mum do?*
3. After finishing the story ensure the children understand what a sheep dog does.
4. Ask the children if they think the story has a happy ending, and why.

### Group work (10 minutes)

1. Ask the children to read the story in groups of six, with one child playing each character (and reading their words) and one child reading the narrator's part.

### Review (5 minutes)

Ask individual children to read one section of the story each.

Play Topic 9 on the CD.

### Assessment

Do the children recognize familiar words?

Do the children talk about the story and guess what will happen?

Do they attempt to sound out new words?

## Lesson 65

### Objectives

- To revise a story
- To retell a story
- To write captions

### Resources

- Student Books
- Resource sheet 23: Before the lesson photocopy the sheet on card and cut them out so that there is one set for each group
- CD: Story time, Topic 9

### Starter (5 minutes)

1. Remind the children of the story about the puppy. Encourage them to try to remember any of the story vocabulary without opening their books. Write the words on the board. Play Topic 9 on the CD.

### Whole class (15 minutes)

1. Encourage the children to retell the story as you look at pages 95-97 again as a class.
  - Discuss what is happening in each picture.
  - Ask questions to check their understanding, for example: *Who is the girl? Why does Dad say that?*
2. As a class work together on Activity 52.

### Group work (10 minutes)

1. Give the children the story cards (Resource sheet 23) and ask them to put them in the correct order to show what happened in the story. They must not look in their Student Books.
2. Afterwards, ask the children to work alone on Activity 53.

### Review (5 minutes)

Hold a quiz about the story, asking questions such as:

*Who got wet? What smashed the eggs? What job will the puppy do?*

### Assessment

Do the children understand what is happening in the story?

Do they choose appropriate words to attempt to re-tell the story?

Do the children understand and answer the questions?

## Lesson 66

### Objectives

- To listen to a story
- To answer questions about a story
- To revise use of pronouns

### Resources

- CD: Story time, Topic 9

### Starter (5 minutes)

1. Explain to the children that they are going to listen to a story. Play Topic 9 on the CD. (*The Little Red Hen*)

### Whole class (15 minutes)

1. Discuss what happened in the story by asking simple questions such as: *What did the hen get? What does the hen want help with? Who did she ask for help? Did she get any help?*  
Explain any new vocabulary with reference to the pictures.  
Ensure the children understand what happened in the story.
2. Listen to the story with the children again.

### Group work (10 minutes)

1. Working in pairs, ask the children to tell parts of the story to each other or to talk about their favourite parts of the story.

### Review (5 minutes)

Replay the story on the CD and ask related questions. Use 'he', 'them' and 'it' in questions to check their understanding of pronouns.

### Assessment

Do the children understand what is happening in the story?

Do they choose appropriate words to attempt to re-tell the story?

Do the children understand who the pronouns are referring to in class questions?

## Lesson 67

### Unit 15 Assessment

### Objectives

- To use language to discuss a story
- To refer to story characters and events

### Resources

- CD: Story time, Topic 9



### **Starter (5 minutes)**

1. Explain to the children that they are going to listen to a story. Play Topic 9 on the CD.

### **Whole class (15 minutes)**

1. Ask volunteers to say which story they liked best and why – *The Little Red Hen* or *A new pet*.
2. Talk about whether the animals in *The Little Red Hen* were mean or kind. Which character did they like best, and why?
3. Talk about who said what.
4. Discuss the ending of the story. Was it a good ending? What else could have happened? Should the hen have shared the bread?

### **Group and independent work (10 minutes)**

1. Ask the children to work in groups of 4 to act out the story. Encourage them to say the dialogues with expression.
2. The children can complete their writing practice in class or as homework.

### **Review (5 minutes)**

Let the children share their acted out versions of the story and ideas for different endings.

### **Assessment**

Do the children use language from the story?

Do they use dialogue from the story?

## Answer key

### Comprehension 1 Activity 52

#### A new pet

You have read and enjoyed the story.  
Now, write a caption for these pictures.  
Choose from:

- 'Bad dog!' said Mum.
- He got the lost sheep.
- The puppy ran to the sheep.
- 'Good dog,' said Dad.
- The puppy smashed the eggs.
- 'Bad dog!' said Dad.
- 'I love my dog!' said Jameela.



'I love my dog!' said Jameela.




'Bad dog!' said Dad.




'Bad dog!' said Mum.


98




The puppy smashed the eggs.



The puppy ran to the sheep.



He got the lost sheep.



'Good dog,' said Dad.

99

### Comprehension 2 Activity 53

#### A new pet

Answer the questions about the story.  
Tick the correct answers.

What pet did Jameela have?	<input type="checkbox"/> a sheep <input checked="" type="checkbox"/> a puppy <input type="checkbox"/> a cat
What did the puppy smash?	<input type="checkbox"/> hens <input checked="" type="checkbox"/> eggs <input type="checkbox"/> apples
What fell over?	<input type="checkbox"/> eggs <input checked="" type="checkbox"/> the cart <input type="checkbox"/> Jameela
What did the puppy do that was good?	<input type="checkbox"/> jumped in the pond <input type="checkbox"/> ran to the hens <input checked="" type="checkbox"/> got the lost sheep
What did the puppy do that was bad?	<input type="checkbox"/> jumped in the pond <input checked="" type="checkbox"/> ran to the hens <input type="checkbox"/> got the lost sheep
How did Jameela feel in the end?	<input checked="" type="checkbox"/> happy <input type="checkbox"/> sad

100

# Unit 16 Your story

## Lesson 68

### Objectives

- To talk about traditional stories
- To learn story vocabulary

### Resources

- Student Books
- A selection of traditional story books if available, featuring heroes, heroines, and villains

### Starter (10 minutes)

1. Write and read out the names of some story heroes that the children are likely to be familiar with. Focus on human (not animal) characters for this lesson. Ask what heroes have in common (they are good, brave, and usually win).

### Whole class (15 minutes)

1. Point out how heroes are men and boys. Can they think of women characters in stories which are similar? Write the word 'heroines' on the board and list the names of heroines the children may know underneath.
2. Talk about the kind of people who are villains in stories. Can the children name some and explain why they are villains? Write 'villains' on the board and list the names of villains the children may know underneath.
3. Discuss a story that most of the children are familiar with. Identify the hero/heroine and the villain(s). Write the bad thing the villain(s) do/does and the good thing the hero/heroine does.
4. Talk about the endings of many stories. Are they happy or sad? Point out how usually 'good people' win in the end.

### Group work (10 minutes)

1. Ask the children to work in groups, select a story that everyone is familiar with, and discuss which characters are heroes, heroines, and villains, and why.
2. Encourage the children to share with the group, stories they know that feature some of the characters.

### Review (5 minutes)

Ask the children to name any familiar character and share their thoughts about that character.

### Assessment

Do the children use story language when discussing the tales?

Do the children understand the vocabulary?

## Lesson 69

### Objectives

- To revise story vocabulary
- To plan a story

### Resources

- Student Books

### Starter (5 minutes)

1. Ask the children if they can help you think of a story. Explain that the story is about a hero who can fly – can they think of an adventure for him?

### Whole class (15 minutes)

1. Tell the children to turn to pages 102-103 of the Student Books. Explain that you want them to help you do the work first, which is to plan a story.
2. Work through the pages as a class, encouraging the children to help you make decisions about what you would fill in the gaps. Write their ideas up on the board.
3. Ensure they understand what each part of the activity is asking for.

### Independent work (15 minutes)

1. Ask the children to start to write their ideas to fill the gaps on pages 102-103. Explain that they can use their own ideas, and not those discussed earlier.

### Review (5 minutes)

Encourage children to share their responses.

### Assessment

Do the children use and understand story vocabulary?

Do they use their own ideas in the independent work?

## Lesson 70

### Objectives

- To complete a story
- To read and complete sentences

### Resources

- Student Books

### Starter (5 minutes)

1. Ask the children if they can think of any animal stories in which all the characters are animals. What animals are good (like heroes and heroines) and which are bad (like villains). Write the animal names the children can think of under the two list headings: Heroes/Heroines, Villains.

### Whole class (20 minutes)

1. Ask the children to listen to a story you are going to read to them. Tell them that it is about a fox and a hen. Ask them to work out which is the villain.
2. Read the following:  
Once upon a time, a fox chased a hen. The hen was cross.  
She flew fast and hid in a well all night.  
The morning came. The sun rose.  
'I'll get you tonight,' said the fox. He slept in the shade.  
The hen filled a bucket. She tipped it over the fox.  
Splash! The fox was very wet. The fox ran off.  
'Ha, ha! I got you!' clucked the hen.  
The fox hid in a hole and the hen never saw him again.
3. Discuss why the fox makes the hen cross. Talk about how the hen gets her own back with the bucket of water.

### Independent work (10 minutes)

1. Ask the children to complete Activity 54.

### Review (10 minutes over 2 lessons)

Let the children share their work on Activity 54, asking volunteers to read out their completed story.

### Assessment

Do the children follow and understand the story?

Do they complete the activity accurately and use correct spelling?

## Lesson 71

### Unit 16 Assessment

#### Objectives

- To plan a story
- To write captions and draw pictures

#### Resources

- Student Books

#### Starter (5 minutes)

1. Ask the children to turn to Activity 55 and explain that they are going to plan and then write a story in 4 pictures and 4 captions. Explain that they will have to pick out the most important bits to tell.

### Whole class (15 minutes)

1. Demonstrate how a story can have 4 main bits, using the *Fox and hen* story as an example.

2. Encourage the children to help you with the 4 main parts and write them on the board as you do so:
  1. Fox chases hen
  2. Hen hides in well
  3. Fox goes to sleep
  4. Hen throws water at him
3. Explain to the children that they can write a story with only three parts also: the beginning, middle, and end of the story.

### Independent work (10 minutes)

1. Ask the children to complete Activity 55. If children have difficulty with this, give them a sheet of paper on which they can create a mask for a hero or heroine of their choice.
2. Children can complete their writing practice as homework.

### Review (10 minutes)

Let the children share their work and discuss story ideas.

### Assessment

Do the children understand how a story has parts?

Do the children attempt to create their own story and/or characters?

### Answer key

## A fox and a hen Activity 54

Write your own story by writing the missing words.  
Choose from:

fox
bucket
well
hen
clucked
said

Once upon a time, a fox chased a hen. The hen was cross. 

 She flew and hid in a well. All night. The morning came. The Sun rose.

'I'll get you tonight,' said the fox. The fox slept in the shade. 

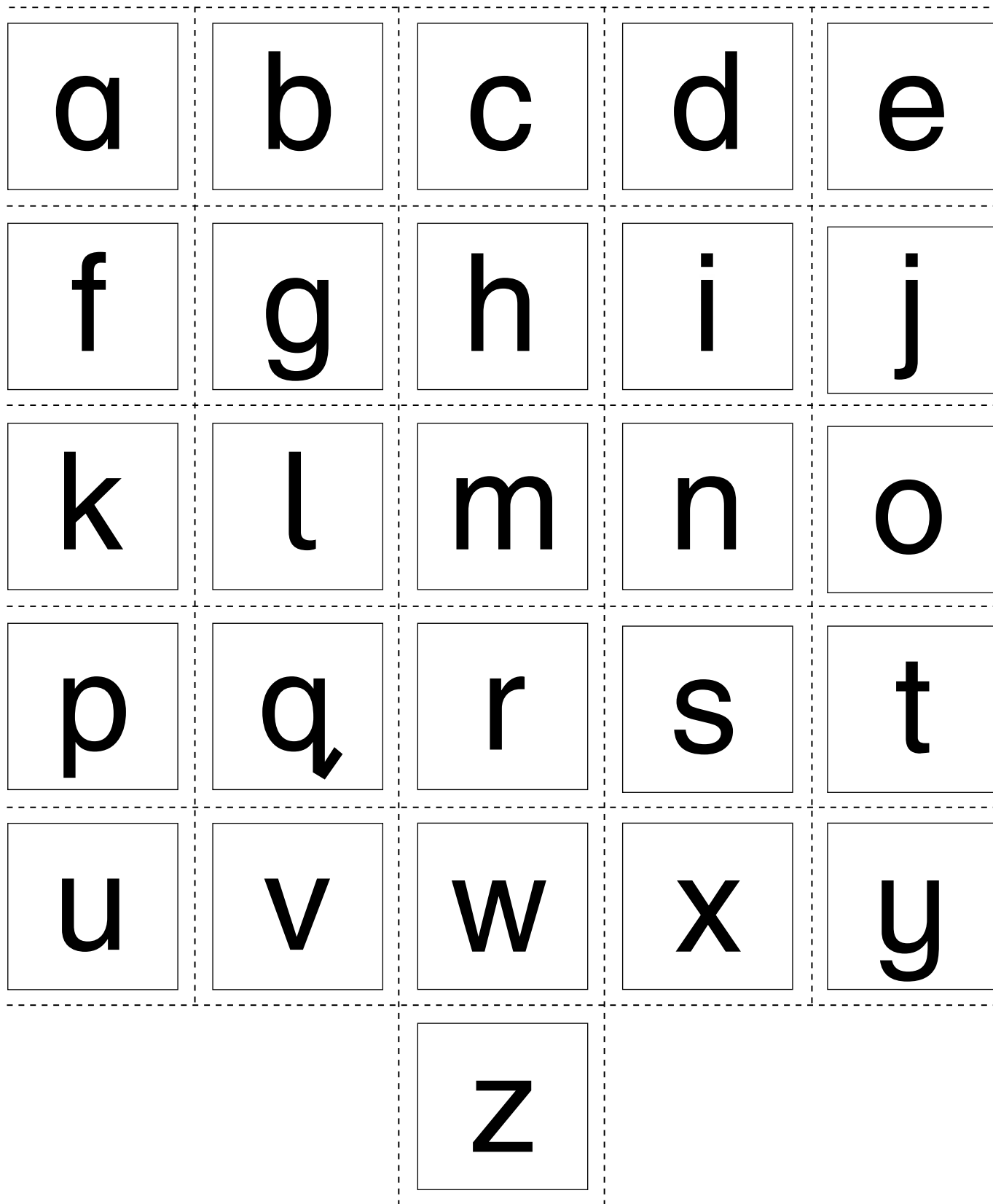
 The hen filled a bucket. She tipped the bucket over the fox.

Splash! The fox was very wet. 'Ha, ha! I got you!' said the hen. 

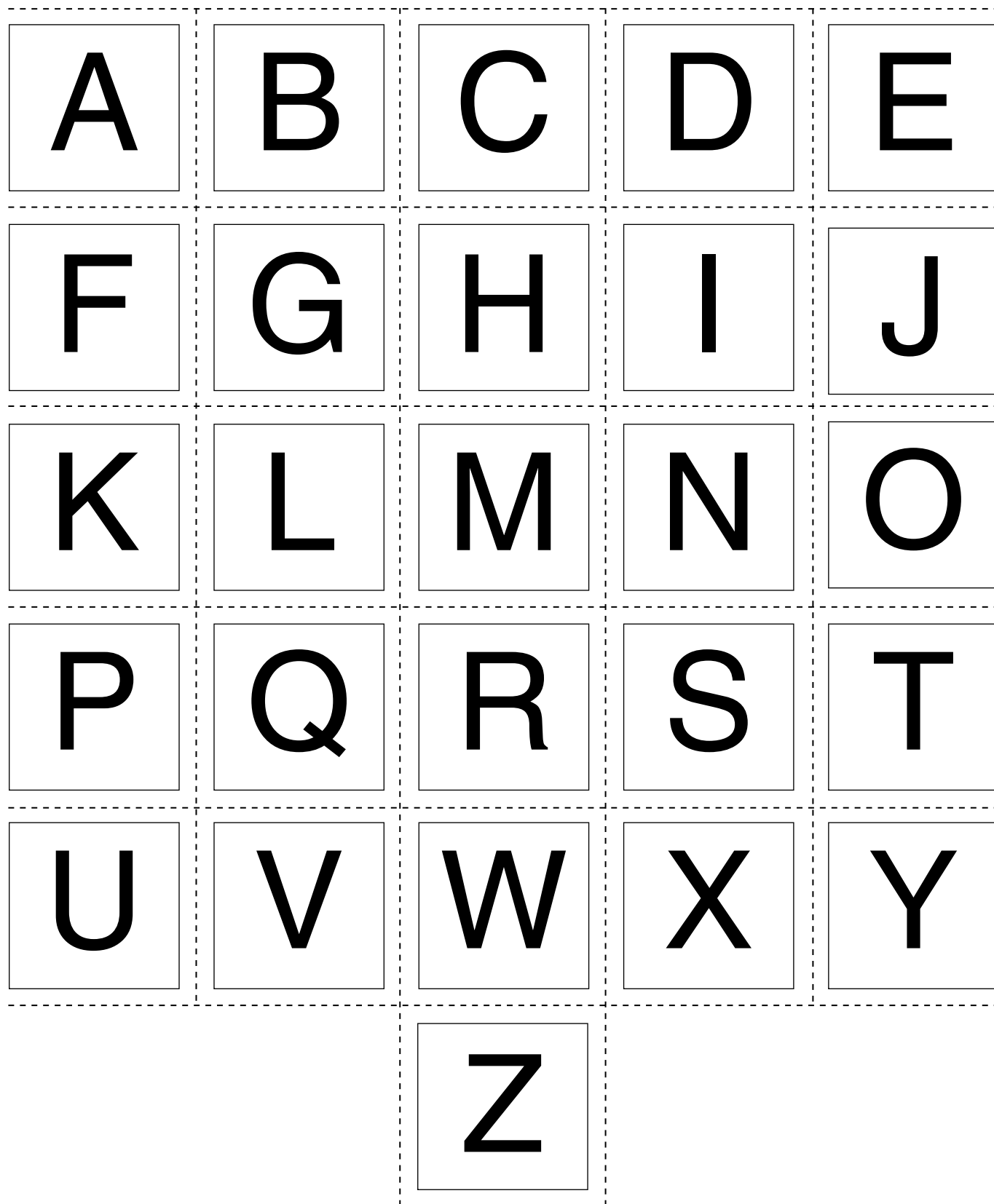
 The fox ran and hid in a hole and the hen never saw him again.

104 

# Resource sheet 1



# Resource sheet 2





# Resource sheet 3

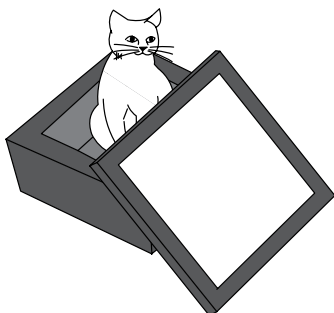
up



down



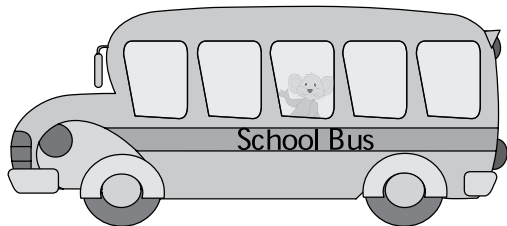
in



out



on



under



# Resource sheet 4

full

empty

happy

sad

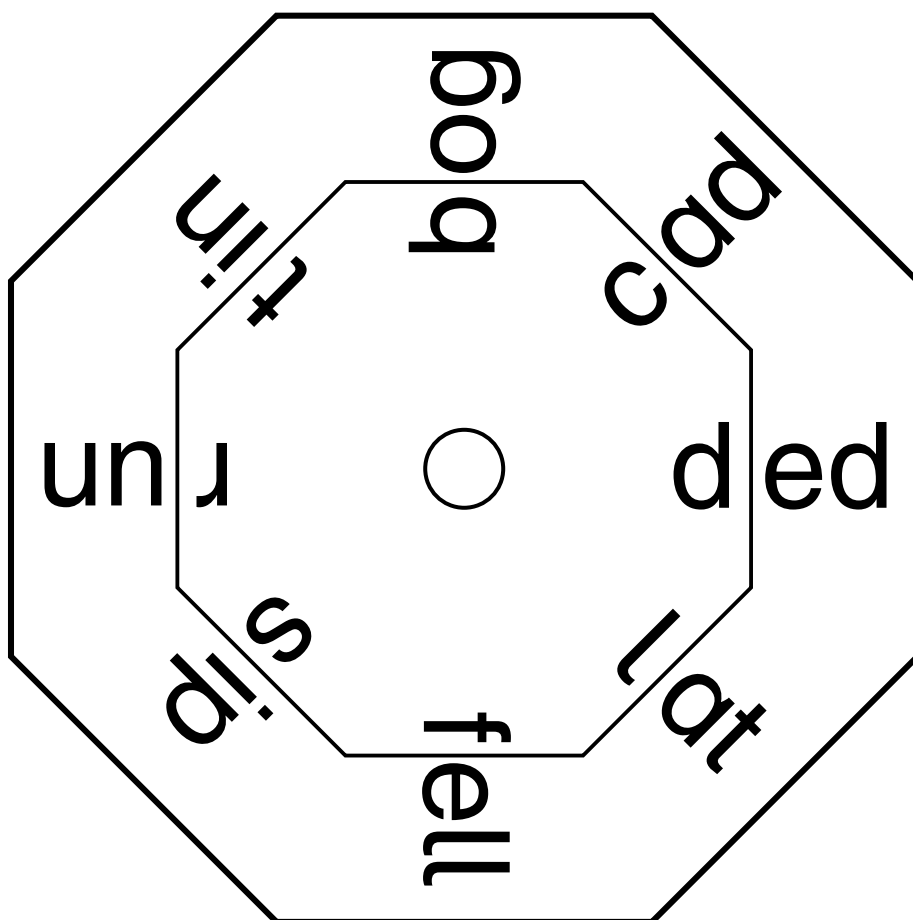
fat

thin

hot

cold

# Resource sheet 5



## Making words

Form as many words as you can.

---

---

---

---

# Resource sheet 6

**Finish this rhyme with rhyming words. Choose one of more of these word or make up your own funny rhyming poem.**

sock

rock

tock

frock

Hickory Dickory \_\_\_\_\_,

The mouse ran up the \_\_\_\_\_.

The clock struck one,

The mouse ran down!

Hickory Dickory \_\_\_\_\_.

**Finish this rhyme with these words to make your own funny poem.**

car

fly

Twinkle, twinkle, little star

Do you want to drive my \_\_\_\_\_?

Up above the mind so high

I would also like to \_\_\_\_\_.

# Resource sheet 7

frog

clap

swim

glass

grand

twins

spot

track

step

tram

spill

blow

# Resource sheet 8

jump

band

lamp

golf

gold

wind

tusk

pond

think

nest

stamp

tent

# Resource sheet 9

If you're happy and you know it, clap your hands! (clap clap)

If you're happy and you know it, clap your hands! (clap clap)

If you're happy and you know it, then your face will surely show it!

If you're happy and you know it, clap your hands. (clap clap)

If you're happy and you know it, stomp your feet! (stomp stomp)

If you're happy and you know it, stomp your feet! (stomp stomp)

If you're happy and you know it, then your face will surely show it!

If you're happy and you know it, stomp your feet. (stomp stomp)

If you're happy and you know it, shout "Hurray!" (hoo-ray!)

If you're happy and you know it, shout "Hurray!" (hoo-ray!)

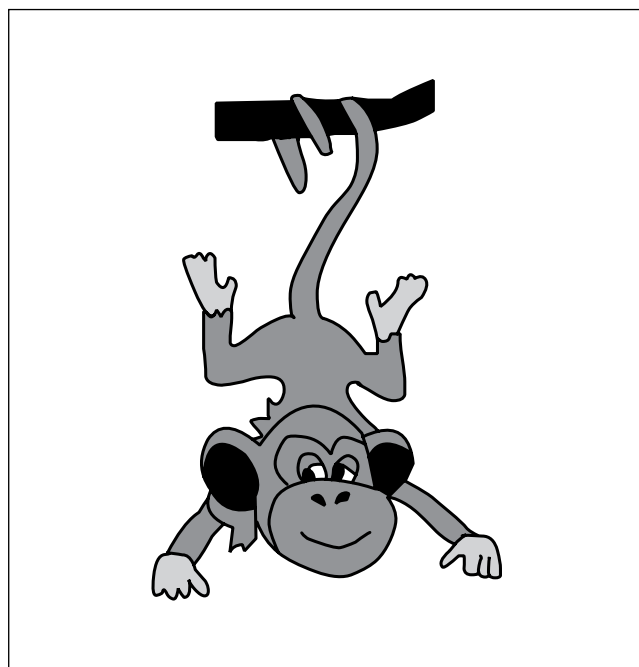
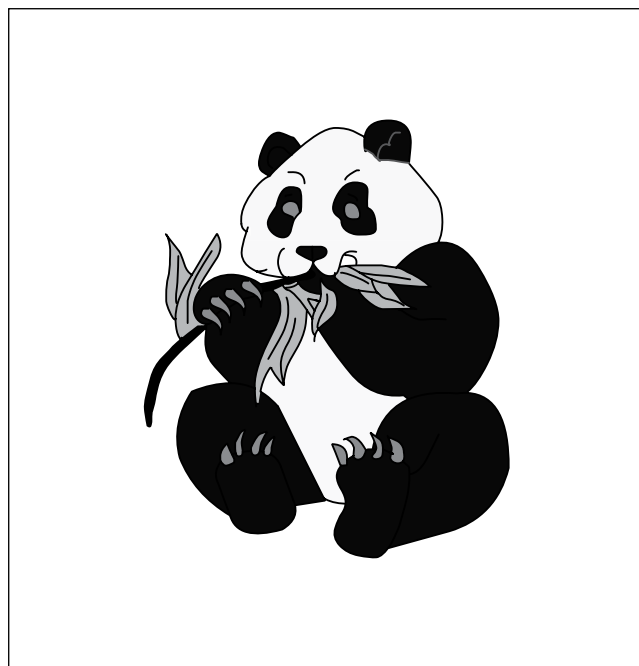
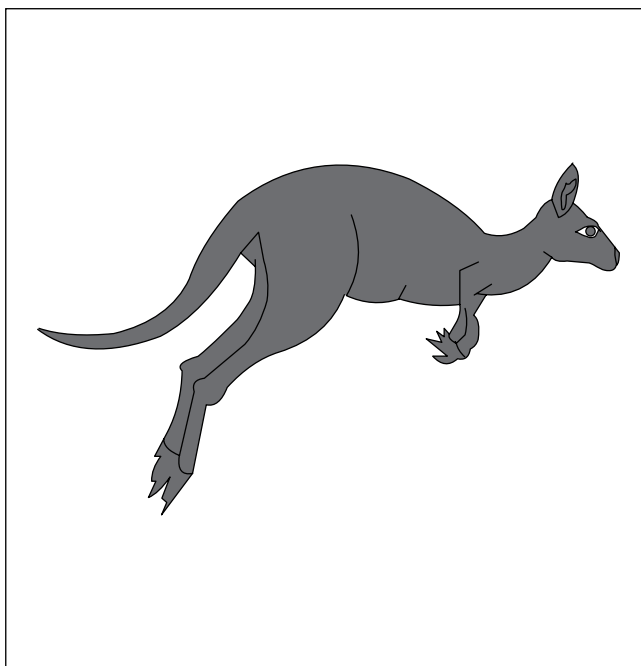
If you're happy and you know it, then your face will surely show it!

If you're happy and you know it, shout "Hurray!" (hoo-ray!)

# Resource sheet 10

What's that thing? What is it doing?

That thing \_\_\_\_\_. It is \_\_\_\_\_





# Resource sheet 11

ai

ee

ur

ow

igh

oa

oi

ear

oo

ar

air

ure

# Resource sheet 12

Old MacDonald had a farm

Old MacDonald had a farm,  
ee-igh-ee-igh-oh  
And on his farm he had a cow,  
ee-igh-ee-igh-oh  
With a moo-moo here,  
And a moo-moo there,  
Here a moo, there a moo,  
Everywhere a moo-moo.  
Old MacDonald had a farm,  
ee-igh-ee-igh-oh

Old MacDonald had a farm,  
ee-igh-ee-igh-oh  
And on his farm he had a horse,  
ee-igh-ee-igh-oh  
With a neigh-neigh here,  
And an neigh-neigh there,  
Here a neigh, there a neigh,  
Everywhere a neigh neigh.  
Old MacDonald had a farm,  
ee-igh-ee-igh-oh

Old MacDonald had a farm,  
ee-igh-ee-igh-oh  
And on his farm he had a frog,  
ee-igh-ee-igh-oh  
With a croak-croak here,  
And a croak-croak there,  
Here a croak, there a croak,  
Everywhere a croak-croak.  
Old MacDonald had a farm,  
ee-igh-ee-igh-oh

# Resource sheet 13

Fill in the blanks with these words.

your

I

you

We

him

my

1. The King said, '\_\_\_\_\_ am going to have a party.'
2. Sally and Tom said, 'Can \_\_\_\_\_ come to the party.'
3. The King said, 'Yes, \_\_\_\_\_ can come if you are good.'
4. Sally asked, 'Can \_\_\_\_\_ dance with the prince?'
5. The King said, 'Yes, you can dance with \_\_\_\_\_.'
6. Tom said, 'Can I sit on \_\_\_\_\_ throne?'
7. The king said, 'Yes, you can sit on \_\_\_\_\_ throne.'
8. The King, smiled and said, '\_\_\_\_\_ will have the best party ever!'

# Resource sheet 14

crop

cart

hen

cow

bees

seeds

tap

truck

rooster

goat

buffaloes

farmer

fruit tree

plants

duck

sheep

# Resource sheet 15

**Paint and mix these colours.**

Paint yellow.

Paint blue.

Mix yellow and blue.

Paint red.

Paint yellow.

Mix red and yellow.

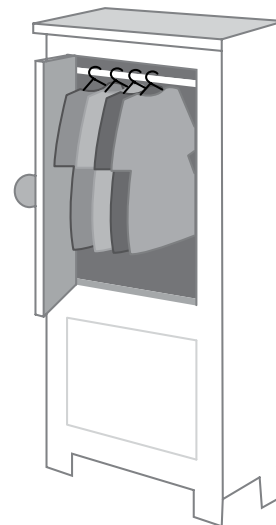
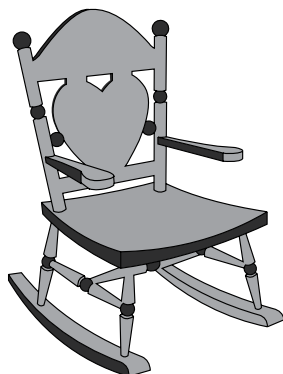
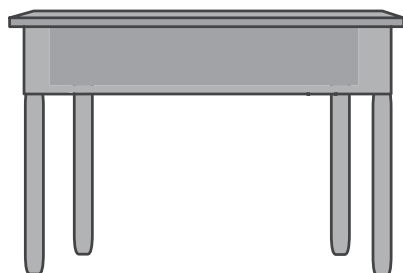
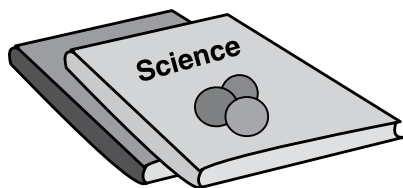
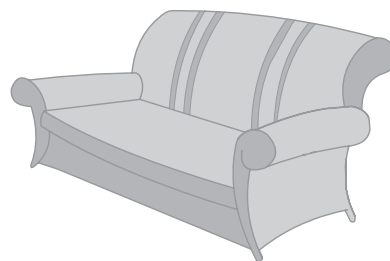
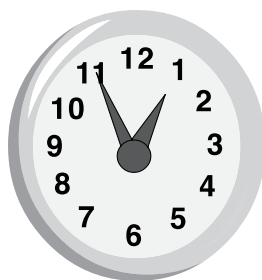
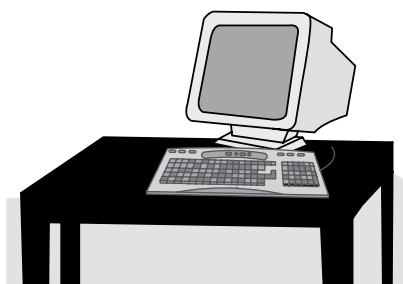
Paint blue.

Paint red.

Mix blue and red.

# Resource sheet 16

Plan a room. Cut out the things you want in the room and glue them on plain sheet of paper.



# Resource sheet 17

I catch

I kick

I hit

I jump

I swim

I run

I stand

I sit

I hop

I skip

# Resource sheet 18

**Go!**

**Stop!**

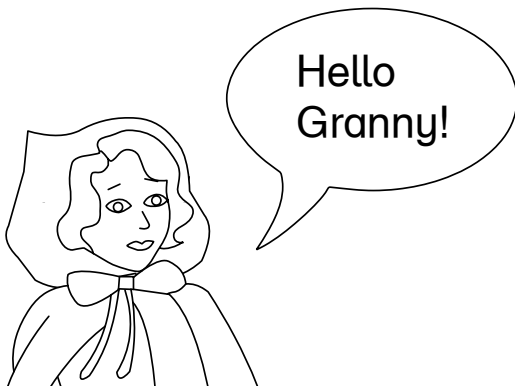
**Turn left!**

**Turn right!**



# Resource sheet 19

Little Red Riding Hood is talking to her Granny. But Granny is really a wolf! The wolf wants to eat Little Red Riding Hood.



What big eyes you have!

All the better to see you with!

What big ears you have!

All the better to hear you with!

What a big nose you have!

All the better to smell you with!

Granny, what big teeth you have!

All the better to eat you with!

Oh no! Help!

# Resource sheet 20

What did the animals say? Select the correct dialogue and write it under each picture.

Help me! I fell in.

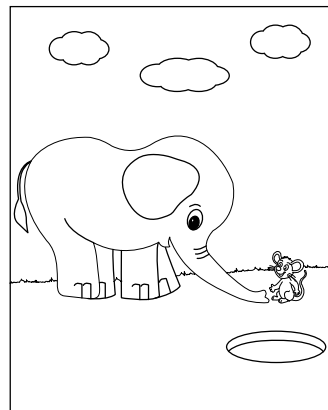
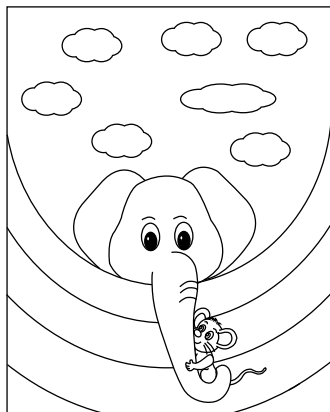
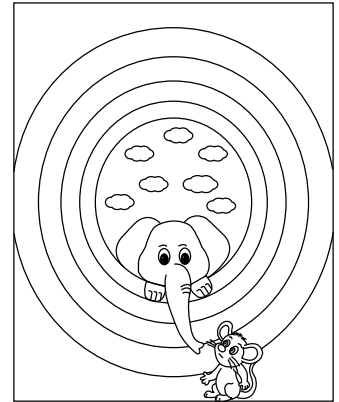
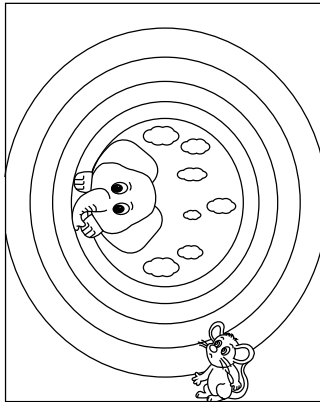
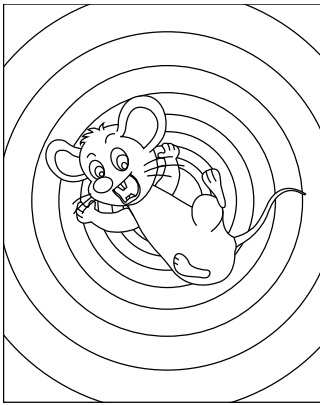
Hang on to my trunk.

Thank you!

Oh no!

Hold on!

Please get me out of the hole.



# Resource sheet 21

1	one	2	two
3	three	4	four
5	five	6	six
7	seven	8	eight
9	nine	0	zero

# Resource sheet 22

The bird lives

in a nest.

The fish lives

in the sea.

The bee lives

in a hive.

The monkey lives

in a tree.

The frog lives

in a pond.

The sheep lives

in a field.

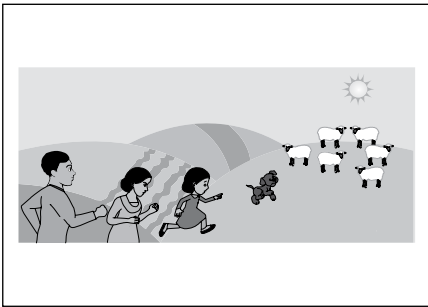
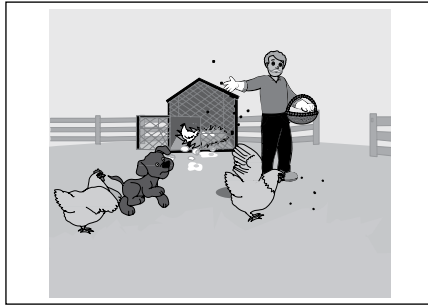
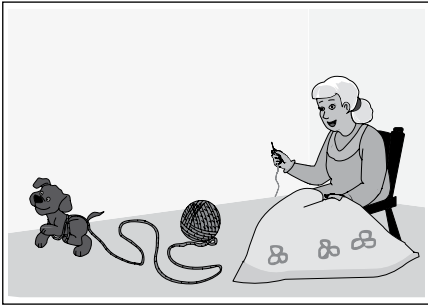
The worm lives

in the soil.

The zebra lives

in a zoo.

# Resource sheet 23



# Word cards 1

belt

blink

bump

cat

crust

desk

dog

drink

drum

frog

ladder

lamp

of

off

pink

plum

pond

stamp

tent

trunk

wind

# Word cards 2

air

boat

book

car

chop

coin

corn

cow

ear

fur

hair

jeep

ladder

light

manure

moon

nail

night

ring

shop

swing

tear

thin

# Word cards 3

all

are

be

he

her

him

it

me

my

she

they

us

was

we

you



# Word cards 4

bath

bed

bus

café

car

cart

cooker

fork

fridge

knife

park

shop

soap

spoon

spoons

taxi

television

toilet

toothbrush

towel

tram

## Objectives and assessments

### National Curriculum for Early Childhood Education – Language and Literature (Key Learning Area and Competencies)

The table below shows which competencies from the Pakistan curriculum are covered in the units of work. These will provide a helpful focus for assessing the children’s progress so that they each achieve a broad range of success in Listening and Speaking, Reading and Writing skills. Areas requiring additional work or revision will also become apparent.

<b>Language and Literature</b>						
<b>Listening and Speaking</b>	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Competency 1: Children will engage in conversation with others and talk confidently about matters of immediate and personal interest						
Competency 2: Children with describe objects, events and their plans for the day						
Competency 3: Children will enjoy listening to stories and poems and making up their own stories and rhymes						
<b>Reading</b>	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Competency 4: Children will enjoy books and handle them carefully						
Competency 5: Children will understand how books are organized						
Competency 6: Children will recognize familiar words in simple texts						
<b>Writing</b>	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Competency 7: Children will use pictures, symbols, and familiar letters and words to communicate meaning, showing awareness of some of the different purposes of writing						

## Objectives and assessments

### National Curriculum for Early Childhood Education – Language and Literature (Key Learning Area and Competencies)

<b>Language and Literature</b>						
<b>Listening and Speaking</b>	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
Competency 1: Children will engage in conversation with others and talk confidently about matters of immediate and personal interest						
Competency 2: Children will describe objects, events and their plans for the day						
Competency 3: Children will enjoy listening to stories and poems and making up their own stories and rhymes						
<b>Reading</b>	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
Competency 4: Children will enjoy books and handle them carefully						
Competency 5: Children will understand how books are organized						
Competency 6: Children will recognize familiar words in simple texts						
<b>Writing</b>	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
Competency 7: Children will use pictures, symbols, and familiar letters and words to communicate meaning, showing awareness of some of the different purposes of writing						

## Objectives and assessments

### National Curriculum for Early Childhood Education – Language and Literature (Key Learning Area and Competencies)

<b>Language and Literature</b>				
<b>Listening and Speaking</b>	Unit 13	Unit 14	Unit 15	Unit 16
Competency 1: Children will engage in conversation with others and talk confidently about matters of immediate and personal interest				
Competency 2: Children will describe objects, events and their plans for the day				
Competency 3: Children will enjoy listening to stories and poems and making up their own stories and rhymes				
<b>Reading</b>	Unit 13	Unit 14	Unit 15	Unit 16
Competency 4: Children will enjoy books and handle them carefully				
Competency 5: Children will understand how books are organized				
Competency 6: Children will recognize familiar words in simple texts				
<b>Writing</b>	Unit 13	Unit 14	Unit 15	Unit 16
Competency 7: Children will use pictures, symbols, and familiar letters and words to communicate meaning, showing awareness of some of the different purposes of writing				

## Assessment record sheet

Teacher: \_\_\_\_\_

Year \_\_\_\_\_

Child's name: \_\_\_\_\_

Class \_\_\_\_\_

Unit	Assessment focuses	Achievement Y = Yes S = more support required	Teacher's notes
1 My alphabet	<input type="checkbox"/> Correctly sounds out the letters and sounds of the alphabet <input type="checkbox"/> Writes own name accurately <input type="checkbox"/> Can match upper and lower case letters <input type="checkbox"/> Can write upper and lower case letters accurately <input type="checkbox"/> Can order words alphabetically <input type="checkbox"/> Can read some new words <input type="checkbox"/> Spells simple words		
2 Word revision	<input type="checkbox"/> Remembers simple vocabulary <input type="checkbox"/> Uses of and off correctly <input type="checkbox"/> Can match opposites and pairs of words <input type="checkbox"/> Can listen with concentration <input type="checkbox"/> Can match spoken with written words <input type="checkbox"/> Can form letters correctly		
3 Songs and rhymes	<input type="checkbox"/> Sings and acts out a song <input type="checkbox"/> Hears rhyming words <input type="checkbox"/> Recognises same end spellings <input type="checkbox"/> Spells rhyming words <input type="checkbox"/> Reads simple sentences <input type="checkbox"/> Forms letters correctly <input type="checkbox"/> Uses correct spellings		
4 Reading new words	<input type="checkbox"/> Sounds out words beginning with two consonants <input type="checkbox"/> Sounds out words ending with two consonants <input type="checkbox"/> Attempts to blend longer words <input type="checkbox"/> Uses correct spelling		
5 sh ch th ng	<input type="checkbox"/> Knows words with sh, ch, th, ng spellings <input type="checkbox"/> Uses correct spelling <input type="checkbox"/> Blends letter sounds correctly <input type="checkbox"/> Can attempt tongue twisters		
6 Two- and three-letter sounds	<input type="checkbox"/> Knows two-letter and three-letter sounds <input type="checkbox"/> Can sound out ai ee igh oa oo in words <input type="checkbox"/> Recognises the different short and long /oo/ sounds <input type="checkbox"/> Can sound out ear, air, ure and er in words <input type="checkbox"/> Join in a song <input type="checkbox"/> Attempts to read new words <input type="checkbox"/> Uses correct spelling		

Unit	Assessment focuses	Achievement Y = Yes S = more support required	Teacher's notes
7 Tricky words and pronouns	<input type="checkbox"/> Knows be, was, my, you, her, they, all, are, he, she, we, me <input type="checkbox"/> Knows him, us, it <input type="checkbox"/> Can choose correct pronouns for sentences <input type="checkbox"/> Uses correct spelling		
8 On the farm	<input type="checkbox"/> Remembers <i>Old MacDonald</i> <input type="checkbox"/> Names animals sounds <input type="checkbox"/> Links animal sounds to the correct animal <input type="checkbox"/> Knows animal and farm vocabulary <input type="checkbox"/> Sounds out unfamiliar letter-sound relationships <input type="checkbox"/> Uses correct spelling		
9 Colours	<input type="checkbox"/> Sings song vocabulary confidently <input type="checkbox"/> Knows colour words <input type="checkbox"/> Names colours in the environment <input type="checkbox"/> Learns food vocabulary <input type="checkbox"/> Asks and answers colour questions <input type="checkbox"/> Uses correct spelling		
10 Places	<input type="checkbox"/> Knows new classroom vocabulary <input type="checkbox"/> Knows new domestic vocabulary <input type="checkbox"/> Knows street vocabulary <input type="checkbox"/> Writes labels correctly <input type="checkbox"/> Writes neatly <input type="checkbox"/> Identifies correct initial letters for words		
11 Verbs	<input type="checkbox"/> Can explain what verbs are <input type="checkbox"/> Uses correct verbs for actions <input type="checkbox"/> Uses short sentences <input type="checkbox"/> Uses correct spelling <input type="checkbox"/> Links nouns with correct verbs <input type="checkbox"/> Uses 'I will' sentences		
12 The Gingerbread man	<input type="checkbox"/> Learns story vocabulary <input type="checkbox"/> Discusses a story <input type="checkbox"/> Uses correct spelling <input type="checkbox"/> Reads dialogue with expression <input type="checkbox"/> Writes dialogue <input type="checkbox"/> Role-plays story characters		
13 Numbers	<input type="checkbox"/> Sounds out the words in a rhyme <input type="checkbox"/> Acts out a rhyme <input type="checkbox"/> Knows number words <input type="checkbox"/> Uses correct spelling		

Unit	Assessment focuses	Achievement Y = Yes S = more support required	Teacher's notes
14 Animals	<input type="checkbox"/> Reads familiar words <input type="checkbox"/> Uses correct spelling <input type="checkbox"/> Uses animal words correctly <input type="checkbox"/> Talks about books and pictures <input type="checkbox"/> Constructs sentences <input type="checkbox"/> Sound out a rhyme <input type="checkbox"/> Act out a rhyme <input type="checkbox"/> Shows an understanding of animal and number words		
15 Story time	<input type="checkbox"/> Reads familiar words <input type="checkbox"/> Sounds out new words <input type="checkbox"/> Discusses a story <input type="checkbox"/> Retells a story <input type="checkbox"/> Writes captions <input type="checkbox"/> Answers questions about a story		
16 Your story	<input type="checkbox"/> Can explain what a traditional story is <input type="checkbox"/> Extends story vocabulary <input type="checkbox"/> Discusses stories <input type="checkbox"/> Plans a story <input type="checkbox"/> Reads and completes sentences <input type="checkbox"/> Uses correct spelling <input type="checkbox"/> Creates characters		