

Teaching Guide

# English for Early Learners

Pre-Nursery

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# 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 within the Teaching Book. The Resource sheets 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 (48)

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 rhymes to read with support in Units 3, 6, 8, 10, 11, and 13, and numbers 0 to 10 in Units 4 and 12. The alphabet on page 90 can be used to record learning, and also as reference when revising letter sounds in class or the home. Unit 1 activities are referred to in various units.

Individual children will work on the activities at different speeds, so may need additional time 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 instructions. 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	Unit 12
Topic 2 – Learn to write (only lower case letters)	
Topic 3 – Families	Units 2 and 3
Topic 4 – Numbers	Units 4, 9, and 11
Topic 5 – Colours	Units 5 and 6
Topic 6 – Shapes	Unit 7
Topic 7 – Weather	Units 8
Topic 8 – Letters and words	Unit 13
Topic 9 – Story time	Units 14, 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 are based on individual learning outcomes and the skills taught across each unit.

# Unit 1 Drawing lines

## Line work lesson

**Note:** The line work exercises in Unit 1 of the Pupil Book can be incorporated into any lessons throughout the year to help pupils with letter formation or for revision. The following lesson plan can be used where the teacher feels pupils would benefit from whole lessons that focus on just line work in Unit 1.

### Objectives

- To practise hand-eye co-ordination
- To develop pencil control
- To practise drawing lines and prepare for letter formation

### Resources

- Sand trays
- Dough, Plasticine, or clay for modelling
- Coloured paper to cut out
- Child-safe scissors
- Student Books
- A range of pencils, pens, paints, crayons, and paper

### Starter (5 minutes)

1. Explain to the children that they are going to learn to draw lines, which will help them draw and write letters neatly.
2. Ask the children to tell you what kind of line you are drawing in the air (e.g. straight, curved, etc. according to the focus of the lesson). Ask the children to copy your 'air drawing' while repeating the name of the line. (e.g. straight, curved, zigzag, wavy)

### Whole class (20 minutes)

1. Ask the children to work in groups so that each group can create the chosen lines by:
  - a) using a finger to form the line in the sand-tray.
  - b) modelling the line with dough.
  - c) cutting out shapes incorporating the line type.(Note: For more complex lines, the children can use paints and crayons to create colourful designs instead.)
2. After about 5 minutes ask the children to move round so that they are using a different medium. Continue till all the children have got a chance to use the different media.
3. Display the paper shapes or designs with the correct label, e.g. 'Shapes with straight lines'.

### Individual work (10 minutes)

1. Give the children their Student Books and ask them to complete the relevant activity from Unit 1.

## **Review (5 minutes)**

Ask the children to create a design incorporating all the types of lines they know.

## **Assessment**

Do they demonstrate good hand-eye coordination?

Can they identify different types of lines correctly?

Can they copy lines neatly?



# Unit 2 Hello, Goodbye

## Lesson 1

### Objectives

- To introduce greeting: *hello*
- To use pens, crayons, etc.
- To encourage children to listen with concentration and repeat new words

### Resources

- Resource sheet 1: Before the lesson photocopy the sheet on card and cut it out.
- A bag or box big enough to hide the cut-out puppet in
- Student Book
- A range of crayons, pens, or paints with brushes

### Starter (5 minutes)

1. Explain to the children that your friend has come to school today. Explain that he is a paper bear and they need to learn how to greet him before he arrives.
2. Explain that we have to say 'Hello', when we meet him. Encourage the children to say, *Hello*.

### Whole class (20 minutes)

1. Say *hello* to each child, followed by their name, and encourage them to reply with a *hello*, followed by your name.
2. Tell the children that princes and princesses in stories bow or curtsy when they say *hello* to the king or queen. Show the children how to bow and curtsy, saying *hello* at the same time.
3. Ask the children to stand in pairs, in a circle. Explain that each member of the pair will greet each other, and say *hello*. Say *hello* (followed by the pupil's name) to each child in turn, encouraging each to greet back and then sit down. If they remember to curtsy or bow, praise them.
4. Now take out Billy bear (Resource sheet 1) and encourage the children to say *hello* to the puppet. Show the puppet whispering in your ear, then bowing to the class. Explain that he is saying *hello*.
5. Tell the children that his name is Billy. Encourage the children to say *hello, Billy*.
6. Explain that Billy has brought a book for them which has a picture of Billy to colour. Leave Billy out on display.

### Individual work (10 minutes)

1. Give the children their Student Books and show them how to find Activity 9. Provide them with paints, pens, or crayons and encourage them to colour the picture of Billy.
2. As you circulate, point to the word 'Hello' in the book and repeat as you point to it. Help them to hold pens and crayons correctly.

### Review (5 minutes)

Ask the children to exchange greetings with the child next to them.

### Assessment

Do the children say *hello* clearly?

Do they show eye-hand coordination as they colour the picture?

## Lesson 2

### Objectives

- To introduce the alphabet song
- To revise use of *hello*

### Resources

- Alphabet wall chart
- CD: My alphabet, Topic 1
- Resource sheet 1: Before the lesson photocopy the sheet on card and cut it out.
- Flash cards a-z (hidden around the classroom before the lesson)
- Resource sheet 2: Before the lesson photocopy the sheet on card and cut them out so that there is one letter for each child.

### Starter (5 minutes)

1. Re-introduce Billy bear, encouraging the children to say *hello* as a class.

### Whole class (20 minutes)

1. Point to the alphabet wall chart and explain to the children that they are going to learn the English alphabet.
2. Tell the children that Billy is going to teach them the song.
3. Play Topic 1 on the CD and encourage the children to join in the song. Point to each letter on the alphabet chart.
4. Show the children the flash card for 'a'. Say the sound. Explain that you have lost the rest of the alphabet. Can they find them for Billy?
5. Demonstrate finding another letter card. Sound it out.
6. Encourage the children to hunt for the letters until you have them all. Thank them, and pretend Billy has thanked them too.

### Individual work (10 minutes)

1. Give a letter (Resource sheet 2) to each child then ask the children to colour them in.
2. Display their letters.

### Review (5 minutes)

Sing the alphabet song together.

### Assessment

Do the children attempt to sound out the letters?

Can they explain that the alphabet is a set of letters?

Do the children say *hello* clearly?

Can the children colour inside the boundaries of their letter?

## Lesson 3

### Objectives

- To introduce greeting: *goodbye*
- To help students to use pens, crayons, etc.
- To encourage children to listen with concentration and repeat new words

### Resources

- Resource sheet 1: Before the lesson photocopy the sheet on card and cut it out.
- A bag or box big enough to hide Billy Bear in
- A small bag to be used as the puppet's going away bag
- Student Books
- A range of crayons, pens, or paints with brushes

### Starter (5 minutes)

1. Show Billy bear (Resource sheet 1). Encourage the children to say *hello*.

### Whole class (10 minutes)

1. Ask the children what they say when they are going away. Ask for ideas and then ask them to listen. Wave and say *goodbye* and walk away from the children. Then turn back, and say *hello* as you walk back to your desk. Repeat several times, so they get used to linking *goodbye* with leaving and a wave.
2. Show Billy Bear and his bag to the children. Explain that he is going away on holiday for the day, and they must wave, and say *goodbye*.
3. Hold Billy Bear in one hand and wave with the other hand, saying *goodbye*. Encourage the children to wave and say *goodbye* too.

### Individual work (15 minutes)

1. Give the children their Student Books and show them how to find Activity 10. Provide them with paints, pens, or crayons and encourage them to join the dots to complete the picture.
2. As you circulate, point to the word *goodbye* in the book and repeat it.
3. Help them to hold pens and crayons correctly, and ask them to colour the picture when they have finished the lines.

### Review (10 minutes)

Play a game with the children, telling them to say the right word: *hello* or *goodbye*. Go in and out of the room, waving *goodbye* as you leave, and smiling as you come in again. Repeat quickly for more fun.

### Assessment

Do the children say *goodbye* clearly?

Do they link *hello* to arriving and *goodbye* to waving and leaving?

Do they show hand-control as they colour in the picture?

## Lesson 4

### Objectives

- To learn the question 'What is your name?'
- To practise answering the question
- To practise drawing lines

### Resources

- Alphabet wall chart
- CD: Families, Topic 3
- Name card for each child
- Resource sheet 1: Before the lesson photocopy the sheet on card and cut it out.
- Sheets of plain paper
- Student Books

### Starter (5 minutes)

1. Play Topic 3 on the CD and introduce the bear family.

### Whole class (20 minutes)

1. Explain to the children that Billy Bear wants to know their names, so they must introduce themselves.
2. Demonstrate listening to him, and saying *Billy asks: What is your name? My name is ....* [add your name].
3. Give each child their name card. Encourage each child to listen to Billy's question (via you) and to use the sentence, *My name is ...*, and to show and say their name to the bear. Dance the bear up and down a little in response to the name.

### Individual work (10 minutes)

1. Explain that lots of letters have straight lines. Point to a few examples on the alphabet chart, and draw some on the board. Explain that drawing straight lines will help them learn to write. Ask the children to revisit their work on Activities 1 and 2 in their Student Books. They can draw similar lines on sheets of paper.

### Review (5 minutes)

Ask the children to take turns to walk around the classroom and tap someone on the shoulder, then ask the question: *What is your name?* and the other child should answer, *My name is ....*, saying their name and pointing at their name card. Circulate to correct their pronunciation if necessary.

### Assessment

Do the children join in with the alphabet song?

Do the children use full sentences to ask and answer the question?

## Lesson 5

### Objectives

- To revise drawing straight and curved lines

### Resources

- Student Books
- A ball or other curved object

### Starter (5 minutes)

1. Begin by singing the alphabet song together, pointing to the relevant letters on the wall chart.

### Whole class (15 minutes)

1. Tell the children they are going to draw some lines in the air. Draw straight vertical and horizontal lines on the board. Ask the children to draw straight lines in the air. First, up and down and then left to right. When demonstrating, work as a mirror image, i.e. drawing right to left to so the children move left to right.
2. Ask the children if they can find any straight lines in the room, e.g. point to parts of the window or a door.
3. Show the children a ball and ask if it has straight lines.
4. Draw some straight and curved lines on the board. Point to each one and ask the children if it is straight. If it is straight, tick it. If it is curved draw a cross. Explain that a tick means something is right, and a cross means something is wrong.

### Individual work (15 minutes)

1. Ask the children to complete Activity 11, explaining that they must join the dots to draw straight lines.

### Review (5 minutes)

Ask the children to take turns to draw a straight line on the board.

### Assessment

Do the children join in with the alphabet song?

Do the children show pencil control when drawing lines?

Can they differentiate between a straight and curved line?

# Lesson 6

## Unit 2 Assessment

### Objective

- To re-visit activities in Unit 1

### Resources

- Alphabet wallchart
- CD: My alphabet, Topic 1
- Student Books
- Resource sheet 1: Before the lesson photocopy the sheet on card and cut it out.

### Starter (5 minutes)

1. Praise the children for their work in the previous lessons and for their drawing and for learning the alphabet song and some English words.

### Whole class (15 minutes)

1. Ask the children if they remember the alphabet song. Play Topic 1 on the CD. Encourage them to join in.
2. Show Billy the bear appearing from behind a desk or door. Say *hello*, and encourage the children to join in. Demonstrate the dialogue: *Hello, What's your name? My name is ...*, between you and the bear. Ask children to volunteer to say *hello*, and to answer the bear's question.
3. Explain that Billy has to go now. Ask them what they should say when someone goes? (*goodbye*) Encourage them to wave and say *goodbye* as you put Billy away.

### Independent work (15 minutes)

1. Ask the children to work on Activity 12, checking that they are carefully following the dots.

### Assessment

Do the children sing the alphabet song with confidence?

Are the children able to sound out *Hello, Goodbye, My name is ...* with confidence?

Can the children draw straight lines?

Can the children hold their pencils correctly?

# Unit 3 Families

## Lesson 7

### Objectives

- To draw straight and slanting lines
- To draw circles
- To introduce new vocabulary

### Resources

- My alphabet wallchart
- The bear family wallchart
- CD: My alphabet, Topic 1
- A selection of books or magazines with pictures of family groups (human or animal)
- Student Books

### Starter (5 minutes)

1. Play Topic 1 on the CD, pointing to the relevant letters on the wall chart.

### Whole class (20 minutes)

1. Look together at Activity 13 in the Student Book. Point to each character and say, *Let's read the words: mother, father, brother, sister*. Point to them again and sound out the words, emphasising the initial letter sound of each.
2. Explain the words sister and brother. Point to the bear family poster and identify the names and relationships (mother, father, brother, sister).
3. Discuss other family groups using the pictures in the books and magazines, encouraging the children to identify mum, dad, and baby or babies
4. Ask the children to look through books and magazines and to hold up their hand if they find a mum, dad, or a baby.

### Individual work (10 minutes)

1. Ask the children to complete Activity 13.

### Review (10 minutes)

Ask the children to exchange the greeting, *hello* with the child next to them.

Give out sheets of paper and ask the children to practise drawing different lines. (straight, wavy, zigzag, etc.) Explain that they will need to draw all kinds of lines so that they can learn to write the letters of the alphabet.

### Assessment

Do the children remember and use the new vocabulary correctly?

Do they show hand-control as they complete the drawing activities?

## Lesson 8

### Objectives

- To draw curves and circles or ovals
- To colour in the shapes

### Resources

- CD: My alphabet, Topic 1
- Sheets of plain paper
- Drawing and colouring pens, pencils, and paints
- Student Books
- Play dough or Plasticine, or a sand tray with sticks

### Starter (5 minutes)

1. Play Topic 1 on the CD, pointing to the relevant letters on the wall chart.

### Whole class (15 minutes)

1. Draw curves and circles on the board and explain that they are called curves and circles.
2. Ask the children to identify any curves or circles they can find in the room.
3. Ask them to look at Activity 14 in the Student Book and point to the balloons.
4. Gather the children at tables to take turns to draw circles and curves on sheets of paper and mould play dough or plasticine into circles and balls or draw the shapes in the sand with a stick.

### Individual work (15 minutes)

1. Ask the children to complete Activity 14, encouraging them to add their own balloons.

### Review (5 minutes)

Ask the children to draw curves and circles in the air or on paper.

### Assessment

Can the children draw circles correctly?

Do they colour within the boundary lines when colouring in?

## Lesson 9

### Objectives

- To revise the alphabet
- To introduce clothes vocabulary
- To encourage children to listen with concentration and repeat new words



## Resources

- My alphabet wallchart
- CD: My alphabet, Topic 1
- Billy Bear (Resource sheet 1) wearing cut-out hat from Resource sheet 3
- Student Books
- Some colourful clothes

## Starter (10 minutes)

1. Play Topic 1 on the CD, pointing to the relevant letters on the wallchart.

## Whole class work (15 minutes)

1. Show Billy with the hat, to the children and ask what he is wearing. Teach the word 'hat' and the other clothes names.
2. Ask the children to turn to Activity 15 in their books and teach them the words for the clothes. (socks, dress, trousers, hat, etc.)
3. Ask the children to point to their own clothes and say what they are wearing.

## Individual work (10 minutes)

1. Ask the children to carefully colour the items in Activity 15.
2. As you circulate, point to different clothes and ask: *What is it?* prompting them to answer in complete sentences.

## Review (5 minutes)

Review the clothes vocabulary, pointing to clothes the children and Billy are wearing. Take out clothes from the bag and ask them to name them.

## Assessment

Do the children use the new vocabulary correctly?

# Lesson 10

## Objectives

- To introduce vocabulary related to body parts

## Resources

- CD: My alphabet, Topic 1
- My alphabet wallchart
- Billy the bear puppet (Resource sheet 1)

## Starter (10 minutes)

1. Play Topic 1 on the CD. Point to the relevant letters on the wallchart.

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

1. Explain to the children that they will learn the names of the parts of the body.
2. Show them the Billy bear puppet and point to the different parts and ask them to name them. (eyes, nose, ears, hands, legs)

### **Individual work (10 minutes)**

1. As you circulate, point to different parts and help the children to name them.

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

Review their body vocabulary by asking them to point to the different parts of their body as you call out each word.

### **Assessment**

Can the children name some parts of the body correctly?

## **Lesson 11**

### **Objectives**

- To revise the alphabet
- To revise clothes vocabulary

### **Resources**

- CD: My alphabet, Topic 1
- My alphabet wallchart
- Student Books
- Paper, paints etc

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

1. Play Topic 1 on the CD. Encourage the children to repeat the sentences: a is for ant, etc.

### **Whole class and individual work (15 minutes)**

1. Ask the children to look at Activity 16 in the Student Book. Can they name the people? (Mum, Dad)
2. Talk about what they are wearing, asking children to name the items of clothing.

### **Individual work (10 minutes)**

1. Give each child a sheet of paper and ask them to draw an item of clothing and colour it using paints or crayons. Display their work in class. Entitle the display 'Clothes' and label each item.

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

Ask the children to complete Activity 16.

## Assessment

Do the children sound out the letters in the alphabet correctly?

Do the children remember the clothes vocabulary?

Can they draw a recognisable item of clothing?

## Lesson 12

### Objectives

- To revise family vocabulary
- To encourage children to listen with concentration and repeat new words
- To learn a rhyme
- To practise colouring the circles

### Resources

- CD: Families, Topic 3
- Student Books

### Starter (10 minutes)

1. Begin by revising family vocabulary.
2. Ask and answer questions about the children's families. Encourage the children to recall the words mum, dad, brother, sister, and baby. Focus on the /m/ beginning 'mum'.

### Whole class (10 minutes)

1. Play Topic 3 on the CD. Ask the children to listen to the rhyme and look at the picture in Activity 17.
2. Discuss about how the moon appears when it is time for bed.
3. Ask the children to join in the rhyme as they listen to it again.
4. Write moon on the board, and draw a moon. Point to the 'm' and sound it out. Ask if they have heard another word beginning with 'm'. Point to 'mum' and sound out the word.

### Group and class work (10 minutes)

1. Ask the children to work in groups to find as many circles as they can in the picture.
2. Join together as a class and identify all the circles in the picture.

### Review (10 minutes)

Ask the children to complete Activity 17.

### Assessment

Do the children attempt to join in the rhyme?

Can they identify the circles in the picture?

Do they sing the rhyme?

Do they show increasing hand-control as they practise colouring?

# Lesson 13

## Unit 3 Assessment

### Objective

- To re-visit activities in Unit 3

### Resources

- CD: Families, Topic 3
- Student Books
- Sheets of plain paper, pencils, crayons
- Resource sheet 4: Before the lesson photocopy the sheet on card and cut them out so that there are multiple copies for the children to play Snap! in groups.

### Starter (10 minutes)

1. Play Topic 3 on the CD. Ask the children to listen to the rhyme and join in singing it.

### Whole class and independent work (20 minutes)

1. Give the children sheets of plain paper and ask them to draw some or all of their family members. Suggest they start with their parents or grandparents.
2. Create a wall display of the children's work and entitle it 'My family'.

### Group work (10 minutes)

1. Show the children how to play Snap, using the cards from Resource sheets 4.

### Assessment

Do the children remember words from the rhyme?

Do they demonstrate good hand-control to draw pictures of their family?

Can the children play Snap! and take turns to put the cards down?

# Unit 4 Counting things

## Lesson 14

### Objectives

- To learn the numbers 1 to 5
- To start to focus on individual sounds of the letters in the alphabet

### Resources

- My alphabet wallchart
- CD: My alphabet, Topic 1
- Billy Bear puppet from Resource sheet 1
- A selection of five toys, or five toy bricks in a bag (any item the children can pick up easily)
- Student Books
- Paper and pencils

### Starter (5 minutes)

1. Play Topic 1 on the CD and ask the students to join in the singing. Point to the relevant letters on the wallchart.
2. Go back and point to the 'm' and ask if anyone knows which sound this makes. Sound it out 'm' and point to the word 'mum'. Sound out the word, emphasising the first letter.

### Whole class (20 minutes)

1. Pretend that Billy is whispering in your ear. Explain that he wants to learn to count.
2. Encourage the children to count 1–5 on the fingers of one hand, putting their thumb up, then each finger afterwards as they say the numbers.
3. Tell the children you need their help to count the toys in your bag. Take out one at a time as the children count them.
4. Put back varying numbers of the toys and count what is left with the children.
5. Take out different numbers of toys and ask volunteers to count them.
6. Look together at Activity 18 in the Student Book, counting the objects and pointing to the number digit and how it corresponds to the number of objects.

### Individual work (5 minutes)

1. Give the children their Student Books and ask them to count each object in Activity 18 quietly to themselves.
2. Give them sheets of paper so they can draw some objects of their own and ask a friend to count them.

### Review (10 minutes)

Play a game with the children, telling the children to hold up 1–5 fingers as you call out random numbers one to five.

### Assessment

- Do they begin to link the numbers with the numbers of objects?  
Can the children count the numbers 1–5 in correct sequence?

# Lesson 15

## Objectives

- To introduce ordinal numbers first, second, third, fourth, and fifth
- To introduce new vocabulary

## Resources

- Flash cards 1–5
- CD: Numbers, Topic 4
- Resource sheet 5: Before the lesson photocopy the sheet on card and cut them out so that there is one copy for the activity.
- A selection of items for children to count up to 5 (e.g. 5 bricks, 5 dolls, 5 sticks)
- Student Books

## Starter (5 minutes)

1. Ask the children to call out the number as you hold a digit card up. Repeat the numbers if the class is less sure of.
2. Play Topic 4 on the CD.

## Whole class (20 minutes)

1. Explain to the children that they are going to have a race. One person will come first (show them the '1' cup from Resource 5), another second (show them the '2' cup), and another third (show them the '3' cup).
2. Hold a race outside in the playground – it could be a hopping or running race.
3. When the race is over hold a 'cup-giving' ceremony to the three fastest students. Explain that the next two players were fourth and fifth in line.

## Individual work (10 minutes)

1. Ask the children to complete Activity 19.

## Review (5 minutes)

Ask the children to take turns to pick up the number of objects according to the number card you show.

## Assessment

Do the children use ordinal numbers 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> correctly?

Do the children remember numbers 1–5 in the correct sequence?

Do they pick up the correct numbers of objects?

## Lesson 16

### Objectives

- To revise counting 1–5

### Resources

- Flash cards 1–5
- Resource sheet 6: Before the lesson photocopy the sheet on card and cut them out so that there is one fish for each child.
- Crayons
- Short pieces of string
- A bucket
- Student Books

### Starter (5 minutes)

1. Start the lesson by asking the children how old they are. Ask individuals to pick up the correct flash card.

### Whole class (20 minutes)

1. Tell the children they are going to play a counting game.
2. Give each child a fish from Resource sheet 6 to colour in.
3. Help the children to pierce a hole in each fish and tie a length of string or cotton. Cut some more similar lengths of string or cotton.
4. Put the fish in the bucket with the strings hanging over the edge; drop the other strings in too, with the ends hanging out.
5. Ask the children to take turns to find a fish by choosing a string to pull.
6. Count how many fish the children have in the end.

### Individual work (10 minutes)

1. Ask the children to complete Activity 20.

### Review (5 minutes)

Ask the children to take turns to pick a flash card and call out the number for the rest of the children to hold up the correct number fingers.

### Assessment

Can the children count their fish?

Can the children read the number cards correctly?

# Lesson 17

## Unit 4 Assessment

### Objective

- To re-visit activities in Unit 4
- Use polite words: *please, thank you*

### Resources

- My alphabet wall chart
- CD: My alphabet, Topic 1
- Play dough, Plasticine, or a sand tray
- Flash cards 1–5
- Student Books

### Starter (5 minutes)

1. Play Topic 1 on the CD, pointing to the relevant letters on the wall chart.

### Whole class and Group work (25 minutes)

1. Ask the children to take turns to model different digits, or to draw them in sand. Ask them to refer to the flash cards for the shape of the digits.
2. Ask each child in the group to draw up to 5 objects on a piece of paper.
3. Ask the children in the group to swap papers, and count the objects. Does everyone in the group agree on the number of objects on each sheet?
4. If there is time, set out objects (e.g. 5 dolls, 5 bricks, 5 paper fish) and encourage children to role-play shopkeeper and shopper. The shopper points to a set of objects and asks for a number of items. (1–5) The shopkeeper then counts out the correct number. Use this as an opportunity to teach the words *please* and *thank you*.

### Independent work (10 minutes)

1. Ask the children to complete Activity 20, counting the objects when they have finished the line work.

### Assessment

Can the children count items correctly?

Do the children remember the alphabet song?

Do they show an understanding that one letter makes one sound?

Can the children draw with more dexterity, and hold their pencils correctly?

Do the children use polite words: *please, thank you*?



# Unit 5 Everyday things

## Lesson 18

### Objectives

- To revise the alphabet and focus on letter sounds a, b, c, d
- To introduce new vocabulary
- To encourage children to listen with concentration and repeat new words

### Resources

- My alphabet wall chart
- CD: My alphabet, Topic 1
- Resource sheet 7: Before the lesson photocopy the sheet on card and cut them out so that there is one copy.
- Billy the bear puppet (Resource sheet 1)
- Student Books

### Starter (10 minutes)

1. Play Topic 1 on the CD, pointing to the relevant letters on the wallchart.
2. Return to the beginning of the alphabet and focus on a, b, c, d. Encourage the children to repeat the sentences: *a is for ant, b is for bag, c is for cat, d is for door*. Do not use the letter names at this stage. Sound out the focus letters phonetically.

### Whole class (15 minutes)

1. Show the children the toy pictures from Resource sheet 7 and name each, emphasising the initial letter.
2. Explain the phrase, '*My favourite is ...*' Ask Billy the bear: *Which is your favourite toy?* and pretend that the bear replies via the teacher by whispering in teacher's ear: *My favourite toy is the ball*. Show the ball picture to the class.
3. Encourage children to come to the front of the class and choose a card to show to the class and say: *My favourite toy is ....* Help the children with their vocabulary.
4. Explain Activity 22 and help the children to name each item.

### Individual work (10 minutes)

1. Ask the children to complete Activity 22. They can copy one of the pictures or draw a different toy.

### Review (5 minutes)

Ask the children to show what they have drawn and name the toy in a complete sentence: '*My favourite toy is...*'

### Assessment

Do the children sound out the letters the alphabet correctly?

Do they use the new vocabulary correctly?

## Lesson 19

### Objectives

- To revise the letter sounds a, b, c, d
- To introduce new vocabulary
- To trace numbers 1–5

### Resources

- My alphabet wall chart
- Resource sheet 8: Before the lesson photocopy the sheet on card and cut them out so that there is one copy.
- Billy the bear puppet (Resource sheet 1)
- Student Books

### Starter (10 minutes)

1. Look together at the alphabet wallchart. Ask volunteers or the whole class to sound out the letters a, b, c, and d. Then encourage the class to repeat after you: *a is for ant, b is for bag, c is for cat, d is for door.*

### Whole class (15 minutes)

1. Show the children the picture of fruits from Resource sheet 8 and name each emphasising the initial letter.
2. Explain the phrase, *Do you like ...?* Ask Billy the bear: *Do you like lemons?* and pretend that the bear replies via the teacher by whispering in teacher's ear: *Yes.* Show the lemon card to the class. Repeat for all the fruits with Billy saying yes to all but the last card you pick up.
3. Ask individual children: *Do you like ...?* and encourage them to say *yes* or *no* and to nod or shake their head.
4. Look at Activities 23 with the class and help the children to name each fruit.

### Individual work (10 minutes)

1. Ask the children to complete Activity 23.

### Review (5 minutes)

Ask the children to look together at Activity 23 and name the fruit and count them.

### Assessment

Do the children use the new vocabulary correctly?

Are they able to answer the question with Yes or No?

Do they remember numbers 1–5?

Can they trace the numbers accurately?

## Lesson 20

### Objectives

- To revise the letter sounds a, b, c, d
- To introduce new vocabulary
- To encourage children to listen with concentration and repeat new words

### Resources

- My alphabet wall chart
- Resource sheets 7 and 8: Before the lesson photocopy the sheets on card and cut them out so that there are plenty of cards for each group.
- Billy the bear puppet (Resource sheet 1)
- Student Books
- CD: Numbers, Topic 4

### Starter (10 minutes)

1. Look together at the alphabet wall chart. Ask volunteers or the whole class to sound out the letters a, b, c and d. Then encourage the class to repeat after you: *a is for ant, b is for bag, c is for cat, d is for door.*

### Group (15 minutes)

1. Give out copies of the cards to each group. Choose one child in each group to role-play a shopkeeper. Explain that the others in the group are shoppers. The shopkeeper lays out the cards (Resource sheets 7 and 8) on the table.
2. Demonstrate how to go in a 'shop' (use a desk as a focus point) and say: *Please may I have 1/2/3/4/5 ...? Name a toy or fruit from the cards.*
3. Demonstrate how the shopkeeper counts out the correct number of cards for the shopper to check and then take away. The shopper says *Thank you* then mimes handing over money.
4. This can be done as a class activity if the children are uncertain about their roles.

### Individual work (10 minutes)

1. Ask the children to complete Activity 24.

### Review (5 minutes)

Play Topic 4 on the CD.

### Assessment

Do the children use the new vocabulary correctly?

Do they use numbers 1–5 correctly?

Can they trace the numbers accurately?

# Lesson 21

## Unit 5 Assessment

### Objective

- To re-visit activities in Unit 5

### Resources

- My alphabet wall chart
- Resource sheets 7 and 8: Before the lesson photocopy the sheet on card and cut them out so that there are plenty of cards.
- Paper, pencils, and crayons or paints

### Starter (10 minutes)

1. Encourage the children to sing the alphabet without listening to the CD. Can any of the children sound out a, b, c, and d and complete the sentences: *a is for ...; b is for ...; c is for ...; d is for ....*

### Whole class (20 minutes)

1. Scatter the fruit and toy cards out and ask children to come and choose their favourite fruit or toy.
2. Then ask individual children: *Which is your favourite?* Encourage the child to answer: *My favourite is the (then to name the item).*
3. Ask individual children: *Do you like ...?* And encourage them to answer the question with 'Yes' or 'No' and a nod or shake of the head.

### Independent work (10 minutes)

1. Ask the children to draw their favourite fruit or toy. Challenge them to write the first letter their favourite begins with. Offer support.

### Assessment

Do the children remember most of the letter sounds?

Are the children able to use the new vocabulary with confidence?

Can the children draw neatly?

## Answer key

**Activity 24**

Draw a line to connect the matching numbers.

The diagram shows two columns of numbers, 1 through 5, on the left and right. Lines connect the numbers as follows: 1 on the left to 4 on the right; 2 on the left to 1 on the right; 3 on the left to 5 on the right; 4 on the left to 2 on the right; and 5 on the left to 3 on the right.

20

# Unit 6 Colours

## Lesson 22

### Objectives

- To revise the alphabet and focus on letter sounds e, f, g, h
- To introduce names of colours
- To encourage children to listen with concentration and repeat new words

### Resources

- My alphabet wall chart
- CD: My alphabet, Topics 1 and 5
- The bear family poster
- Billy the bear puppet (Resource sheet 1)
- Student Books

### Starter (10 minutes)

1. Play Topic 1 on the CD, pointing to the relevant letters on the wallchart.
2. Return to the beginning of the alphabet and revise a, b, c, and d. (e.g. *a is for ant ...*)

### Whole class (15 minutes)

1. Ask the children to focus on e, f, g, and h. Help them to say: *e is for egg, f is for fox, g is for gate, and h is for hat.*
2. Show the Billy bear puppet and let him whisper in your ear. Tell the children that he wants to know the children's favourite colours. Point to the poster and ask children to come and point to their favourite colour. Tell them the colour word for their choice, and encourage them to say, e.g. *Yellow is my favourite colour.*
3. Say: *Guess which colour is Billy's favourite.* Point to a colour and say, e.g. *Orange is Billy's favourite colour.*
4. Play Topic 5 on the CD.

### Individual work (10 minutes)

1. Ask the children to carefully colour the rainbow in Activity 25.
2. As you circulate, point to different colours and ask: *What colour is this?* prompting them to answer as necessary.
3. Ask them what their favourite colour is, and encourage a full sentence response: *My favourite colour is ....*

### Review (5 minutes)

Review their colour vocabulary, pointing to the colours on the poster, and asking them to call out the colour. Repeat quickly for more fun.

### Assessment

Do the children sound out focus letters accurately?

Do the children use some of the colour words?

Do they show hand-control as they colour the rainbow?

## Lesson 23

### Objectives

- To revise the alphabet and focus on letter sounds e, f, g, h
- To revise fruit and colour vocabulary

### Resources

- CD: My alphabet, Topics 1
- My alphabet wallchart
- Resource sheet 8
- Student Books

### Starter (5 minutes)

1. Play Topic 1 on the CD.
2. Return to the beginning of the alphabet and focus on a, b, c, d, e, f, g. Encourage the children to repeat the sentences: *a is for ant*, etc.

### Whole class (20 minutes)

1. Remind the children of the names of fruits using cards from Resource sheet 8.
2. Hold up a fruit card and ask volunteers to name the fruit and its colour.
3. Repeat for all the fruits.

### Individual work (10 minutes)

1. Ask the children to colour the fruits in Activity 26. Explain what colour they need for each fruit, and name it. Lining the crayons up in the correct order will help.

### Review (5 minutes)

Ask the children to say which is their favourite fruit and which is their favourite colour.

### Assessment

Do the children sound out the letters of the alphabet correctly?

Do the children name the fruit and its colour correctly?

Can they draw a recognizable fruit?

## Lesson 24

### Objectives

- To revise the alphabet and focus on letter sounds e, f, g, h
- To introduce the colours of the traffic lights and what they mean

### Resources

- My alphabet wall chart
- CD: My alphabet, Topics 1 and 5

- Resource sheet 9: Before the lesson photocopy the sheet on card and cut them out so that there is one copy. Colour one signal to show the red light, the second to show the yellow light, and the third to show the green light.
- Student Books

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

1. Play Topic 1 on the CD.
2. Return to the beginning of the alphabet and focus on a, b, c, d, e, f, g. Encourage the children to repeat the sentences: *a is for ant*, etc.

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

1. Play Topic 5 on the CD and introduce the concept of traffic lights. Talk about how they help people to cross the road safely. Teach the children to chant the following rhyme.

Red at the top  
Red says STOP!  
Green below  
Green says GO!  
Yellow in the middle  
Yellow says WAIT!

2. Demonstrate with volunteer children how to follow the traffic light signals with the help of actions. Stop (stop walking) on red, Go (walk) on green, and Wait (stand still) on yellow. Use the traffic lights from Resource sheet 9. Use the colour words and commands until the children are familiar with them.
3. Let all the children walk outside or in the classroom, and follow the command according to the traffic signal that you show.

### **Individual work (10 minutes)**

1. Explain that lots of letters have straight lines. Point to a few examples on the alphabet chart, and draw some on the board. Explain that drawing straight lines will help them learn to write.
2. Ask children to draw straight lines on sheets of paper.

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

Ask the children to complete Activity 27. Help them to form ticks and crosses carefully.

### **Assessment**

Do the children sound out the letters the alphabet correctly?

Can the children explain how different colours of the traffic lights tell them to do different things?

Do they showing improved hand control, e.g. in drawing ticks and crosses and colouring in.



## Lesson 25

### Objects

- To write letters i, j, k, l
- To revise letter sounds

### Resources

- My alphabet wallchart
- CD: My alphabet, Topics 1 and 2
- Student Books

### Starter (5 minutes)

1. Play Topic 1 on the CD.
2. Return to the beginning of the alphabet and tell the children they are going to begin to write letters.
3. Explain that the first letters that they will learn to write have straight lines. Encourage the children to draw straight lines in the air with their fingers, left to right, down, and slanting.
4. Show the children how to write the letters by playing Topic 2 on the CD.

### Whole class and group work (20 minutes)

1. Write the letters i, j, k, and l on the board, demonstrating how to write them.
2. Ask, *What sounds these letter make*. Point to each on the alphabet wallchart to discover the sounds with the children (*i is for ink, j is for jug, k is for king, l is for log*).
3. Ask children to form the letters on the board or in a tray of sand. Encourage every child to have a go. If necessary, split the children into groups to play at forming the letters. Encourage them to sound out the letter they are forming.

### Individual work (10 minutes)

1. The children complete Activity 28. Encourage them to sound out the letter each time they have formed it.

### Review (5 minutes)

Ask the children to read the letters on the board.

Children can do the writing practice in class or as homework.

### Assessment

Do the children sound out the letters correctly?

Can the children form the letters i. j. k. l correctly?

## Lesson 26

### Objects

- To write letters v, w, x, z
- To revise letter sounds

## Resources

- My alphabet wallchart
- CD: My alphabet, Topic 1
- Student Books

## Starter (5 minutes)

1. Return to the beginning of the alphabet and tell the children they are going to write letters.
2. Explain that the next set of letters that they are learning, have straight lines. Encourage the children to draw straight lines in the air with their fingers, left to right, down, and slanting.
3. Show the children how to write the letters by playing Topic 2 on the CD.

## Whole class and group work (20 minutes)

1. Write the letters v, w, x, and z on the board, demonstrating how to write them.
2. Ask, *What sounds these letter make*. Point to each on the alphabet wallchart to discover the sounds with the children (*v is for van, w is for window, x is for x-ray, z is for zebra*).
3. Ask children to form the letters on the board or in a tray of sand. Encourage every child to have a go. If necessary, split the children into groups to playfully experiment, forming the letters. Encourage them to sound out the letter they are forming.

## Individual work (10 minutes)

1. The children complete Activity 29. Encourage them to sound out the letter each time they have formed it.

## Review (5 minutes)

Ask the children to read the letters that they have written.

Children can do the writing practice in class or as homework.

## Assessment

Do the children sound out the letters correctly?

Can the children form the letters correctly?

# Lesson 27

## Objectives

- To revise the alphabet and focus on letter sounds a-h
- To revise new vocabulary

## Resources

- CD: My alphabet, Topics 1 and 5
- My alphabet wallchart
- The bear family wallchart
- Small pieces of card paper

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

1. Begin by pointing to the letters on the alphabet chart and asking children to sound them out as individual letters and by linking them to the picture on the chart, e.g. *k is for king*.

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

1. Ask the children to help you identify the colours on the wallchart. Point to the colours and ask them to say the word.
2. Focus on the traffic lights and hold up one traffic light in turn, asking the children to tell you the colour and the command.
3. Ask: *Can you remember how to write any letters?* Ask volunteers to try forming one of the letters they have learned. If necessary, write them on the board for the children to copy.

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

1. Ask the children to write the letters on a card in different colours. Display their work entitled, Letters with straight lines.

### **Review (10 minutes)**

Children complete Activity 30.

### **Assessment**

Do the children remember the letter sounds?

Can they name the colours correctly?

Can the children draw neat straight lines, and form the letters correctly?

## **Lesson 28**

### **Unit 6 Assessment**

#### **Objectives**

- To revise letter sounds a–h
- To learn a new song

#### **Resources**

- My alphabet wallchart
- CD: Colours, Topics 1 and 5
- Resource sheet 10: Before the lesson photocopy the sheet on card and cut them out so that there is one shoe for each child.
- Student Books

### **Starter (15 minutes)**

1. Play Topic 1 on the CD encouraging the children to repeat the sentences: *a is for ant*, etc.
2. Ask a few volunteers to write any letters on the board.
3. Begin by pointing to the letters a–l on the alphabet chart and ask children to link them to the picture on the chart, e.g. *k is king*.

### Whole class and individual (15 minutes)

1. Play Topic 5 on the CD. Introduce the children to the *Little Betty Blue* song – listening and singing it as a class.
2. Give a shoe card from Resource sheet 10 to each child and ask the children to find the child who has the matching shoe. How quickly can they find the right person?

### Review (10 minutes)

Ask the children to sing the poem, Little Betty Blue with actions.

### Assessment

Do the children sound out the initial letters in the alphabet correctly?

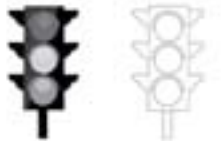
Can the children write some letters correctly?

Can the children make a confident attempt at sounding out the new rhyme?

### Answer key

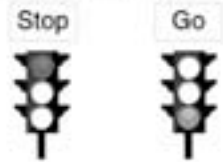
**Activity 27**

Copy the colours on the traffic light.




What do the traffic lights say?

Stop      Go



Tick the traffic lights that say, Go!


Cross the traffic lights that say, Stop!




OXFORD UNIVERSITY PRESS 29

**Activity 30**

Draw a line to connect each picture to its beginning sound.



i  
j  
k  
l  
v  
w  
x  
z



OXFORD UNIVERSITY PRESS 34

# Unit 7 Shapes

## Lesson 29

### Objectives

- To revise the alphabet and focus on the letter sounds i, j, k, l
- To introduce names of shapes: circle, square, triangle
- To encourage children to listen with concentration and repeat new words

### Resources

- My alphabet wallchart
- Billy bear puppet (Resource sheet 1)
- Student Books
- CD: My alphabet, Topics 1 and 6
- Card paper cut out in different shapes
- Student Books

### Starter (10 minutes)

1. Play Topic 1 on the CD. Point to the relevant letters on the wall chart. Return to the beginning of the alphabet and revise a – h. (e.g. *a is for ant ...*)
2. Return to the letters i, j, k, l and sound out the letter phonetically (e.g. *i is for ink ...*). Always sound out the focus letters phonetically. Encourage them to write i, j, k, and l in the air as they say the letters.

### Whole class (15 minutes)

1. Play Topic 6 on the CD.
2. Show Billy the bear puppet and pretend he is whispering in your ear. Tell the children that he wants to know about shapes. Ask children if they can name any shapes. Help them to identify and name the shapes square, circle, and triangle.
3. Show them some shapes and ask the children to name them.

### Individual work (10 minutes)

1. Ask the children to complete Activity 32.
2. As you circulate, point to different shapes and ask: *What shape is this?* prompting them to answer as necessary.

### Review (5 minutes)

Review the shape vocabulary. Show them the card cut outs and ask them to name the shapes. Repeat quickly for more fun.

### Assessment

Do the children sound out focus letters correctly?

Can the children name some shapes correctly?

Do the children sound out letters i, j, k, l accurately?

Do the children remember how to form some of the letters in the air?

## Lesson 30

### Objectives

- To revise the alphabet and focus on letter sounds i, j, k, l
- To revise shape and number vocabulary
- To introduce the words in and out

### Resources

- CD: My alphabet, Topic 1
- My alphabet wallchart
- The bear family wallchart
- Cardboard boxes and toys to put in them
- Student Books

### Starter (10 minutes)

1. Play Topic 1 on the CD. Point to the relevant letters on the wall chart. Return to the beginning of the alphabet and revise a – h. Encourage the children to repeat the sentences: *a is for ant*, etc.

### Whole class and individual work (15 minutes)

1. Use the boxes to teach 'in' and 'out' by putting any objects in and out, and saying the object is in/out the box.
2. Ask children to put a toy in a box, or take it out. Encourage children to follow the commands.

### Individual work (10 minutes)

1. Revise the numbers 1–5.
2. Ask the children to complete Activities 33 and 34. If they have time, ask them to draw more shapes on a plain sheet of paper and colour or decorate them with patterns.

### Review (5 minutes)

Ask the children to point out square, circular, and triangular objects in the classroom.

### Assessment

Can the children sound out the letters of the alphabet correctly?

Do the children use the shape and number vocabulary correctly?

Can they draw recognisable shapes?

## Lesson 31

### Objectives

- To write letters m, n, u, y
- To revise letter sounds

### Resources

- Alphabet wall chart
- CD: My alphabet, Topic 1
- Sand tray with sticks
- Student Books

### Starter (10 minutes)

1. Play Topic 1 on the CD. Point to the relevant letters on the wall chart. Return to the beginning of the alphabet and revise a – l. (e.g. *a is for ant ...*)
2. Tell the children they are going to learn how to write some more letters.
3. Explain that these letters are made of curved and straight lines.
4. Encourage the children to draw straight lines in the air with their fingers, left to right, down, and slanting; then curved lines, so they understand the different strokes.

### Whole class and group work (15 minutes)

1. Write the letters m, n, u, and y on the board, demonstrating how to write them.
2. Ask: *What sounds do these letters make?* Point to each letter on the alphabet wallchart to discover the sounds with the children (*m is for mat, n is for net and u is for umbrella*).
3. Ask children to form the letters on the board or in a tray of sand. Encourage every child to have a go. If necessary, split the children into groups to playfully experiment, forming the letters. Encourage them to sound out the letter they are forming.

### Individual work (10 minutes)

1. The children complete Activity 35.
2. Encourage them to sound out the letter each time they write it.

### Review (5 minutes)

Ask the children to read the letters on the board.

Children can complete the writing practice at home.

### Assessment

Do the children sound out the letters correctly?

Do the children form the letters correctly?

## Lesson 32

### Objectives

- To write f, h, r, t
- To revise letter sounds

## Resources

- My alphabet wallchart
- CD: My alphabet, Topic 1
- Sand tray with sticks
- Student Books

## Starter (10 minutes)

1. Play Topic 1 on the CD.
2. Tell the children they are going to learn how to write some more letters with straight lines and curves.
3. Encourage the children to draw straight lines in the air with their fingers, left to right, down, and slanting; then curved lines so they are reminded of the difference.

## Whole class and group work (15 minutes)

1. Write the letters f, h, r, and t on the board, demonstrating how to write them.
2. Ask: *What sounds do these letters make?* Point to each letter on the alphabet wallchart to discover the sounds with the children. (*f is for fox, h is for hat, r is for rat, t is for tap*)
3. Ask the children to form the letters on the board or in a tray of sand. Encourage every child to have a go. If necessary, split the children into groups to playfully experiment, forming the letters. Encourage them to sound out the letter they are forming.

## Individual work (10 minutes)

1. The children complete Activity 36.
2. Encourage them to sound out the letter each time they write it.

## Review (5 minutes)

Ask the children to read the letters on the board.

Children can complete the writing practice at home.

## Assessment

Do the children sound out the letters correctly?

Do the children form the letters correctly?

# Lesson 33

## Unit 7 Assessment

### Objectives

- To revise letter sounds a–l

### Resources

- My alphabet wallchart
- Student Books
- Play dough or Plasticine



### Starter (10 minutes)

1. Ask the children to sound out and read the letters from the alphabet wallchart. How many letters can they sound out without prompting?

### Whole class and group work (20 minutes)

1. Write the letters f, h, m, n, r, t, u, and y on the board, and ask children to take turns to copy one of the letters on the board.
2. Working in groups of eight, ask each child to form m, n, u, y, f, h, r, or t from Plasticine or play dough. Swap the letters and ask if they can name their friend's letter.

### Individual work (10 minutes)

1. The children complete Activity 37. Encourage them to name the letters and the pictures.

### Review (5 minutes)

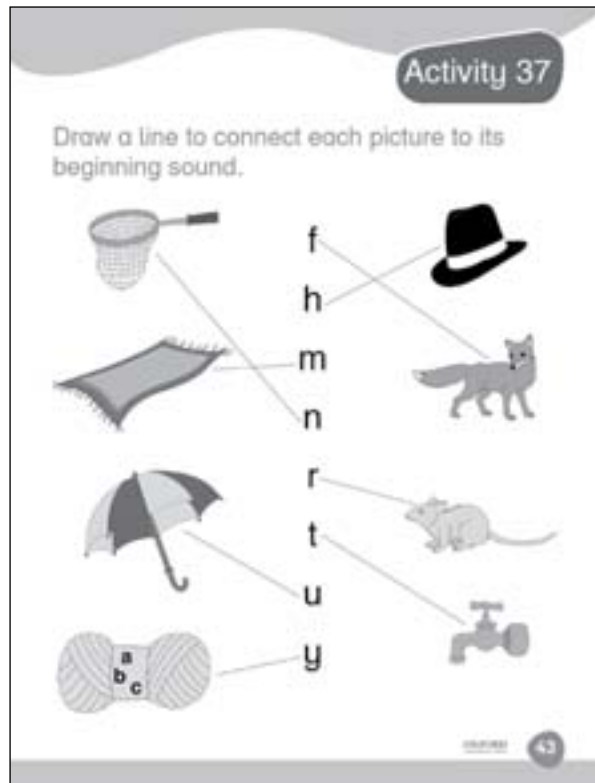
Ask the children to read the letters on the board.

### Assessment

Do the children sound out the letters correctly?

Do the children form the letters correctly?

### Answer Key



# Unit 8 Weather

## Lesson 34

### Objectives

- To revise the alphabet and focus on letter sounds m, n, o, p
- To introduce weather vocabulary
- To encourage children to listen with concentration and repeat new words

### Resources

- My alphabet wallchart
- CD: My alphabet, Topics 1 and 7
- Billy bear puppet (Resource sheet 1)
- Resource sheet 11: Before the lesson photocopy the sheet on card and cut it out so it can be held over the Billy bear puppet.
- Resource sheet 12: Before the lesson photocopy the sheet on card and cut it out so that there is one set.
- Student Books

### Starter (10 minutes)

1. Play Topic 1 on the CD. Point to the relevant letters on the wall chart. Return to the beginning of the alphabet and revise a – l. (e.g. *a is for ant ...*)
2. Return to the letters m, n, o, and p and sound out the letter phonetically (e.g. *i is for ink ...*). Always sound out the focus letters phonetically. Encourage them to write m, n, o, and p in the air as they say the sounds.

### Whole class (15 minutes)

1. Play Topic 7 on the CD. Show the Billy bear puppet with the umbrella (Resource sheet 11). Discuss why he has an umbrella. (He thinks it is going to rain. / It is raining.) What else would he need in the rain? Revise words like coat and hat.
2. Show the children the weather symbols from Resource sheet 12. Tell the class the word for each weather type and ask them to repeat after you.

### Individual work (10 minutes)

1. Ask the children to complete Activity 38.
2. As you circulate, point to different items and revise the vocabulary - umbrella, rain, and bear.

### Review (5 minutes)

Review the weather vocabulary, holding up the weather cards, and asking them to name the weather. Repeat quickly for more fun.

### Assessment

Do the children sound out focus letters accurately?

Do the children identify some of the weather words correctly?

Do they show hand-control as they trace the pattern?

## Lesson 35

### Objectives

- To revise the alphabet and focus on letter sounds m, n, o, p
- To revise weather vocabulary
- To introduce the sentence: *Today, the weather is ...*

### Resources

- My alphabet wallchart
- CD: My alphabet, Topics 1 and 7
- Resource sheet 12: Before the lesson photocopy the sheet on card and cut it out so that each group has at least two sets.
- Student Books

### Starter (10 minutes)

1. Play Topic 1 on the CD. Point to the relevant letters on the wall chart. Return to the beginning of the alphabet and revise a – l. (e.g. *a is for ant ...*)
2. Return to the letters m, n, o, and p and sound out the letter phonetically (e.g. *i is for ink ...*). Always sound out the focus letters phonetically. Encourage them to write m, n, o, and p in the air as they say the letters.

### Whole class and group work (15 minutes)

1. Play Topic 7 on the CD. Hold up the weather cards (Resource sheet 12) and ask them which card shows today's weather. Encourage them to answer in a complete sentence - *Today the weather is sunny, snowy, windy, etc.* emphasising the 'y' at the end of each weather word.
2. Organize the children in small groups and show them how to play Snap! using the weather symbol cards. Encourage them to say what weather is shown on the card after they say Snap!
3. If possible, start a display to be completed over a week. Pin a label on the wall for each day, teaching the children the days of the week. For each day put up the most relevant weather card/s.

### Individual work (10 minutes)

1. Ask the children to complete Activity 39. Ask them to describe the pictures using the weather vocabulary.

### Review (5 minutes)

Ask the children: *What is your favourite weather?* Encourage them to answer in a complete sentence.

### Assessment

Do the children sound out the letters of the alphabet correctly?

Do the children use the weather vocabulary correctly?

Can they colour and trace neatly?

## Lesson 36

### Objectives

- To write c, o, s
- To revise letter sounds

### Resources

- My alphabet wallchart
- CD: Learn to write, Topic 2
- Sand tray with sticks
- Student Books

### Starter (10 minutes)

1. Tell the children they are going to learn how to write some more letters. Explain that these letters are made of curved lines. Encourage the children to draw snake shapes, curves, arcs, and circles.

### Whole class and group work (15 minutes)

1. Write the letters c, o, and s on the board, demonstrating how to write them.
2. Ask, *What sounds these letters make*. Point to each letter on the alphabet wallchart and reinforce the sounds with the children. (*c is cat, o is for orange, and s is for sun*)
3. Ask the children to form the letters on the board or in a tray of sand. Encourage every child to have a go. If necessary, split the children into groups to playfully experiment, forming the letters. Encourage them to sound out the letter they are forming.

### Individual work (10 minutes)

1. Ask the children to complete Activity 40. Encourage them to sound out the letter each time they write it.

### Review (5 minutes)

Play Topic 2 on the CD.

Ask the children to read the letters on the wallchart.

### Assessment

Do the children sound out the letters correctly?

Do the children write the letters correctly?

## Lesson 37

### Objectives

- To write a, e, g
- To revise letter sounds

## Resources

- My alphabet wallchart
- CD: Learn to write, Topic 2
- Sand tray with sticks
- Student Books

## Starter (10 minutes)

1. Tell the children they are going to learn how to write some more letters. Explain that these letters are made of curved lines. Encourage the children to draw snake shapes, curves, arcs, and circles.

## Whole class and group work (15 minutes)

1. Write the letters a, e, and g on the board, demonstrating how to write them.
2. Ask, *What sounds these letters make*. Point to each letter on the alphabet wallchart and reinforce the sounds with the children. (*a is ant, e is for egg, and g is for gate*)
3. Ask the children to form the letters on the board or in a tray of sand. Encourage every child to have a go. If necessary, split the children into groups to playfully experiment, forming the letters. Encourage them to sound out the letter they are forming.

## Individual work (10 minutes)

1. Ask the children to complete Activity 41. Encourage them to sound out the letter each time they write it.

## Review (5 minutes)

Play Topic 2 on the CD.

Ask the children to read the letters on the wallchart.

## Assessment

Do the children sound out the letters correctly?

Do the children write the letters correctly?

# Lesson 38

## Unit 8 Assessment

### Objectives

- To revise letters a–p

### Resources

- My alphabet wallchart
- Student Books
- Play dough or Plasticine

## Starter (5 minutes)

1. Ask the children to sound out and read the letters from the alphabet wallchart. How many can they sound out without prompting?

### Whole class and group work (15 minutes)

1. Write the letters a, c, e, g, o, and s on the board, and ask children to take turns to write one of the letters on the board.
2. Working in groups of six, ask each child to form a, c, e, g, o, or s using Plasticine or play dough. Swap the letters and ask if they can sound their friend's letter out.

### Individual work (15 minutes)

1. Ask the children to complete the writing practice and Activity 42 and discuss their work.

### Review (5 minutes)

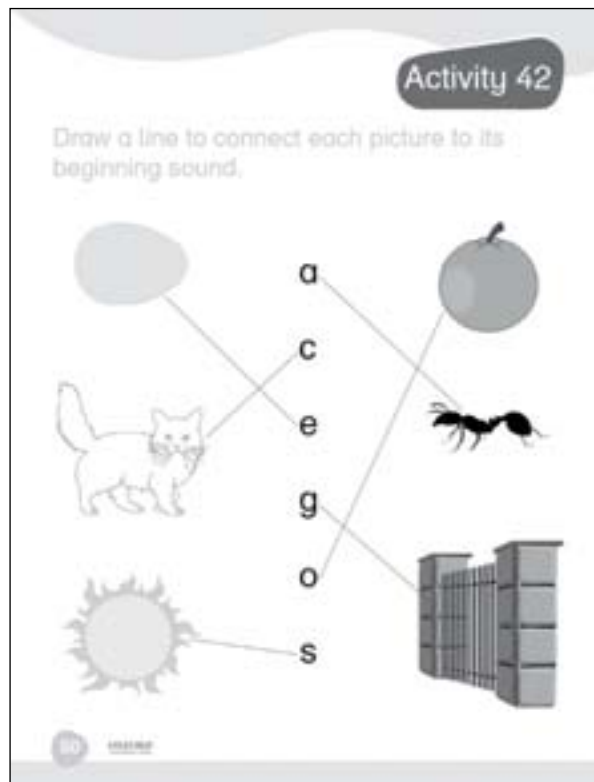
Ask the children to read the letters on the board.

### Assessment

Do the children sound out the letters correctly?

Do the children write the letters correctly?

### Answer key



## Lesson 39

### Objectives

- To revise the alphabet and focus on letter sounds q, r, s, t
- To revise numbers 1 to 5

### Resources

- CD: Numbers, Topics 1 and 4
- A selection of toys
- Student Books
- Flash cards 1–5

### Starter (10 minutes)

1. Play Topic 1 on the CD. Point to the relevant letters on the wall chart. Return to the beginning of the alphabet and revise a–p. (e.g. *a is for ant ...*)
2. Return to the letters q, r, s, and t and sound out the letter phonetically (e.g. *q is for queen ...*). Always sound out the focus letters phonetically. Encourage them to write q, r, s, and t in the air as they say the letters.

### Whole class (15 minutes)

1. Play Topic 4 on the CD and ask the students to count the numbers on their fingers.
2. Encourage the children to count 1–5 on the fingers of one hand, putting their thumb up, then another finger afterwards as they say the numbers.
3. Tell the children you need their help to count some toys. Take out one at a time as the children count them.
4. Show different number of toys and ask the children to count each item in succession.

### Individual work (5 minutes)

1. Give the children their Student Books and ask them to use their fingers to count the objects and complete Activity 43.
2. Give them a sheet of plain paper so they can draw a few objects of their own and ask a friend to count them.

### Review (10 minutes)

Show different number cards to the children and ask them to say the number and hold up 1–5 fingers.

### Assessment

Do the children sound out the letters of the alphabet correctly?

Do they begin to link the numbers with the numbers of objects?

Can the children count the numbers from 1–5 in correct sequence?

## Lesson 40

### Objectives

- To revise numbers 1 to 5
- To draw pictures

### Resources

- Flash cards 1–5
- CD: Numbers, Topic 4
- A selection of items for children to count up to 5
- Student Books

### Starter (10 minutes)

1. Ask the children to call out the number as you hold up a digit card. Repeat the numbers if the class is less sure of.
2. Play Topic 4 on the CD.

### Whole class (20 minutes)

1. Ask the children to describe their houses and say how many windows or doors they have.
2. Explain to the children that they will now draw a house. Ask them to complete Activity 44.

### Review (10 minutes)

Ask the children to take turns to pick up the number of objects according to the number card you show.

### Assessment

Do they begin to link the numbers with the numbers of objects?

Can the children count the numbers in correct sequence?

Can the children follow instructions and draw accordingly?

## Lesson 41

### Objective

- To write b, d, p, q
- To revise letter sounds

### Resources

- My alphabet wallchart
- CD: Learn to write, Topic 2
- Sand tray with sticks
- Student Books



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

1. Tell the children they are going to learn how to write some more letters. Explain that these letters are made of curves and straight lines. Encourage the children to draw straight lines and curves, arcs, and circles.

### **Whole class and group work (15 minutes)**

1. Write the letters b, d, p, and q on the board, demonstrating how to write them.
2. Ask, *What sounds these letters make?* Point to each letter on the alphabet wallchart and reinforce the sounds with the children. (*b is bag, d is for dog, p is for pot, and q is for queen*)
3. Ask the children to form the letters on the board or in a tray of sand. Encourage every child to have a go. If necessary, split the children into groups to playfully experiment, forming the letters. Encourage them to sound out the letter they are forming.

### **Individual work (10 minutes)**

1. Ask the children to complete Activity 45. Encourage them to sound out the letter each time they write it.

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

Play Topic 2 on the CD.

Ask the children to read the letters on the wallchart.

### **Assessment**

Do the children sound out the letters correctly?

Do the children write the letters correctly?

## **Lesson 42**

### **Unit 9 Assessment**

#### **Objective**

- To re-visit activities in Unit 9

#### **Resources**

- My alphabet wall chart
- CD: My alphabet, Topic 1
- Flash cards 1–5
- Student Books
- Plasticine or play dough or a sand tray with sticks

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

1. Play Topic 1 on the CD, pointing to the relevant letters on the wall chart. How many can they sound out without prompting?

### Whole class and Group work (25 minutes)

1. Ask the children to take turns to model different digits, or to draw them in sand. Ask them to refer to the flash cards for the shape of the digits.
2. Write the letters b, d, p and q on the board, and ask children to take turns to write one of the letters on the board.
3. Working in groups of six, ask each child to form a b, d, p or q using Plasticine or play dough. Swap the letters and ask if they can sound their friend's letter out.

### Independent work (10 minutes)

1. Ask the children to complete the writing practice and Activity 46 and discuss their work.

### Review (5 minutes)

Ask the children to read the letters on the board.

### Assessment

Do the children sound out the letters correctly?

Can the children write the letters correctly?

Do the children count items correctly?

Do the children remember the alphabet song?

### Answer key

**Unit 9** **Activity 43**

## Numbers





Count and write the number.

How many dolls? 	3
How many bananas? 	2
How many apples? 	4
How many hats? 	5
How many cars? 	1

51

**Activity 46**

Draw a line to connect each picture to its beginning sound.

	b
	d
	p
	q

55

# Unit 10 Animals

## Lesson 43

### Objectives

- To revise the alphabet and focus on letter sounds u, v, w, x, y, z
- To introduce animal vocabulary
- To revise numbers

### Resources

- My alphabet wallchart
- CD: My alphabet, Topic 1
- Flash cards 1-5
- Student Books

### Starter (10 minutes)

1. Play Topic 1 on the CD. Point to the relevant letters on the wallchart. Return to the beginning of the alphabet and revise a – t. (e.g. *a is for ant ...*)
2. Return to the letters u, v, w, x, y, and z and sound out the letters phonetically, e.g. *u is for umbrella, v is for van, w is for web, x is for x-ray, y is for yarn, and z is for zebra*. Always sound out the focus letters phonetically. Encourage them to write u, v, w, x, y, z in the air as they say the letters.

### Whole class (15 minutes)

1. Revise numbers one to five by holding up the flash cards and asking children to count and say how many objects or read the number.
2. Tell the children they are going to learn some animal words. Ask the children to name some animals. Explain that some animals live on farms and some in the wild.
3. Talk about a few farm animals, and how they are different from wild animals.

### Individual work (10 minutes)

1. Ask the children to complete Activity 47.
2. As you circulate, point to different animals and help the children to name them. Ask which animals are farm animals.

### Review (5 minutes)

Ask the children: *Which is your favourite animal?* Encourage them to answer in a complete sentence.

### Assessment

Do the children sound out focus letters correctly?

Do the children remember and use some of the animal names?

Do they count and use the numbers in the activity correctly?

## Lesson 44

### Objectives

- To revise the alphabet
- To revise animal names and numbers
- To introduce a new poem

### Resources

- My alphabet wallchart
- CD: My alphabet, Topic 1
- Sheets of paper

### Starter (10 minutes)

1. Play Topic 1 on the CD. Point to the relevant letters on the wallchart and explain that they have learnt the complete alphabet now.

### Whole class work (15 minutes)

1. Ask the children to name some farm, and wild animals.
2. Talk about a few of the wild animals and how they are different from farm animals.
3. Read the poem *Little Miss Muffet* with actions and explain what happens in the rhyme.
4. Repeat the poem and encourage the children to join in and sing with actions. Repeat several times.

### Individual work (20 minutes)

1. Ask the children to complete Activity 48.

### Review (5 minutes)

Ask the children to sing the poem once more.

### Assessment

Do the children sound out the letters of the alphabet correctly?

Can the children sing the poem with actions?

## Lesson 45

### Objective

- To revise animal names

### Resources

- My alphabet wallchart
- CD: My alphabet, Topic 1
- Play dough or Plasticine
- Student Books

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

1. Play Topic 1 on the CD, pointing to the relevant letters on the wallchart. How many can they sound out without prompting?

### **Whole class and Group work (25 minutes)**

1. Write the letters h, m, c, d, and g on the board, and ask children to name some animals beginning with these sounds.
2. Working in groups of five, ask each child to form a h, m, c, d, or g using Plasticine or play dough. Swap the letters and ask if they can sound their friend's letter out.

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

1. Ask the children to complete Activity 49.

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

Ask the children to read the letters on the board.

### **Assessment**

Do the children sound out the letters correctly?

Do the children remember the alphabet song?

## **Lesson 46**

### **Unit 10 Assessment**

#### **Objective**

- To re-visit activities in Unit 10

#### **Resources**

- My alphabet wallchart
- CD: My alphabet, Topic 1
- Flash cards 1-5
- Play dough or Plasticine, or a sand tray with sticks
- Student Books

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

1. Play Topic 1 on the CD, pointing to the relevant letters on the wallchart.

### **Whole class and Group work (25 minutes)**

1. Ask the children to take turns to model different digits, or to draw them in sand. Ask them to check the flash cards for the shape of the digits.
2. Ask each child in the group to draw up to 5 objects on a piece of paper.
3. Ask the children in the group to swap papers, and count the objects. Does everyone in the group agree on the number of objects on each sheet?

## Independent work (10 minutes)

1. Ask the children to complete Activity 50.

### Assessment

Can the children count items correctly?

Do the children remember the alphabet song?

Can the children draw with more dexterity, and hold their pencils correctly?

### Answer key

**Unit 10** **Activity 47**

### Animals

Count the animals. Draw a line to join the animals to the correct labels.

2 ducks

1 cow

5 hens

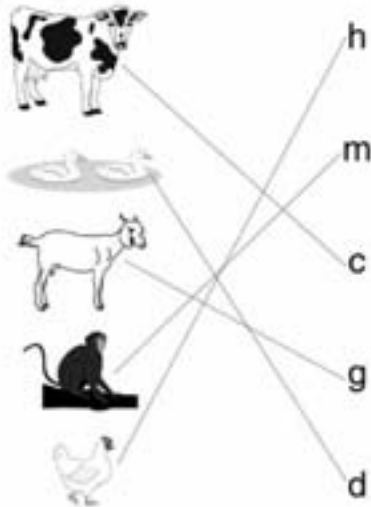
3 goats

4 monkeys

50

### Activity 49

Draw a line to connect each picture to its beginning sound.

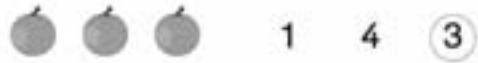


50

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### Activity 50

Count the objects and circle the correct number.



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51

# Unit 11 More Numbers

## Lesson 47

### Objectives

- To introduce the numbers 6 to 10
- Revise numbers 1–5
- To start to identify letters and sounds in words

### Resources

- Billy bear puppet
- My alphabet wallchart
- A selection of 10 toys, or 10 toy bricks (any item the children can pick up easily) in a bag
- CD: Numbers, Topic 4
- Student Books
- Paper and pencils

### Starter (5 minutes)

1. Begin by saying the alphabet phonetically together, pointing to the relevant letters on the wallchart.
2. Go back and point to random letters on the wallchart to see if the children remember the sounds. Prompt with the linked word if necessary.

### Whole class (15 minutes)

1. Play Topic 4 on the CD.
2. Encourage the children to recall counting 1-5 on the fingers of one hand. Then help them to count up to 10 using both hands.
3. Tell the children you need their help to count the toys in your bag. Take out one at a time as the children count them.
4. Put back varying numbers of toys and count what is left with the children, counting each item in succession.
5. Take different numbers out and ask volunteers to count them.
6. Look together at Activity 51 in the Student Book, counting the creatures and pointing to the number digit and explaining how it corresponds to the number of objects.

### Individual work (10 minutes)

1. Ask the children to use their fingers to count each object in Activity 51 quietly to themselves.
2. Give them a sheet of paper so they can draw some creatures of their own and ask a friend to count them.

### Review (10 minutes)

Play a game with the children, telling them that you will call out a number from 1 to 10, and they have to hold up that many fingers.



## Assessment

Can the children identify the numbers?

Do they begin to link the numbers with the numbers of objects?

Can the children remember the numbers in the correct sequence?

## Lesson 48

### Objectives

- To practise the numbers 6 to 10
- To introduce the concept of zero

### Resources

- Number cards 0 to 10
- A selection of items for children to count up to 10 (e.g. 10 bricks, 10 dolls, 10 sticks)
- Student Books

### Starter (10 minutes)

1. Ask the children to call out the number as you hold a digit card up. Repeat those the class is less sure of.
2. Show them a few items and then start putting away one item at a time till you have nothing left. Ask them to count how many you have. Students might say that you don't have anything. Explain that it means you have zero items.
3. Show the 0 card and ask them to repeat the word zero.

### Whole class (20 minutes)

1. Explain to the children that they are going to stand in order from 1 to 10. Ten pupils come to the teacher and take a number card, then they must organize themselves in a row, in the correct order from 1 to 10 as quickly as possible.
2. Repeat until every student has had a chance. Using a timer could create more fun.

### Individual work (5 minutes)

1. Ask the children to complete Activity 52 of their Student Book.

### Review (5 minutes)

Ask the children to take turns to pick up the number of objects you show on the card.

## Assessment

Do the children use the numbers 0 to 10 correctly?

Can the children remember numbers in their correct sequence?

## Lesson 49

### Objectives

- To trace numbers 1- 10

### Resources

- Number cards 1-10
- CD: Numbers, Topic 4
- Play dough or Plasticine, or a sand tray with sticks
- Student Books

### Starter (5 minutes)

1. Play Topic 4 on the CD.

### Whole class and Group work (25 minutes)

1. Ask the children to take turns to model different digits, or to draw them in sand. Ask them to check the wallchart for the shape of the digits.
2. Write the numbers 1 to 10 on the board, and ask children to take turns to write one of the numbers on the board.
3. Working in groups of five, ask each child to form any two letters using Plasticine or play dough. Ensure that the children choose different numbers so that they complete all numbers 1 – 10. Swap the numbers and ask if they can read their friend's number.

### Independent work (10 minutes)

1. Ask the children to complete Activity 53.

### Review (5 minutes)

Ask the children to read the numbers on the board.

### Assessment

Do the children read the numbers correctly?

Can the children trace the numbers correctly?

## Lesson 50

### Objectives

- To introduce an new song
- To introduce feelings vocabulary
- To encourage students to listen with concentration and repeat new words

### Resources

- Resource sheet 13: Before the lesson photocopy the sheet on card and cut them out so that there is one copy for the teacher.
- Resource sheet 14: Before the lesson photocopy the sheet on card and cut them out so that there is one copy for each pair.
- Student Books

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

1. Make a sad face and say that you are feeling sad. Repeat showing happy, angry, and surprised expressions.
2. Show the children the sad expressions from Resource sheet 13. Tell the children that you will teach them a song to make everybody feel happy and show them the happy face from the same resource sheet.

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

1. Give Resource sheet 14 to each pair of children, which has the lyrics of the song.
2. Sing the song together, teaching them the actions to copy.
3. Ask how the children feel now.

### **Individual work (10 minutes)**

1. Ask the children to complete Activity 54.
2. As you circulate, ensure they understand 'angry' and 'surprised'. Ask them to make faces for the 4 expressions, and say: *I am ... angry/surprised/happy/sad.*

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

Ask children to take turns to make a face. Can the other children guess the feeling?

### **Assessment**

Do the children use the new vocabulary correctly?

Do the children follow the actions and join in the song?

Do they show hand-control as they draw the expressions?

## **Lesson 51**

### **Objectives**

- To introduce a new rhyme
- To introduce new vocabulary

### **Resources**

- CD: Numbers, Topic 4
- Student Books

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

1. Ask the children if they ever feel hungry and teach what the word means.
2. Play the poem *Pat-a-cake* in Topic 4 on the CD.

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

1. Introduce the rhyme by showing them the picture in Activity 55. The bears are hungry so the rhyme is about baking a cake for them.
2. Play the poem again, encouraging the children to join in the actions.

3. Write words from the rhyme on the board (pat, baker, man, bake, put, baby, me). Read the words emphasising the initial letters. Can they find each letter on the alphabet wallchart?
4. Write 'p' and 'b' in the board and ask what sounds they make. Ask them to circle all the ps and bs in the rhyme in their books in Activity 55.

### **Individual work (10 minutes)**

1. Ask the children to draw a cake with their own name or initial letter of their name on it. Display their pictures with the rhyme.

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

Ask the children to sing the rhyme again.

### **Assessment**

Do the children use the new vocabulary correctly?

Can the children sound out and recognize the letters p and b?

Do the children sing the rhyme with confidence?

## **Lesson 52**

### **Unit 11 Assessment**

#### **Objective**

- To re-visit activities in Unit 11

#### **Resources**

- My alphabet wallchart
- CD: Numbers, Topic 4
- Play dough, Plasticine, or a sand tray
- Number cards 0 to 10
- Student Books

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

1. Play Topic 4 on the CD pointing to the relevant numbers on the wallchart.

#### **Whole class and Group work (25 minutes)**

1. Ask the children to take turns to model different digits, or to draw them in sand. Ask them to refer to the number cards for the shapes of the digits.
2. Ask each child in the group to draw up to 10 objects on a piece of paper.
3. Ask the children in the group to swap papers, and count the objects. Does everyone in the group agree on the number of objects on each sheet?

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

1. Ask the children to complete Activity 56.

## Assessment

Do the children count items correctly?

Can the children draw with more dexterity, and hold their pencils correctly?

Can they write the digits correctly?


## Answer key

### Unit 11

#### Activity 51

### More numbers

Count the animals.  
Use your fingers to help you.




5 6 7

8 9 10

### Activity 52

Count the animals.  
Draw a line to the correct number.  
Use your fingers to help you.



1 10 9 8

Which animal has 0 legs?  
Draw a circle around it.

### Activity 56

Draw a line to connect the matching numbers.

6 9

7 10

8 6

9 7

10 8

# Unit 12 My alphabet

## Lesson 53

### Objectives

- To revise the alphabet
- To revise alphabetical order

### Resources

- CD: My alphabet, Topic 1
- My alphabet wallchart
- Student Books

### Starter (10 minutes)

1. Play Topic 1 on the CD.
2. Then randomly point to any letter on the chart and ask the children to say the letter sound and the word on the chart, e.g. *k – k is for king*

### Whole class (15 minutes)

1. Open the book at Activity 57, and ask the children to take turns to read each letter and name the picture. Repeat if necessary so that all the children get a chance.
2. Challenge the children to read the alphabet backwards, pointing at each letter on the alphabet chart: z, y, x, w, etc

### Individual work (10 minutes)

1. Ask the children to complete Activity 57.
2. As you circulate, ensure they use Activity 56 as a reference to help them.

### Review (5 minutes)

Ask children to take turns to read the letters of the alphabet from the wallchart.

### Homework

Ask the children to complete Activity 58.

### Assessment

Do the children join in and sing the alphabet song?

Can the children write the letters of the alphabet in the correct order?

Can they read the letters of the alphabet backwards?

## Lesson 54

### Objectives

- To revise the alphabetical order
- To link a letter to their name
- To find the initial letters of words

### Resources

- CD: My alphabet, Topic 1
- Resource sheet 15: Before the lesson photocopy the sheet on card and cut out the letters so that there is one letter for each child.
- My alphabet wallchart
- Student Books

### Starter (10 minutes)

1. Write Billy on the board and emphasize b, and ask the children to find b on the alphabet wallchart.
2. Ask the children their names and ask them to find the initial letter on the wallchart. Write the letters on the board.

### Whole class (15 minutes)

1. Give each child a letter from Resource sheet 15. Repeat letters if there are more than 26 children in the class.
2. Ask the children to organize themselves in alphabetical order, according to the letter they have.
3. Check the order with the children, asking them to sound out their letter and check the position on the alphabet chart.

### Individual work (10 minutes)

1. Ask the children to complete Activity 59.

### Review (5 minutes)

Give out the letters to the children again. Play Topic 1 on the CD and ask the children to hold up their letter when it is sung.

### Homework

Ask the children to complete Activity 60.

### Assessment

Can the children arrange the letters in correct alphabetical order?

Can the children write letters correctly?

Can they name the initial letter in their names?

# Lesson 55

## Unit 12 Assessment

### Objectives

- To revise letter sounds
- To revise the alphabetical order
- To write letters a-z

### Resources

- CD: My alphabet, Topic 1
- Children's books with different sized text
- Student Books
- Flash cards a-z

### Starter (10 minutes)

1. Play Topic 1 on the CD.
2. Ask the children to sing the alphabet song without the CD and see how fast they can sing it for fun.

### Whole class and Group work (20 minutes)

1. Show the flash card letters to the children in random order and ask them to read the letter.
2. Then with the children's help, put up the cards on the board in the alphabetical order.

### Individual work (10 minutes)

1. Ask the children to complete Activity 61. If required children can take help from the alphabet chart or the flash cards.

### Assessment

Do the children name the letters of the alphabet correctly?

Can the children write the letters a-z?



# Answer key

**Activity 58**

Write these letters in alphabetical order.

For example:  
 b a d e c  
 a b c d e

---

a c b e d  
 a b c d e

---

f i k g l j h  
 f g h i j k l

---

m r o p q n s  
 m n o p q r s

---

v t y w u x z  
 t u v w x y z

68

**Activity 59**

Draw lines to connect the matching letters.

69

**Activity 60**

Help Billy Bear find his way home. Draw a line to connect the letters in order from a to z.

70

# Unit 13 Letters and words

## Lesson 56

### Objectives

- To recognize initial sounds in words
- To recognize final sounds in words
- To extend vocabulary

### Resources

- CD: Letters and words, Topic 8
- Selection of percussion instruments or any tins, etc. that the children can use to make sounds
- Billy bear puppet (Resource sheet 1)
- Flash cards a-z
- Student Books

### Starter (10 minutes)

1. Give the children their instruments and explore the different sounds they can make.
2. Play Topic 8 on the CD.

### Whole class (15 minutes)

1. Bring out Billy bear and pretend it is playing an instrument. Pretend he whispers to you and explain that he wants to write the sounds down.
2. Let the children take turns to play an instrument and then write a word on the board that matches. Use words from Activity 62: bing, bang, bong, ping, pong, dong, ding, ring, ping.
3. Ask the class to help Billy read some of the words. Sound out all the –ong words first, then –ing words, and then –ang words.

### Individual work (10 minutes)

1. Ask the children to complete Activity 61.
2. As you circulate, point out how the words have the same endings, –ing, –ong, and –ang.

### Review (5 minutes)

Ask children to take turns to choose an instrument to make each sound word on the board. Help them to read their word.

### Assessment

Can the children recognize initial sounds in words?

Can the children recognize final sounds in words?

## Lesson 57

### Objectives

- To revise initial sounds of words
- To match objects to labels

### Resources

- My alphabet wallchart
- Labels for familiar items in the classroom, big enough for the children to see from all parts of the classroom, e.g. cup, bag, mop, mat, pen, box, book, paper, crayons, etc.
- Student Books

### Starter (10 minutes)

1. Ask the children to sound out the letters from the alphabet wallchart, singing the song if they wish.

### Whole class (15 minutes)

1. Tell the children that they are going to play I Spy. Use the alphabet chart first, saying *I Spy with my little eye, something beginning with, e.g. k.* (The children have to answer 'king' and point to the picture.)
2. Continue using other letters. Then, broaden the activity with labelled items in the classroom.

### Individual work (15 minutes)

1. Ask the children to complete Activity 63. As you circulate ask them if they can spot the words with the same endings.

### Review (5 minutes)

Play I spy again briefly, using the alphabet wallchart.

### Assessment

Do the children sound out initial letters correctly?

Can the children read the labels and match them to the correct items?

## Lesson 58

### Objectives

- To introduce a new rhyme
- To introduce new vocabulary
- To focus on initial sounds

### Resources

- CD: Letters and words, Topic 8
- Student Books

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

1. Play Topic 8 on the CD. Ask the children to listen to the poem, and then explain what is happening by pointing to the pictures in Activity 64.

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

1. Teach the rhyme to the children, repeating it until they are familiar with it.
2. As a class work together on Activity 64. Read the words slowly and help the children to name the initial letters and trace them.
3. Sing the rhyme again. Write Jill and hill on the board. Point out that they have the same ending and sound the same. Explain that this means they rhyme.

### **Individual work (10 minutes)**

1. Ask the children to complete Activity 64. As you circulate ask the children to read each word by sounding and blending the letters.

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

Ask the children to read aloud some of the words in Activity 64.

### **Assessment**

Do the children read the rhyme correctly?

Can the children read the new words and say the initial sounds?

## **Lesson 59**

### **Objectives**

- To read words
- To trace letters
- To extend vocabulary

### **Resources**

- Resource sheet 16: Before the lesson photocopy the sheet on card and cut them out so that there is one set for each pair.
- Student Books

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

1. Write some –at words on the board: rat, cat, and mat. Point out the same endings. Help the children to sound out the words. Explain that these words rhyme.

### **Whole class and group work (15 minutes)**

1. Write log, dog, fox, box, bag, and rag on the board and see if the children can spot the words with the same endings.
2. Show the children how to use the cards (Resource sheet 16) to make new words. Ask them to write down the words they make.

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

1. Ask the children to complete Activity 65. Offer support as you circulate and encourage them to read the words.

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

Ask individual children to read some words from Activity 65.

### **Assessment**

Can the children read the new words correctly?

Can the children trace the words correctly?

Can the children spot the words with the same endings?

**Note:** Other rhyming words can be taught using the same lesson plan, and Resource sheets 17 and 18.

## **Lesson 60**

### **Objectives**

- To match objects to labels
- To revise initial sounds

### **Resources**

- My alphabet wallchart
- Labels for familiar animal names, e.g. cat, cow, rat, hen, etc. displayed on the board
- Student Books

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

1. Ask the children to sound out the letters from the alphabet wallchart, singing the song if they wish.

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

1. Tell the children that they are going to play I Spy. Using the labels displayed on the board, say: *I Spy with my little eye, the word cow*, and the children have to point to the correct label.
2. Continue using the other labels.

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

1. Ask the children to complete Activity 66. As you circulate ask them to read the words and name the initial sounds.

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

Play I spy again briefly using the alphabet wallchart.

### **Homework**

Ask the children to complete Activity 67.

### **Assessment**

Do the children sound out initial letters correctly?

Can the children read the labels and match them to the correct items?

# Lesson 61

## Unit 13 Assessment

### Objectives

- To revise initial sounds in words
- To match initial letter to the ending letters and complete words

### Resources

- My alphabet wallchart
- Labels and matching pictures for some familiar three-letter words e.g. van, mat, cat, pen, pan, cow, etc.
- Flash cards a-z
- Student Books

### Starter (10 minutes)

1. Show the labels and ask the children to read each letter and then blend the letters to read the word. If they face difficulty, help by showing the related pictures.
2. Hold up flash cards r, b and p in turn, and ask if they can think of a word beginning with that letter. Can they think of words other than those on the alphabet chart?

### Whole class (20 minutes)

1. Tell the children that they are going to play I Spy. Using the labels displayed on the board, say: *I Spy with my little eye the word \_\_\_\_\_*. The children have to point to the correct label.
2. Continue using the other labels.
3. When reading each word, emphasize the sound of each letter and how they can be blended to read the complete word.

### Individual work (10 minutes)

1. Ask the children to complete Activity 68. As you circulate ask them to read the words and name the initial sounds. You can suggest they look at the alphabet chart for clues if they are struggling.

### Review (5 minutes)

Play I spy again briefly using the alphabet wallchart.

### Homework

Ask the children to complete Activity 69.

### Assessment

Do the children sound out initial letters correctly?

Can the children read the labels and match them to the correct items?

Can the children match initial letter to the ending letters to complete the words?

# Answer key

**Unit 13** **Activity 62**

## Letters and words

Draw a circle round the b words

bing      pong      ping  
ping      bang      dong  
ding      ring      bong



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**Activity 63**

I spy with my little eye something beginning with b.

Circle the object that begins with b.



mat      ✓ hat      pen  
rat      cat      bat

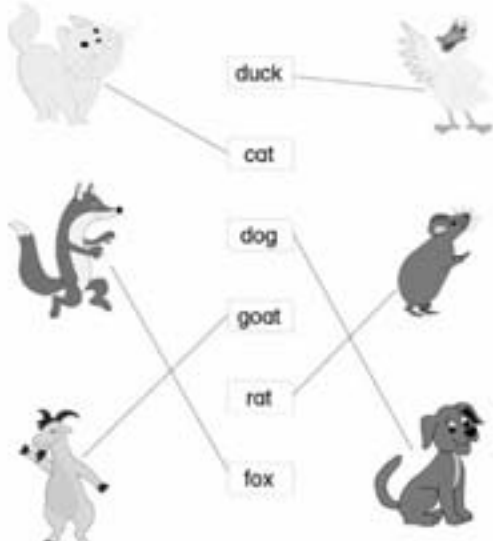
I spy with my little eye something beginning with b. Tick it.



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**Activity 66**

Draw a line to connect each word to its picture.



duck      cat  
dog      goat  
rat      fox

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### Activity 67

Draw lines to link the words with the same beginning sound.





mat	ding
ping	man
hat	pong
dong	hen
toy	net
nut	top



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### Activity 68

Look at the pictures. Draw a line to link the first letter with the correct ending.

	r	un
	s	ug
	j	an
	v	at

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### Activity 69

Write the missing letters.

d k c q



queen



king



cat



dog

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# Unit 14 Story books

## Lesson 62

### Objectives

- To introduce the parts of a book
- To introduce new vocabulary
- To discuss familiar stories

### Resources

- A few colourful story books of different sizes
- Billy the bear puppet (Resource sheet 1)
- Resource sheet 19: Before the lesson photocopy the sheet on card and cut them out so that there is one set for each group.
- Student Books

### Starter (10 minutes)

1. Ask the children about their favourite stories.

### Whole class and group work (15 minutes)

1. Show the children a story book and introduce them to some of the parts using the labels from Resource sheet 19.
2. Ask the children to form groups and give each group a set of books and copies of the labels from Resource sheet 19. Ask them to lay the books on the table and place the labels on them to show the different parts. Some of the books can be kept open, and some closed.
3. Ask the children to look at the work of the other groups and discuss correct labels and those that need changing. Praise their efforts and any that are right at this stage, as the vocabulary is fairly unfamiliar to them.

### Individual work (10 minutes)

1. Ask the children to complete Activity 70. As you circulate ask the children to talk about the stories they are familiar with.

### Review (5 minutes)

Ask the children to describe the pictures in Activity 70.

### Assessment

Can the children label the parts of a book correctly?

Do the children use the new vocabulary correctly?

Can the children talk about stories they have read?

## Lesson 63

### Objectives

- To talk about stories
- To give opinions
- To extend vocabulary

### Resources

- A few story books the children have read
- Student Books

### Starter (10 minutes)

1. Ask children to say which is their favourite story and why.

### Whole class (10 minutes)

1. Talk about books or stories the children are familiar with.
2. Discuss some familiar characters. Write a few titles on the board.

### Individual work (15 minutes)

1. Ask the children to complete Activities 71 and 72. Offer support in writing the title.

### Review (5 minutes)

Take votes to find out the most favourite story.

### Assessment

Can the children discuss their favourite stories?

Do the children write new words with correct spellings?

Can the children use new vocabulary correctly?

## Lesson 64

### Unit 16 Assessment

### Objectives

- To talk about stories
- To give opinions
- To extend vocabulary
- To draw and design book covers

### Resources

- Sheets of paper and some drawing materials
- Story books

- Resource sheet 19: Before the lesson photocopy the sheet on card and cut them out so that there is one set for each group.
- Student Books

### Starter (10 minutes)

1. Revise the parts of a book using the story books and labels from Resource sheet 19.
2. Children complete Activity 73.

### Individual work (30 minutes, can be carried over to the next lesson)

1. Explain that they are going to make a class display entitled: What is a storybook?
2. Give children a chance to draw and design book covers, illustrations, and favourite characters.
3. Display the work with the relevant labels from Resource sheet 19.

### Assessment

Can the children discuss their favourite stories?

Do the children write new words with correct spellings?

Can the children use new vocabulary correctly?

Can the children draw and design book covers?

### Answer key

**Unit 14** **Activity 70**

## Story books

Colour the picture on this story book.



Cinderella

Which picture will you find in this book? Tick it.



80

**Activity 73**

Draw lines to connect the story characters to the place where they live.

mermaid			pond
princess			sea
bear			castle
frog			cave

63

# Unit 15 Jack and the Beanstalk

## Lesson 65

### Objectives

- To introduce new vocabulary
- To encourage children to listen with concentration
- To discuss and retell a story

### Resources

- CD: Story time, Topic 9, *Jack and the Beanstalk*
- Resource sheet 20: Before the lesson photocopy the sheet on card and cut them out so that there is one set for the class.
- Student Books

### Starter (5 minutes)

1. Ask the children about their favourite stories. Ask if anyone knows anything about *Jack and the Beanstalk*.

### Whole class work (20 minutes)

1. Play Topic 9 on the CD.
2. Discuss and identify the main characters, Jack, Mum, and the giant.
3. Give some children a card each from Resource sheet 20. Ask them to walk and act as if they are one of the characters.
4. Play the story again.

### Individual work (10 minutes)

1. Ask the children to look at the pictures and tell the story to their friend as instructed in Activity 74. As you circulate ask the children to tell you about the story.

### Review (5 minutes)

Write the following words on the board: Jack, Jill, Mum, Dad, princess, giant, dog, and cow. Ask: Which of these characters are in the story, *Jack and the beanstalk*?

### Assessment

Can the children explain and retell the story?

Can they identify the main characters?

## Lesson 66

### Objectives

- To encourage children to listen with concentration
- To discuss and retell a story
- To sequence events in a story

## Resources

- CD: Story time, Topic 9, *Jack and the Beanstalk*
- Sheets of plain paper
- Student Books

## Starter (15 minutes)

1. Play Topic 9 on the CD. Ask the children if they can say, '*Fee fi fo fum*' like the giant. Let them repeat faster and in a gruff voice for fun.

## Whole class and individual work (20 minutes)

1. Discuss the main characters, Jack, Mum, and the giant and encourage the children to say one dialogue for any one character.
2. Ask them to draw one of the characters on paper.

## Review (5 minutes)

Hold a class vote on the children's favourite character.

## Assessment

Can the children discuss and retell a story?

Do they use new vocabulary?

Can they sequence events in a story?

# Lesson 67

## Unit 15 Assessment

### Objectives

- To retell a story
- To role-play characters and mime a story
- To sequence events in a story

### Resources

- CD: Story time, Topic 9, *Jack and the Beanstalk*
- Student Books

### Starter (10 minutes)

1. Play Topic 9 on the CD. Encourage the children to join in with the giant's '*Fee fi, fo-fum*'.

### Group work (30 minutes)

1. Organize the children in groups of three, and ask them to take the roles of Mum, Jack, and the giant to act out the story.

### Individual and paired work (10 minutes)

1. Ask the children to complete Activity 75 and then ask them to compare their answers with a friend.

## Assessment

Can the children retell a story?

Can the children role-play characters and act out a story?

Can the children sequence events in a story?

## Answer key

Activity 75

Write 1 2 3 4 5 to show the correct order of the pictures.

4

5

1

3

2

80

# Unit 16 Little Red Riding Hood

## Lesson 68

### Objectives

- To introduce a new story
- To introduce new vocabulary
- To role play characters and act out a story

### Resources

- CD: Story time, Topic 9, *Little Red Riding Hood*
- Resource sheet 21: Before the lesson photocopy the sheet on card and cut them out so that there is one card for each child.
- Student Books

### Starter (5 minutes)

1. Ask the children if anyone has heard the story, *Little Red Riding Hood*.
2. Explain that *Little Red Riding Hood* is story about a small girl who goes to her grandma's house and meets a wolf on the way.

### Whole class work (20 minutes)

1. Play Topic 9 on the CD.
2. Identify and discuss the main characters, Mum, Little Red Riding Hood, the wolf, the woodcutter, and Grandma.
3. Give them the card each from Resource sheet 21. Ask the children to read the name on the card and role-play that character.

### Individual work (10 minutes)

1. Ask the children to complete Activity 76. As you circulate ask the children to talk about the story.

### Review (5 minutes)

Ask the children to read Activity 77 in pairs.

### Assessment

Can the children discuss some parts of the story?

Can they identify the main characters?

Can the children role-play characters and act out a story

## Lesson 69

### Objectives

- To discuss a story
- To introduce new vocabulary
- To encourage students to listen with concentration
- To say dialogues from the story

## Resources

- CD: Story time, Topic 9, *Little Red Riding Hood*
- Resource sheet 21: Before the lesson photocopy the sheet on card and cut them out so that there is one card for each child.
- Student Books

## Starter (10 minutes)

1. Play Topic 9 on the CD.
2. Ask the children to say some dialogues from the story.

## Whole class work (15 minutes)

1. Distribute the cards from Resource sheet 21 and ask the children to read the words.
2. Ask pairs to take the roles of the wolf and Little Red Riding Hood. Can they remember any of the dialogue at Grandma's house?

## Individual work (10 minutes)

1. Ask the children to complete Activity 78. Offer support and help them read the words if they face difficulty.

## Review (5 minutes)

Hold a class vote on the children's favourite character in this story.

## Assessment

Can the children discuss the story?

Do they use new vocabulary correctly?

Can the children say dialogues from the story?

# Lesson 70

## Objectives

- To talk about stories
- To talk about story characters
- To extend vocabulary

## Resources

- CD: Story time, Topic 9, *Little Red Riding Hood*
- Student Books

## Starter (10 minutes)

1. Ask children to name their favourite character in any story and say why they like that character.



### **Whole class (10 minutes)**

1. Play Topic 9 on the CD.
2. Encourage the children to join in with the dialogues between Little Red Riding Hood and the wolf.

### **Individual work (10 minutes)**

1. Ask the children to complete Activity 78.

### **Review (10 minutes)**

Ask children to talk about their favourite character.

### **Assessment**

Can the children talk about stories?

Can the children talk about their favourite characters?

## **Lesson 71**

### **Unit 16 Assessment**

#### **Objectives**

- To revisit a story
- To role-play characters and act out a story

#### **Resources**

- CD: Story time, Topic 9, Jack and the Beanstalk
- Student Books

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

1. Play Topic 9 on the CD. Encourage the children to join in with the giant's words.

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

1. Organize the children in groups of four, and ask them to take the roles of Mum, Jack, old man, and the giant, and role-play the story.
2. Encourage the use of story language.

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

Ask the children to describe any one character from the story.

#### **Assessment**

Do the children remember the story?

Do the children remember any spoken words from the story, and use them?

Can the children role-play characters and act out a story?

## Answer key

**Activity 78**

Draw a line to connect the pictures to their labels.

Little Red Riding Hood

grandma

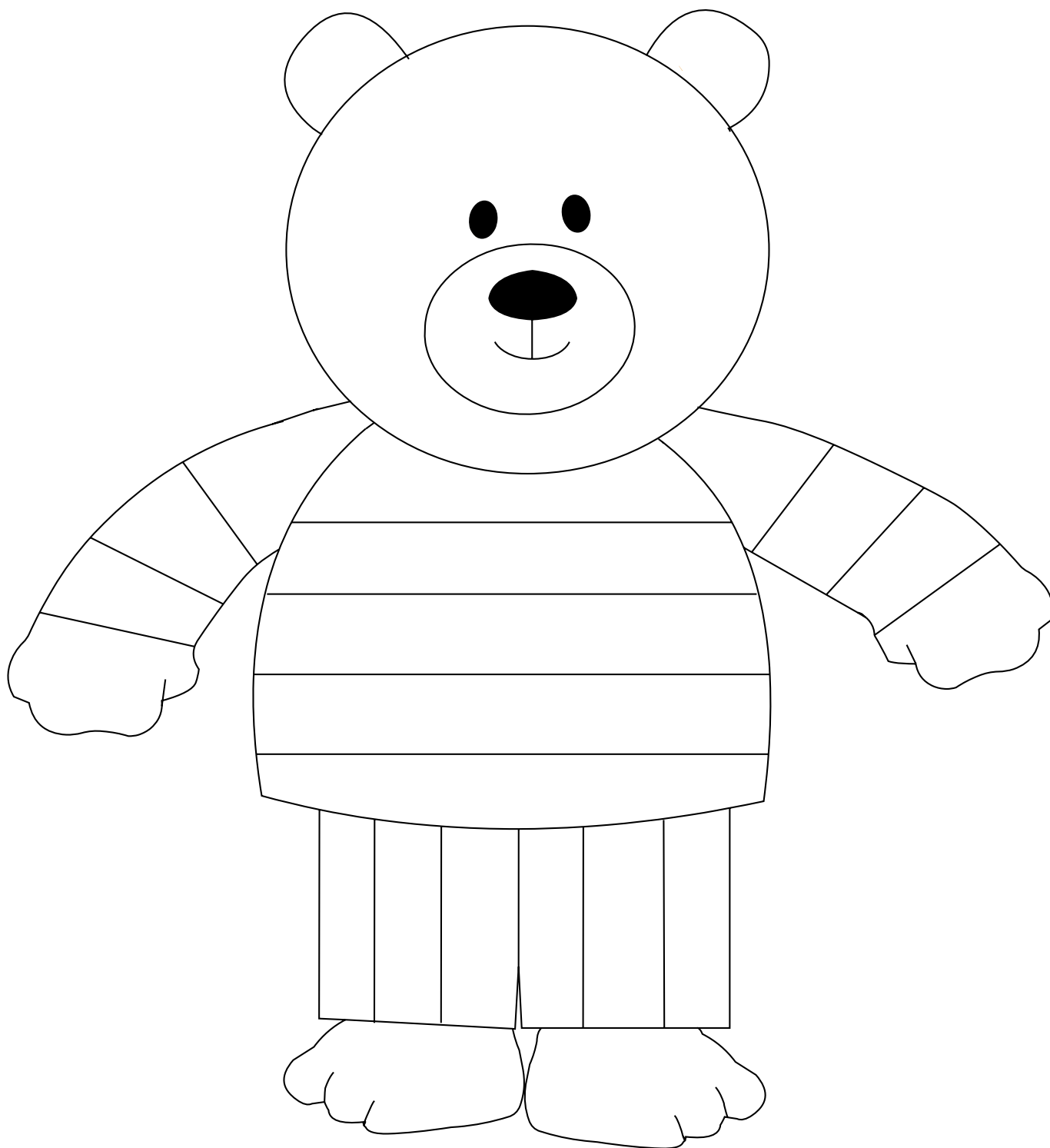
wolf

woods

woodcutter

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# Resource sheet 1



# Resource sheet 2

a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

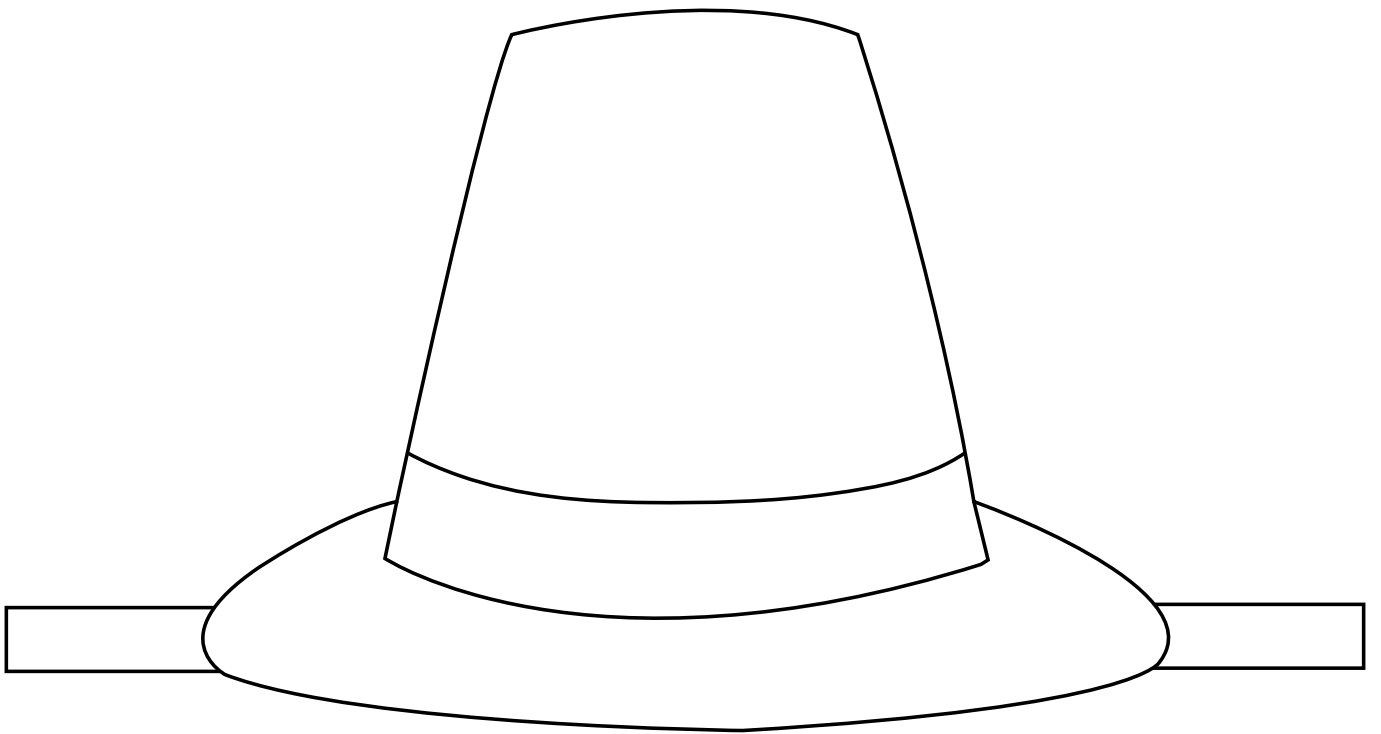
w

x

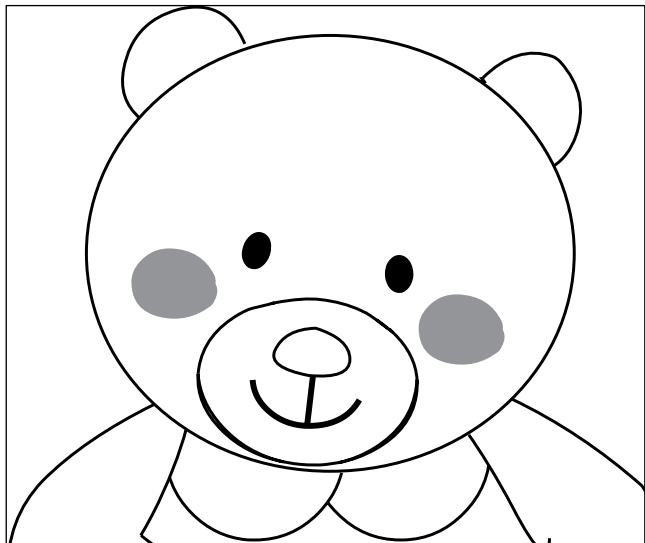
y

z

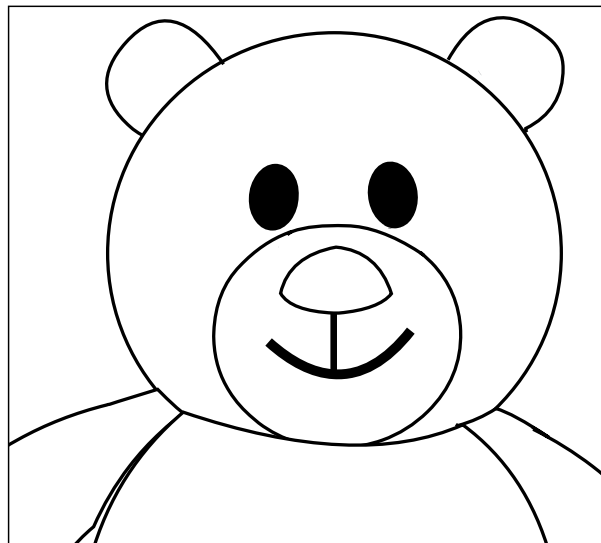
# Resource sheet 3



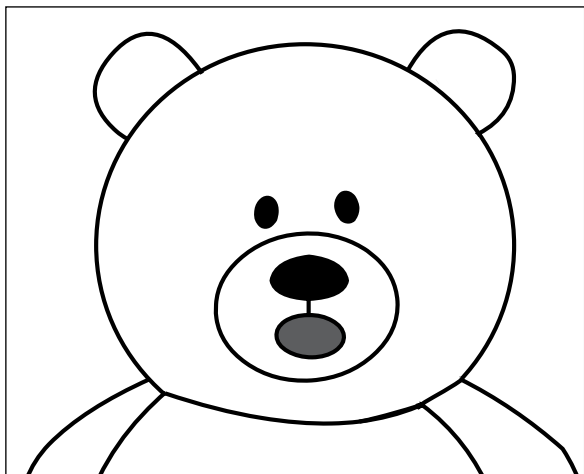
# Resource sheet 4



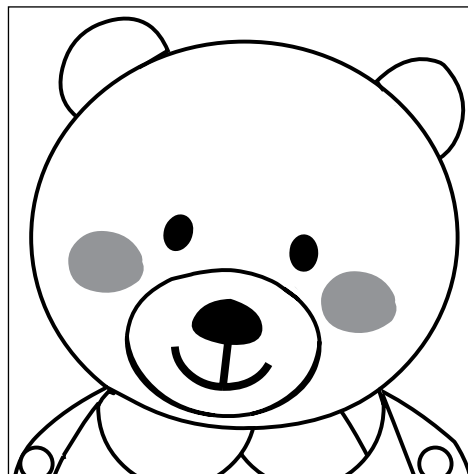
mother



father



brother



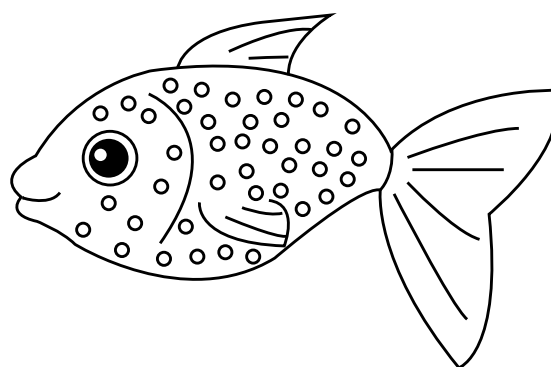
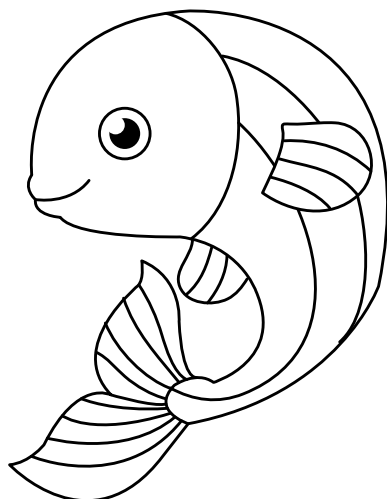
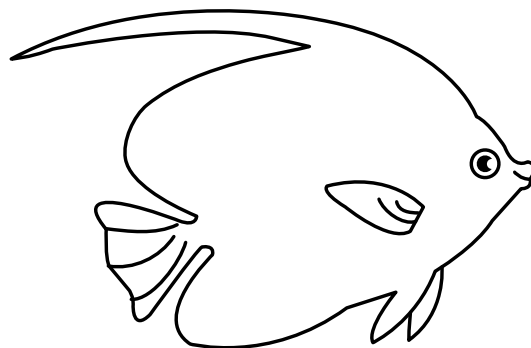
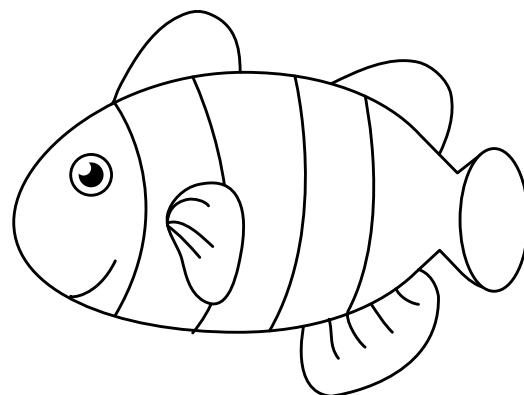
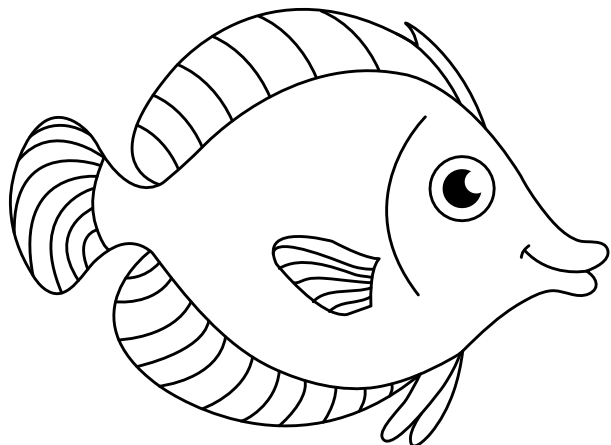
sister



# Resource sheet 5



# Resource sheet 6



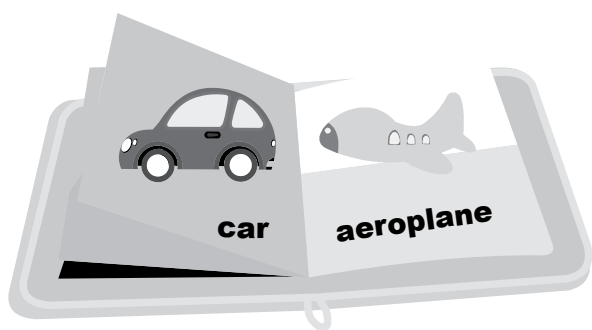
# Resource sheet 7



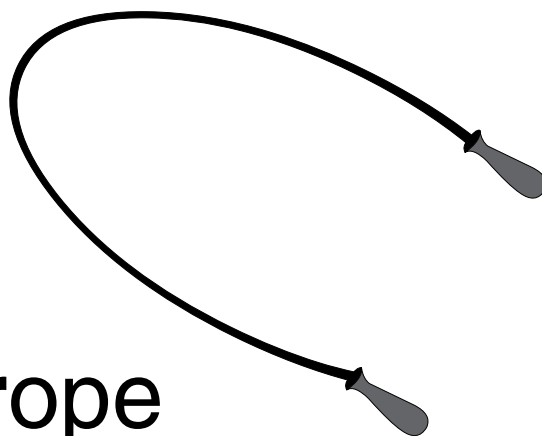
**doll**



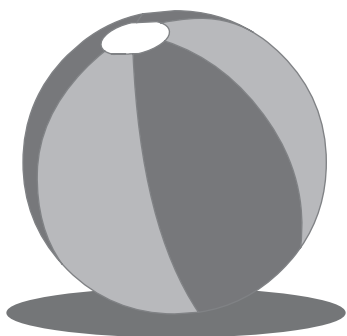
**bricks**



**book**



**rope**

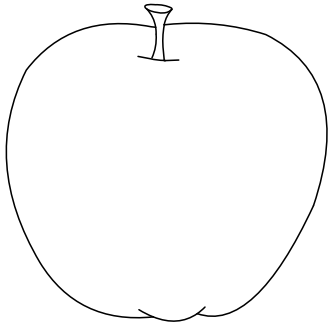


**ball**

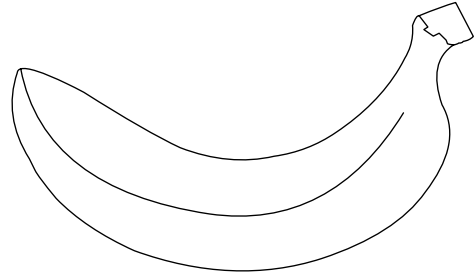


**bear**

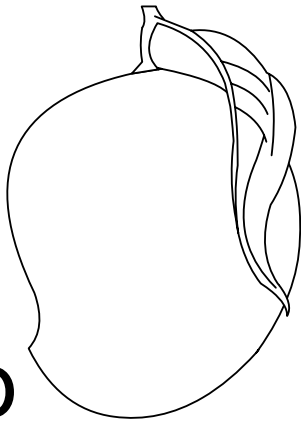
# Resource sheet 8



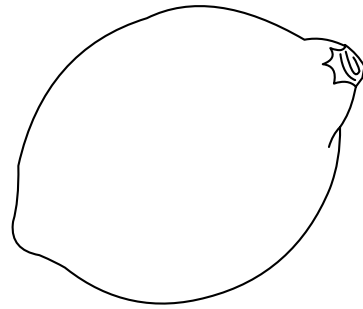
**apple**



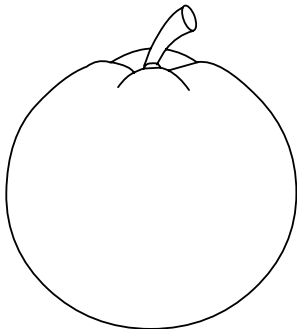
**banana**



**mango**



**lemon**

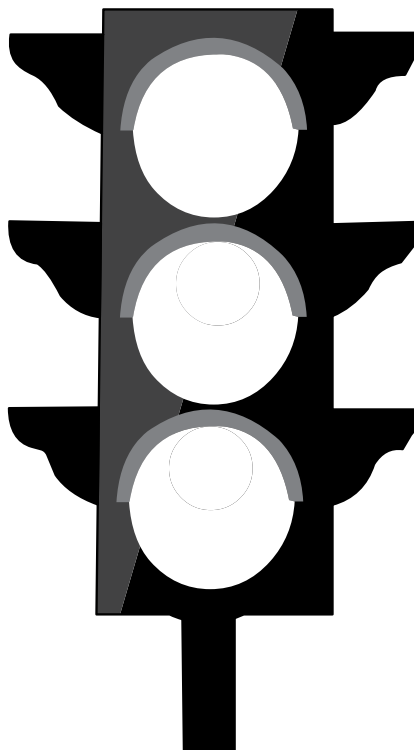
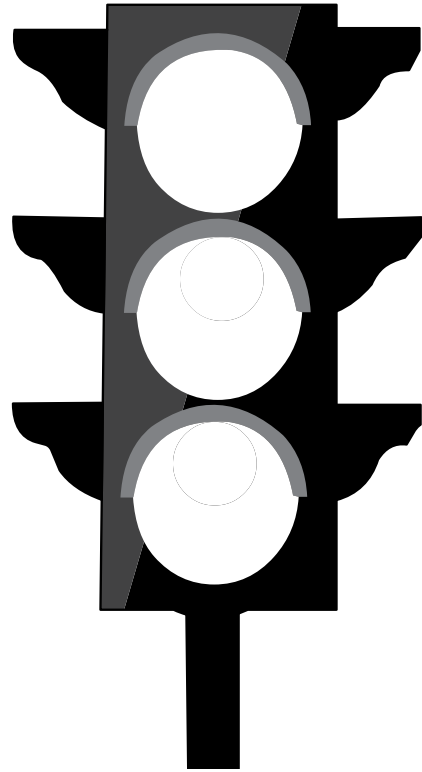
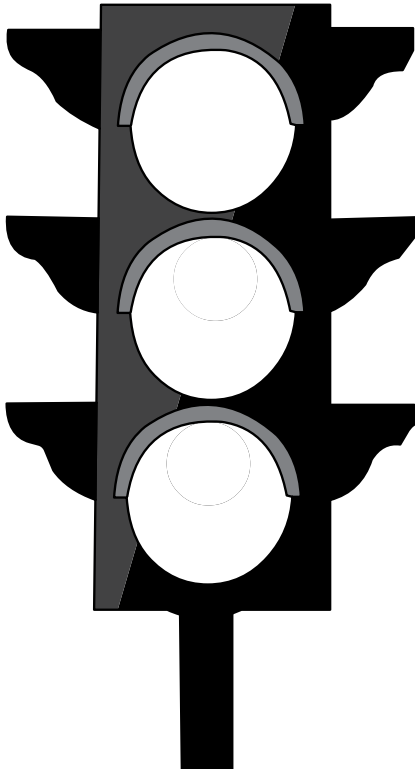


**orange**

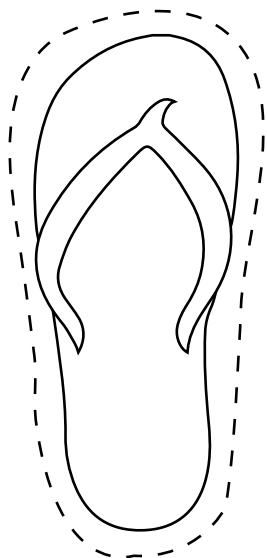
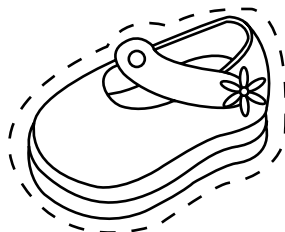
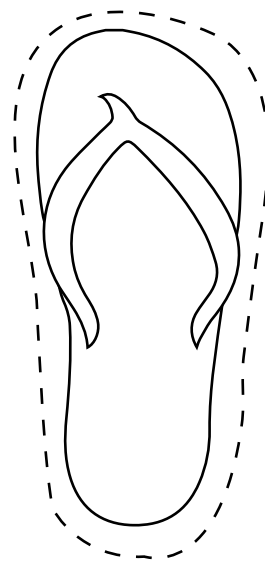
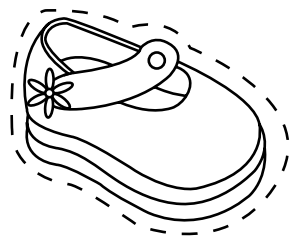


**pear**

# Resource sheet 9



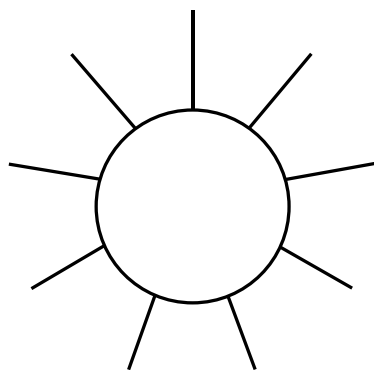
# Resource sheet 10



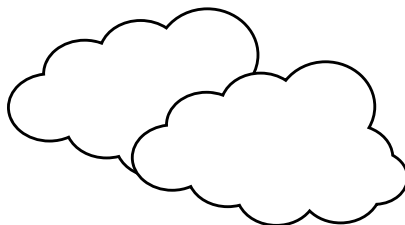
# Resource sheet 11



# Resource sheet 12



**sunny**



**cloudy**



**rainy**



**snowy**



**foggy**



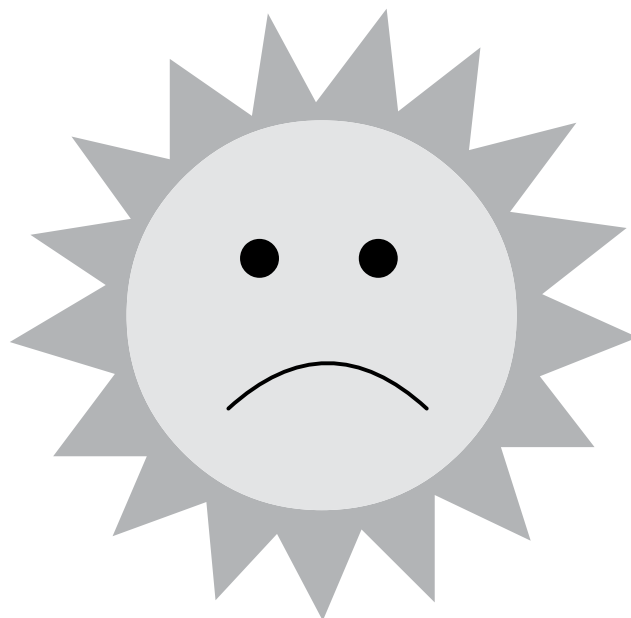
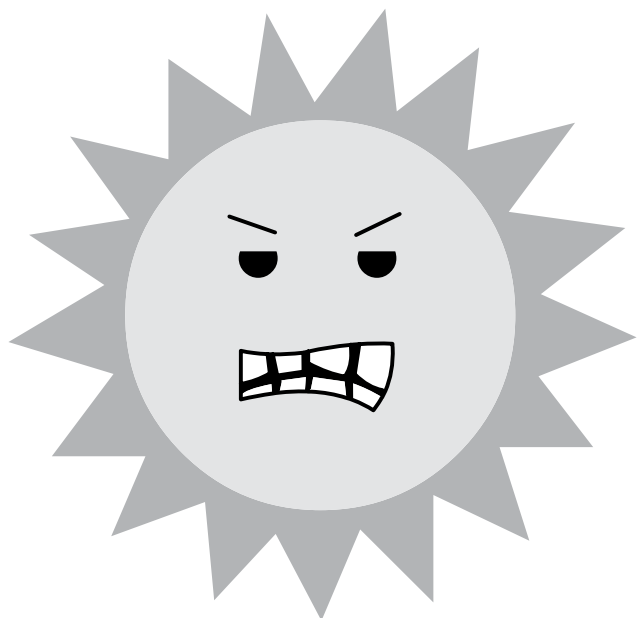
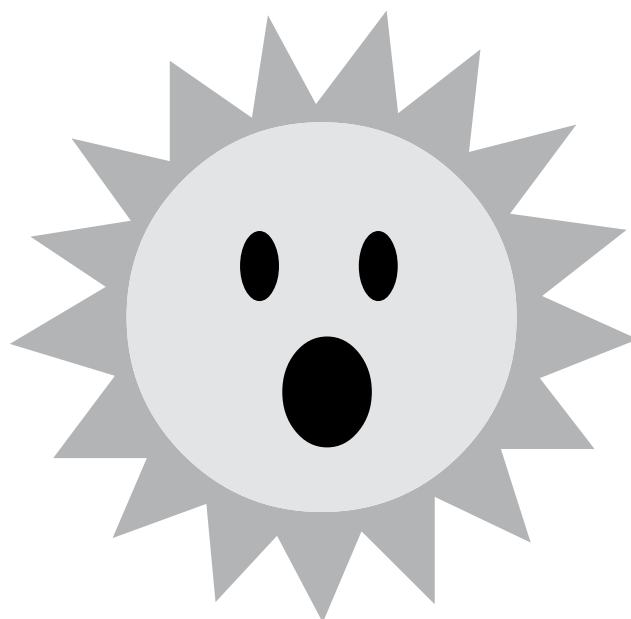
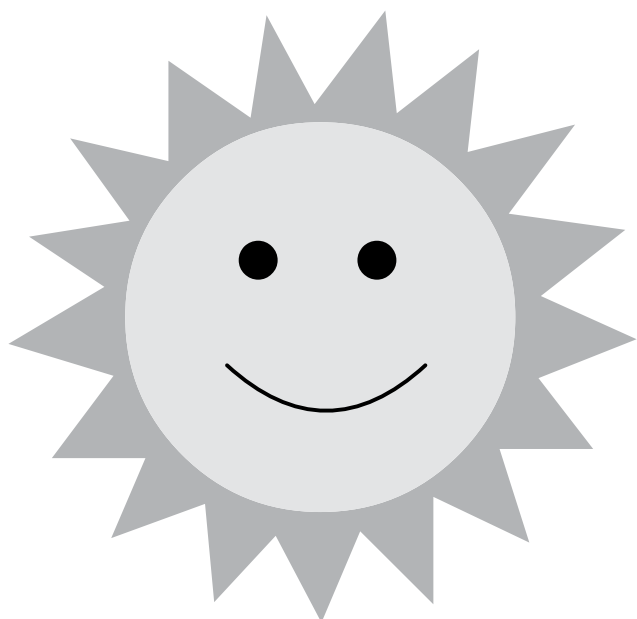
**stormy**



**windy**



# Resource sheet 13



# Resource sheet 14

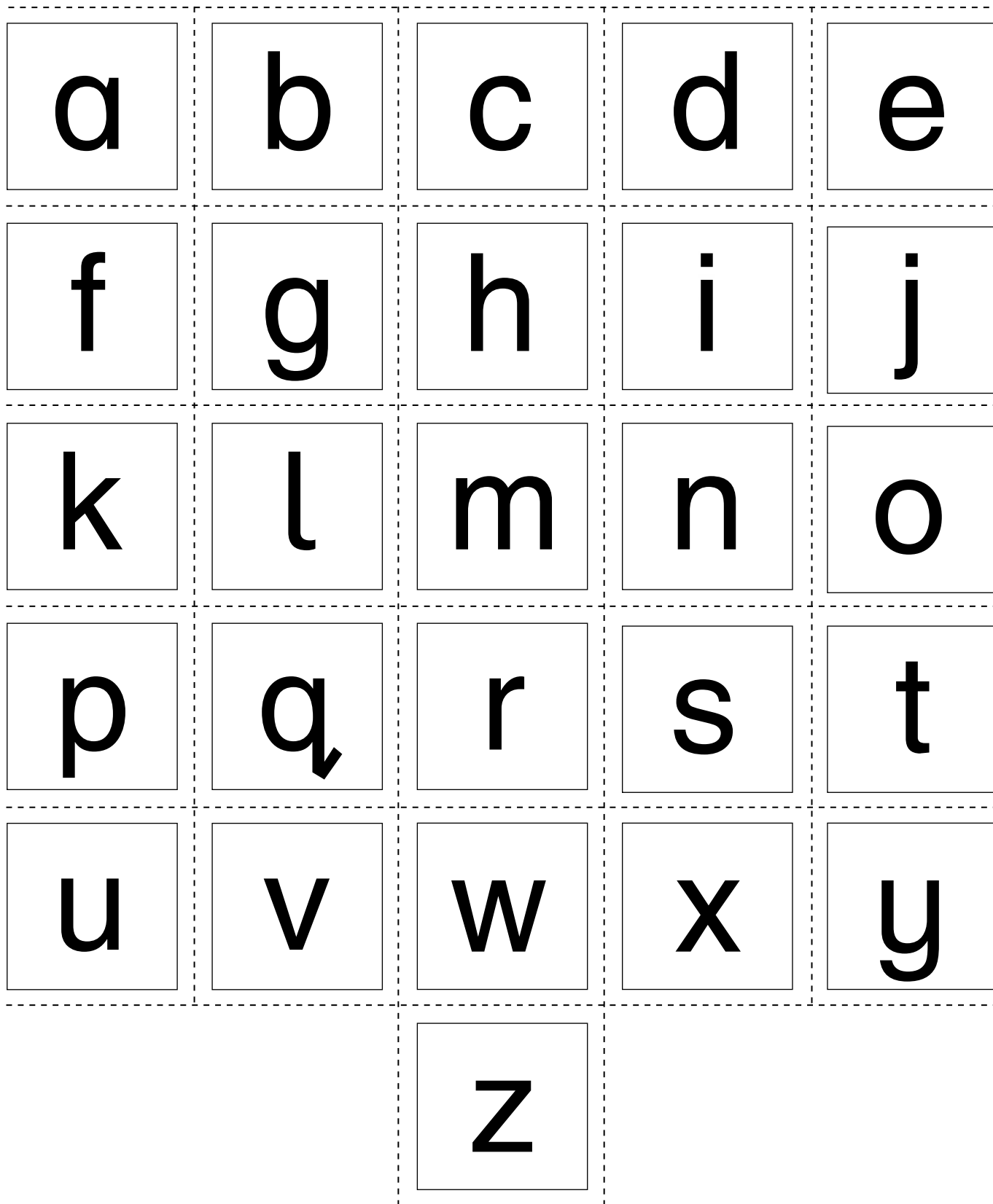
If you're happy and you know it, clap your hands.  
If you're happy and you know it, clap your hands.  
If you're happy and you know it, then your face will surely show it.  
If you're happy and you know it, clap your hands.

If you're happy and you know it, stamp your feet.  
If you're happy and you know it, stamp your feet.  
If you're happy and you know it, then your face will surely show it.  
If you're happy and you know it, stamp your feet.

If you're happy and you know it, shout Hurray, Hurray!  
If you're happy and you know it, shout Hurray, Hurray!  
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, Hurray.

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

# Resource sheet 15



# Resource sheet 16

at

b

c

f

h

m

p

r

s

v

t

# Resource sheet 17

<b>in</b>	
<b>b</b>	<b>d</b>
<b>f</b>	<b>k</b>
<b>p</b>	<b>s</b>
<b>t</b>	<b>w</b>

# Resource sheet 18

an

b

c

f

l

m

n

p

r

s

t

v

# Resource sheet 19

letter

word

story title

cover

beginning

end

spine

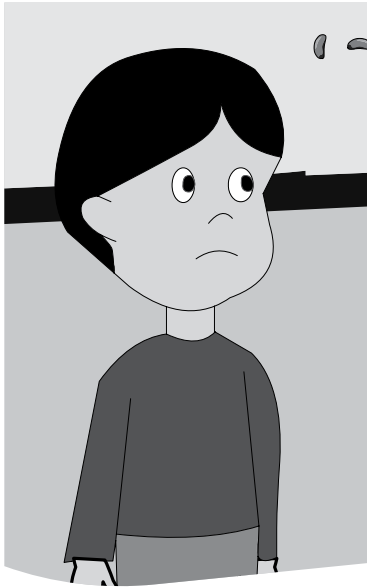
page

picture

front

back

# Resource sheet 20



Jack



Mum



giant



# Resource sheet 21



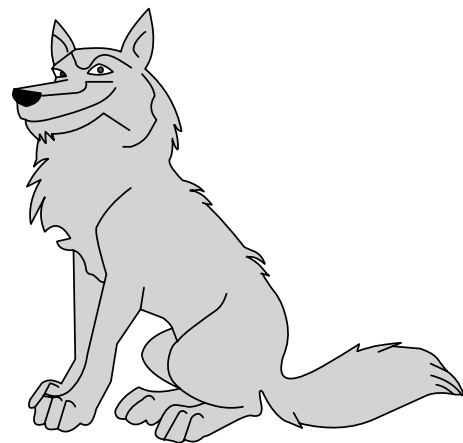
grandma



Little Red Riding Hood



woodcutter



wolf

## 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 Drawing lines	<input type="checkbox"/> Can draw horizontal straight lines <input type="checkbox"/> Can draw vertical straight lines <input type="checkbox"/> Can draw slanting straight lines <input type="checkbox"/> Can draw zigzag lines <input type="checkbox"/> Can draw varied straight lines to form patterns <input type="checkbox"/> Can draw curved lines <input type="checkbox"/> Can draw varied curved lines to form patterns		
2 Hello, Goodbye	<input type="checkbox"/> Uses the words Hello and Goodbye <input type="checkbox"/> Can colour things using adequate hand control <input type="checkbox"/> Can colour pictures within boundaries <input type="checkbox"/> Uses full sentences to ask and answer questions. <input type="checkbox"/> Can draw straight lines to complete pictures		
3 Families	<input type="checkbox"/> Remembers and uses vocabulary related to families, clothes, everyday things <input type="checkbox"/> Can draw curves and circles <input type="checkbox"/> Sings rhymes and poems <input type="checkbox"/> Can use correctly some vocabulary in rhyme		
4 Counting things	<input type="checkbox"/> Counts from one to five in sequence <input type="checkbox"/> Uses ordinal numbers first, second, third, fourth, and fifth <input type="checkbox"/> Can draw and trace patterns with improved dexterity		
5 Everyday things	<input type="checkbox"/> Expresses preferences and likes and dislikes <input type="checkbox"/> Remembers and uses correctly new vocabulary <input type="checkbox"/> Can read and write numbers 1-5 <input type="checkbox"/> Answers questions with yes/no		
6 Colours	<input type="checkbox"/> Remembers and sings an alphabet song <input type="checkbox"/> Can identify and name some colours <input type="checkbox"/> Can explain use of colours on traffic signals <input type="checkbox"/> Can read and trace letters i, j, k, l, v, w, x, z <input type="checkbox"/> Can recognize initial sounds i, j, k, l, v, w, x, z		

Unit	Assessment focuses	Achievement Y = Yes S = more support required	Teacher's notes
7 Shapes	<input type="checkbox"/> Remembers and sings an alphabet song <input type="checkbox"/> Can identify and name simple shapes: circle, square, triangle <input type="checkbox"/> Can draw simple 2D shapes <input type="checkbox"/> Can read and trace letters m, n, u, y, f, h, r, t <input type="checkbox"/> Can recognize initial sounds m, n, u, y, f, h, r, t		
8 Weather	<input type="checkbox"/> Remembers and repeats simple rhymes <input type="checkbox"/> Remembers and uses vocabulary related to weather <input type="checkbox"/> Can identify simple weather symbols <input type="checkbox"/> Can read and trace letters c, o, s, a, e g <input type="checkbox"/> Can recognize initial sounds c, o, s, a, e g		
9 Numbers	<input type="checkbox"/> Can count objects and write numbers 1–10 <input type="checkbox"/> Can draw and colour simple shapes and objects <input type="checkbox"/> Can read and trace letters b, d, p, q <input type="checkbox"/> Can recognize initial sounds b, d, p, q		
10 Animals	<input type="checkbox"/> Learns vocabulary related to animals <input type="checkbox"/> Learns number songs and rhymes <input type="checkbox"/> Can count and write numbers 1–10 <input type="checkbox"/> Can name some animals <input type="checkbox"/> Can identify initial sounds in words		
11 More numbers	<input type="checkbox"/> Can count and write numbers 1–10 <input type="checkbox"/> Can draw and count objects <input type="checkbox"/> Can talk about feelings and expressions <input type="checkbox"/> Sings rhymes and songs		
12 My alphabet	<input type="checkbox"/> Sings and learns an alphabet song <input type="checkbox"/> Can sound out initial letters in words <input type="checkbox"/> Can explain and use the alphabetical order of letters a–z <input type="checkbox"/> Can write a–z in alphabetical order		
13 Letters and words	<input type="checkbox"/> Can read and identify rhyming words <input type="checkbox"/> Learns new vocabulary <input type="checkbox"/> Links objects to their labels <input type="checkbox"/> Remembers initial letters of familiar words <input type="checkbox"/> Learns and sings simple nursery rhymes <input type="checkbox"/> Can read and sound out random letters a–z <input type="checkbox"/> Can spell some cvc words <input type="checkbox"/> Can copy new words correctly		

Unit	Assessment focuses	Achievement Y = Yes S = more support required	Teacher's notes
14 Story books	<input type="checkbox"/> Can look at and discuss a variety of books <input type="checkbox"/> Listens to and discusses stories <input type="checkbox"/> Expresses preferences		
15 Jack and the Beanstalk	<input type="checkbox"/> Listens to and discusses a story <input type="checkbox"/> Learns new vocabulary <input type="checkbox"/> Can sequence events in a story <input type="checkbox"/> Can express opinions <input type="checkbox"/> Can talk about stories/characters		
16 Little Red Riding Hood	<input type="checkbox"/> Listens to, discusses, and retells a story <input type="checkbox"/> Learns new vocabulary <input type="checkbox"/> Can talk about stories/characters <input type="checkbox"/> Can identify good and bad characters in stories <input type="checkbox"/> Can write letters a-z in alphabetical order		

