

**Teaching  
Guide 1**

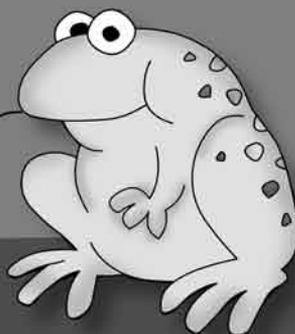
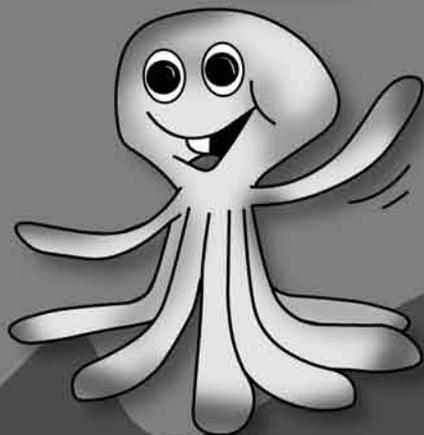
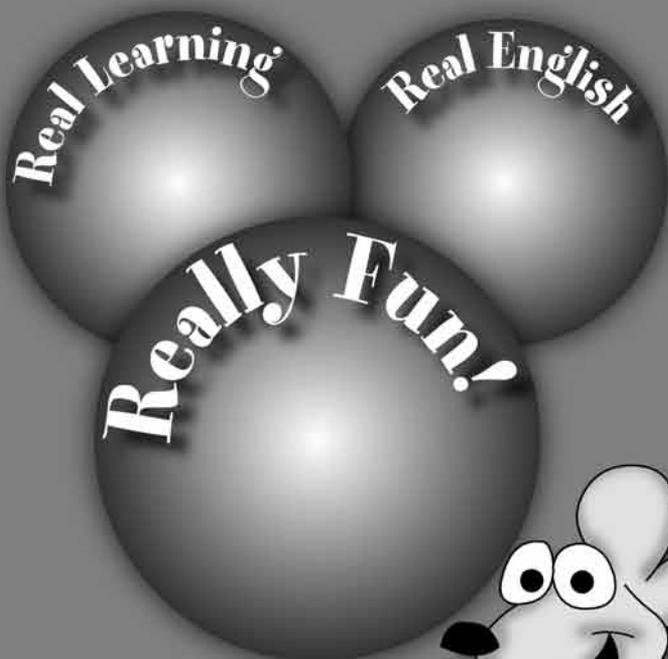
# **ENGLISH**

**Visual Skills**

**Learning About Sequencing**

**Beginning Consonant Sounds**

**SUE GILBERT**



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## Introduction

Given that no two students are alike in the way they learn, and no two teachers are alike in the way they teach, it would be impossible to provide a set of definitive plans for any lesson. The lesson plans in this teaching guide are therefore exactly as the title states—guides. The material and suggestions they contain will, I hope, help teachers to deliver their lessons effectively, but only if modified by the teachers' own knowledge and understanding of their students' interests, strengths, and weaknesses.

This crucial early stage of a child's education forms the basis for their learning throughout life. If the time spent in the classroom is fun, and success is reinforced through praise, students will be eager and active learners. As well as verbal praise, make sure that students' books are collected regularly and plenty of positive feedback is given through the use of stickers, stars, smiley faces, etc.

At the same time, any problems that are not addressed at this stage may affect future learning adversely, so make sure that potential problems are identified early and that remedial action is taken when and where necessary. Although each of the lessons is intended to take one 35–40 minute period, please be flexible as far as timing is concerned and only move on from one topic to the next when you are certain that no misunderstandings remain. A little extra time spent on learning the basics at this stage will ensure steady progress through the later stages.

The book is full of illustrations of objects that should be familiar to the students. Encourage them to talk about these objects in either English or their first language and share their ideas. Suggestions for discussion have been provided for the early topics only, but maintain this activity throughout and use it as a means to reinforce target vocabulary. Similarly, explanations and instructions given in English can be repeated in the students' first language when necessary to reinforce understanding.

A list of materials is given for each lesson plan so that these can be prepared in advance. Please ensure that the relevant details of any flashcards or other visual aids are large enough and clear enough to be seen by the students sitting furthest away from the teacher. When small items are used, make it clear to the students that they should not be placed in the mouth, nose, ears, etc. and always collect all the materials at the end of the lesson.

Students work at different rates and to accommodate this, suggestions are made for students who finish the work ahead of the others to colour some of the pictures in the textbook. Colouring is an excellent way to develop the fine motor skills and hand-eye coordination needed for writing, so encourage students who do not have time to colour in class to take their books home and do this for homework.

I hope that both teachers and students will enjoy using the Excel English series and that a lot of excellent learning will be the result.

# Visual Skills

## What's in this section?

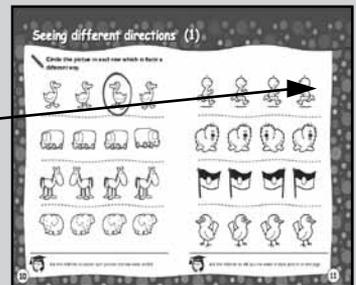
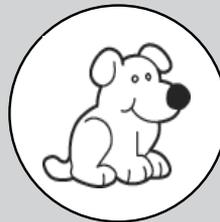
Before children can learn to read, they need to develop certain visual skills. In this section the children will learn about

- listening carefully and following instructions.
- following a sequence of events.
- recognizing objects that are the same.
- recognizing objects that are different.

Each of these interrelated skills is essential for children to later develop their abilities in reading and comprehension.

## Who's hiding?

Daisy the dog is hiding somewhere inside the border of every double page. Can the child find where she is?



## Seeing differences (Pages 2–5)

### Teaching Objectives

- to teach the meanings of the English terms *different*, *difference* and *the same*
- to familiarise students with the names and characteristics of the following shapes—square, circle, triangle, diamond, and star
- to encourage students to talk about differences and similarities between given objects
- to relate objects to students' experiences
- to develop students' oral confidence and aural skills

### Learning Outcomes

Students should be able to

- use the terms *different*, *difference*, and *the same* correctly to distinguish between sets of objects/pictures.
- use objects and cards to create their own same/different sets.
- correctly identify by name a square, circle, triangle, diamond, and star.
- identify the given shapes from their descriptions.
- relate the basic shapes to everyday objects in the classroom.
- talk confidently about their personal experiences of familiar items shown in the textbook and listen attentively when other students speak.

## Lesson 1 Pages 2–3 Seeing differences (1)

### Materials required

- Pairs of matching and different objects e.g. balls, books, pencils, balloons, bags, toys, etc. of the same and different size and colour
- Materials for the game: either pairs of objects that are the same or different, or posters made using pictures from the Internet or magazines or drawn by hand. Each poster should show a pair of objects that are either the same or different

### Introduction

In order to complete this topic, it is important that the students understand what is meant by the term *different*.

Before beginning the work in the textbook, show the students pairs of items that are the same, and pairs that are different, and ask them to say which are the same and which are different, and, if possible, to explain how they are different.

NOTE—At this stage it is important to use the English terms *same* and *different*, but the explanation can be done in first language since it is the concept of *different/difference* that is being explored. It is important that the objects are large enough to be seen by all the students in the classroom and that the differences are obvious.

For example, show the students two plastic balls or balloons that are the same size and colour and establish that they are the same.

Next, show them two balls that are the same size, but of different colours and establish that they are *different*. Encourage the students to explain *the difference*, e.g. one is red and the other is blue.

Other readily available items that can be shown are exercise books, coloured pencils, coloured building blocks, toy cars, etc.

To assess understanding you could play this game:

Prepare the materials listed above.

Ask the students to stand up.

Explain that you are going to show them a pair of objects. Without speaking, they must decide if they are the same or different. If they are the same, the students should sit down; if they are different, they should remain standing.

If they are different, ask one student to explain why. *This can be done in first language if necessary.* After each pair, the students should all stand again.

As you show the pairs it should be easy to identify any students who are having problems with this concept. These students can then be given extra help when they begin to work from the book.

## Student Activity

Ask the students to open their textbooks at page 2.

If this is the first time they have used the books, give them a few minutes to look through the book and take some time to explain about the hidden 'Daisy the Dog' on each double page before explaining the activity.

Explain that on pages 2–3 there are eight sets, each of four objects. In each set, one object is different from the rest. The students should identify the object that is different by drawing a circle around it, as shown in the example.

Look at the example and establish that all the objects are balls.

Ask the students why the circled ball is different. Answers may include because it is plain, because it is only one colour, because it is not a football, etc. Accept all valid answers so that students are aware that there may be more than one correct reason.

*Again, this discussion can be in first language if necessary, though the teacher should then repeat any explanations in English.*

Before the students begin the work, ask them to draw a large circle in the air with their finger, and then to draw smaller and smaller circles in the air.

Ask them to pick up a pencil and draw a small circle in the air.

Students should now be given a set amount of time to identify and circle the different object in each of the other seven sets. To do this they can work individually or in pairs.

While they are doing this, the teacher can help any student(s) identified in the game as having problems with understanding the concept.

Students who finish the task ahead of others can begin to colour the objects they have circled. At the end of the set time, or when everybody has completed the task if sooner, ask the students to put down their pencils and go over their work as a class.

Talk about each set of objects, identifying what they are and why the circled object is different. Again, there may be more reasons than the obvious main difference, so encourage students to give their ideas. *This can be done in the students' first language since the idea is to explore the concept of difference.*

## Answers

Set 2–The lorry is different because the others are cars; also it has six wheels rather than four, it has smaller lights.

Talk about cars and lorries: which students have ridden in a car/lorry? Which families own a car/lorry? What are cars/lorries used for? Etc.

Set 3–The bird is different because the others are ducks; it has a pointed beak rather than a rounded bill; it does not have webbed feet; its tail is a different shape; only one eye is visible.

Talk about ducks and birds: ducks live on water and swim and eat fish but birds live on land and fly and eat insects and seeds; ducks 'quack' and birds sing or 'tweet'; ducks lay large eggs that we can eat, etc.

Talk about pet birds and how to look after them or birds that the students see in their gardens or the school grounds.

Set 4–The giraffe is different because the others are dinosaurs; it has a patterned skin; it is tall; it has horns; it has large ears; it is not extinct; it lives in Africa, etc.

Ask if any students have seen a giraffe in a zoo.

Set 5–The ladybird is different because the others are butterflies; the ladybird is usually red with black spots, butterflies are of many colours; butterflies have three body parts, not two, etc.

Ask the students to talk about butterflies they have seen in the garden.

Set 6–The helicopter is different because the others are planes; helicopters have propellers, not fixed wings, etc.

Ask if any of the students have flown in an aeroplane or helicopter.

Set 7–The vest is different because the others are shirts; the vest does not have sleeves; vests are worn by athletes and shirts by cricketers, footballers, etc.

Talk about the shirts of the school team or national cricket team or a favourite sports team. They can talk about how different sports teams have different coloured shirts.

Set 8–The cap is different because the others are hats; the cap has a peak; the cap fits close to the head; many people wear caps, but hats like those shown are not commonly worn, etc.

Talk about the hats worn by different people such as policemen, guards, nurses, traditional hats, etc.

## Recapitulation

End the lesson by playing the game again. This will provide an opportunity to reassess learning after the textbook activity.

## Homework task

Ask each student to make a similar set of four objects or pictures (three the same and one different) and bring them to school. They can then take turns to show their set to the other students at the start of the next lesson.

## Lesson 2 Page 4-Seeing differences (2)

### Materials required

- Objects for classroom activity e.g. exercise books, textbooks, rulers, erasers, pencils, school bags, shoes, fruits, etc.

### Introduction

Begin this lesson by asking each student to show the class the sets of objects they made for homework. Ask individual students to identify the object that is different and to explain why.

### Student Activity

Page 4 can be completed by students working individually or in pairs and the students' answers discussed as outlined in Lesson 1.

Set 1–The hippopotamus is different because the others are elephants.

Set 2–The octopus is different because the others are fish.

Set 3–The bee is different because the others are ants.

Set 4–The dog is different because the others are cats.

### Recapitulation

Do the activity suggested at the bottom of the page using different classroom objects e.g. 3 exercise books and a textbook, 3 rulers and an eraser, 3 school bags and a shopping bag, 3 shoes and a sports shoe, etc.

## Lesson 3 Page 5-Seeing differences (2)

### Materials required

- A large square, circle, triangle, star, and diamond each cut from a different coloured sheet of card
- Sets of shapes cards for student pair work
- Resource Sheet 1

### Introduction

Before completing page 5, it is important to teach the students the names of the shapes.

Use the large card shapes or draw the five shapes on the board.

Point to or show each shape to the students, say its name and ask the students to repeat the name. Talk a little, in simple terms, about the identifying characteristics of each shape.

For example:

A square has four sides.

A triangle has three sides.

The star has five points.

A circle is like the shape of a ball.

A diamond has four points.

Stick each card shape to the board in a position that students can reach, and ask students to take turns to come to the board and point to the shape you name. If a student chooses correctly, s/he can then name another student and another shape to be identified.

Ask the students for ideas of objects that are of a similar shape, e.g. a book is shaped like a square; a kite is shaped like a diamond.

You could also describe a shape and ask students to tell you which shape you are describing.

For example: An orange is this shape.–circle

A slice of bread is this shape.–square

Give the students a set amount of time to complete page 5 and then discuss the answers.

## Optional activity

Use Resource Sheet 1 to make sets of twenty small cards, each set containing four cards of each of the five shapes. There should be a set of cards for each pair of students in the class.

Let the children work in pairs to make and identify sets of 3 + 1 shapes.

## Seeing similarities (Pages 6–9)

### Teaching Objectives

- to revise the meaning of the English term *the same* and teach the meaning of the English terms *similar* and *similarity*
- to help students to identify general characteristics that make a set of objects similar and specific characteristics that make two objects the same

### Learning Outcomes

Students should be able to

- identify two objects that are the same from a given set.
- describe a general characteristic that makes a set of objects similar.
- make a set of four objects including a matching pair.

## Lesson 4 Pages 6–7 Seeing similarities (1)

### Materials required

- Sets of three objects that share a characteristic
- Pictures of one of the items e.g. a lemon, a grapefruit, and two oranges; a shoe, a boot, and two sandals; pictures of a horse, a cow, and two pictures of a camel, a set of plastic cups, etc.

### Introduction

Begin the lesson by playing the game from lesson 1 to review the previous learning of *same* and *different*.

Introduce the concepts of *similar* and *the same* using the three different fruits.

Show the students the fruits and ask them to name each of them. Elicit their response that although they are not the same, they are all fruits. This is their *similarity*.

Now show the students the fourth piece of fruit and ask them to identify the piece from the original three that is the *same*.

Repeat this activity using the other sets of objects you have prepared. Each time emphasise that although the objects in the set share a general *similarity*, only two of them are *the same*. Continue to explain using two students as an example. Select two students of the same gender who have similar physical characteristics such as hair colour, length and style, height, weight, etc. Ask questions to elicit their response that although the students share physical *similarities*, they are similar, not *the same*.

## Student Activity

Ask the students to open their textbooks at page 6.

Before students begin the activity in the textbook, make sure that they understand that English is read from left to right, and therefore the *first* item in the row is the one on the left of the page—the one that is highlighted in lilac.

Explain the task and, as a class, look at the example and ask the students to point to the first item in the row (the highlighted car). Ask them to look at all the items on the row and identify the way in which they are all *similar*. (They are all cars.) Then ask a student to explain why the circled car is *the same* as the first car. There may be several different reasons given (open roof, shape, size) so accept any that are valid.

Now look at each row of pictures in turn and ask the students to identify the general term for the objects in each row (fish, flowers, runners/people running, dogs, balls, birds, dinosaurs).

Give the students a set amount of time to complete pages 6 and 7.

Any students who finish before the given time can colour the matching object in each row.

At the end of the set time, or when everybody has completed the task if sooner, ask the students to put down their pencils and go over their work as a class.

Talk about each set of objects, identifying first what makes the set of objects *similar* and then why the selected picture is *the same* as the first.

## Recapitulation

Draw a set of simple shapes or objects such as pin men on the board and ask students to come out and identify the matching pair.

Repeat this several times, so that all students have a chance to take part.

## Lesson 5 Pages 8–9 Seeing similarities (2)

### Materials required

- Boxes/baskets containing collections of small items from which the students can make a set of four items that includes a matching pair, for example, a collection of coloured pencils, a box of Lego blocks, a collection of building blocks, coins, large buttons, squares of fabric, marbles, plastic letters of the alphabet, numbers, colouring pencils or crayons, and plain paper

## Introduction

The teacher should demonstrate this activity before the group work is undertaken. Divide the class into small groups and give each group a box of items. Each student should select four items from the box to make a set of three that are the same with one paired item. They then take turns to show the set to the other members of their group who should identify the matching pair.

## Student activity

Before opening the textbook, use the large card shapes from lesson 3, draw on the board, or ask questions to revise the names of the geometric shapes star, square, diamond, and triangle.

Ask the students to open their textbooks at page 8 and explain the task. Before the students pick up their pencils, look at each set of items and identify their shared characteristic—octopi, cats, bicycles, caterpillars, stars, diamonds, squares (*at this stage it is not necessary to distinguish between a square and a rectangle*), triangles.

Ask the students to open their books on pages 6–7 of the textbook and give them a set amount of time to complete the exercises. Any students who finish before the given time can colour the matching object in each row. At the end of the set time, or when everybody has completed the task if sooner, ask the students to put down their pencils and go over their work as a class.

## Recapitulation

Students should draw their own set of four to include a matching pair.

First, demonstrate on the board possible simple shapes—cross, large dot, horizontal or vertical line, circle, etc. Ask students for other suggestions.

Explain that to make their set they can vary the shapes, or use one shape and vary the colours. Provide the students with colouring pencils or crayons and a sheet of plain paper. Ask each student to draw a simple set of four (three different + one the same as in the book). The drawings can be collected and used to make a classroom wall display.

## Seeing different directions (Pages 10–13)

### Teaching Objectives

- to teach the meaning of the English term *direction*
- to help students identify an object that has been turned through 180°

### Learning Outcomes

Students should be able to

- follow instructions to face a given direction.
- explain that *direction* means the way something/somebody is facing.
- identify one object in a group of four that is facing in a different direction.

## Lesson 6

Unusually this lesson will be entirely practical and students will not use the textbook.

### Materials required

- Before the lesson, choose four features of the room to represent four different directions, e.g. door, window, cupboard, clock, teacher's desk, light switch, plant, etc. and make a large, simple outline drawing of each of these on card
- Sets of 4 small cards, each set showing one of the four features of the classroom (see Introduction below)

### Introduction

#### Activity 1

Introduce the term *direction* by standing in front of the class so that you are facing one of the selected features of the classroom. Ask the students to tell you what is in front of you, or what you are looking at. When they reply that you are e.g. in front of the door, or looking at the door, tell them 'Yes, I am facing in the direction of the door.' Turn and face another feature of the room and repeat the same process. Turn a third time and this time ask, 'In what direction am I facing?' Repeat this for the fourth direction.

### Student Activity

Name the four directional features and ask the students to point to the direction each represents.

Ask all the students to stand and instruct them to face one of these directions. If any student makes a mistake, s/he should sit down.

For further practice, students can do this activity in pairs.

#### Activity 2

Next show the students the four large drawings of the classroom features and ask them to point to the direction each of them represents, without speaking. To ensure silence, any student who speaks can be 'out'.

Ask four students to come to the front of the class; give them each a card taken from the same set and ask them to make a line facing the direction indicated on the card. Hold up the large drawing of the direction and ask the other students to decide whether they are facing the correct direction.

Repeat the activity with several sets of students using different direction cards.

#### Activity 3

Call out students as for Activity 2, but give matching cards to only three students and a different card (preferably showing the opposite direction) to the fourth. Again, ask them to stand in a line facing the direction shown on their cards. The rest of the students should identify by name the student who is facing in a different direction from the other three. Repeat the activity so that as many students as possible have a chance to take part.

## Recapitulation

To end the lesson, invite two students to come to the front of the class. Put all of the small cards in a bag or box and ask each student to choose one card and face the direction shown. Ask another student to tell you whether they are facing in the same direction or in different directions.

## Lesson 7 Pages 10–13 Seeing different directions (1) and (2)

### Introduction

Begin with a quick activity to revise the previous learning. Explain to the students that you are going to hold up one of the cards. If you say ‘Same direction,’ they should point in the direction shown. If you say ‘Different direction,’ they should point away from the direction shown. Repeat this several times.

### Student Activity

Ask the students to open their textbooks at page 10. Look at the example and establish that there are four ducks. Look at each duck and ask which *direction* it is facing. Students should reply using the relevant feature of the classroom e.g. ‘It is facing the board/door/window, etc. When this has been done for all four ducks, ask why the third duck has been circled. Students should be able to explain that it is because it is facing in a *different direction* from the other three ducks.

Explain the task—that the students should circle the item in each of the other rows that is facing in a different direction.

Give the students a set time to complete pages 10–12. Any student who finishes early can colour the circled item. At the end of the set time, or when everybody has completed the task if sooner, ask the students to put down their pencils and go over their work as a class.

### Answers

Page 10

Row 2—lorry 4. Talk about lorries; students may have observed lorries decorated with truck art. Ask the students what sorts of goods are transported by lorry.

Row 3—horse 2. Talk about horses, where they are seen and the work they do.

Row 4—elephant 1. Ask students if they have seen elephants at the zoo. Talk about the unique features of the elephant—trunk and tusks, as well as its immense size.

Page 11

Row 1—runner 4. Talk about any experience of running in races, and the need to run in the correct direction.

Row 2—dog 3. Ask if students have pet dogs and talk about how to look after dogs and how dogs help humans—as guard dogs, guide dogs, as pets, etc.

Row 3—flag 3. Show students the flag of Pakistan and talk about the colours. Talk about how the wind makes flags fly.

Row 4—bird 1. Ask if any students have pet birds, and how they look after them. What do wild birds eat?

Page 12

Row 2–ant 1. Talk about the number of legs, antennae, body parts. Where do students see ants?

Row 3–car 3. Talk about cars. Who comes to school in a car/van/bus?

Row 4–cat 2. Do any of the students have pet cats? How do they look after them? When do cats purr? Talk about how cats help us by catching mice/rats.

## Recapitulation

End the lesson by asking groups of four students to stand in a line so that one of them is facing a different direction from the other three, and ask a member of the class to identify the student who is facing a different direction.

## Lesson 8 Page 13 Seeing different directions (2)

### Materials required

- Large card examples of the four shapes shown on page 13 (two of each)
- Blu-tack or similar adhesive material
- Resource Sheet 2.

### Introduction

Begin by teaching the students the names of the given shapes. They will already know the triangle and the diamond, so fix one of the large card triangles to the board and first revise the characteristics of the shape. Ask the students to identify the direction in which a certain point of the triangle is pointing e.g to the door, window, etc. Fix the second triangle to the board (choose the same or different direction) and ask if it is facing in the same direction. Repeat this with the diamond shapes.

Next, introduce the 'L' shape by fixing a card shape to the board and asking one or two students to describe its shape. Students may not be familiar with the letter L, but the term 'L-shape' can be used to name it without further explanation at this stage. If you think the students are capable, show them how to make the L-shape using their thumb and forefinger. By using both hands they can see that the two Ls face different directions.



Alternatively, as above, use a second shape on the board and ask students to decide if the two shapes are facing the same or different directions. Finally, introduce the arrow shape using the same method. Students may be able to talk about signs they have seen where the arrow is used to indicate direction. Conclude this section by showing the students each shape in turn and asking them to name it.

## Student Activity

Give the students a set amount of time to complete the exercises on page 13. Any student who finishes early can colour the circled items. At the end of the set time, or when everybody has completed the task if sooner, ask the students to put down their pencils and go over their work as a class.

## Recapitulation

End the session with an activity to revise/reinforce the names of the shapes.

Give each student a set of four cards and ask them to place them face-up on the desk in front of them.

Call out the name of one of the shapes and ask the students to hold up the card that shows that shape so that you can see it. The teacher will be able to spot any student who is having trouble with the names and provide further help if necessary.

Depending on time or ability, you could extend the game so that individual students are asked to hold up shapes, or students can take turns to ask each other in small groups.

## Seeing the same direction (Pages 14–17)

### Teaching Objectives

- to help students identify one object that is facing in the same direction as a given object

### Learning Outcomes

Students should be able to

- select from a group of three objects the one that is facing in the same direction as a given example.

## Lesson 9 Pages 14–15 Seeing the same direction (1)

### Materials required

- Large card shapes from previous lesson
- Blu-tack or similar adhesive material
- Sets of diamond and arrow cards taken from sets of small shape cards used in previous lesson

### Introduction

Revise the concept of *the same* by asking the students to look back at pages 8–9 of the textbook. Ask a student to explain what the activity involved. S/he should be able to recall that they were looking for the object in the row that was *the same* as the one highlighted in purple.

Next, to introduce the concept of the *same direction*, hold up two large arrow cards, both pointing up, and ask the students if they are facing the same way or not. Repeat the activity, but with one arrow pointing up and the other pointing down. *In order to avoid any confusion with left and right, only change the shape in the up/down direction.* Students should see that they are pointing in different directions. Repeat the activity using the diamond cards, in horizontal and vertical positions.

Next, give each student the small cards showing the arrow and the diamond and ask them to put them on the desk in front of them.

Explain that you are going to do the activity that you did yesterday, but this time the students must make sure that when they hold up the shape, it is pointing in the same direction as your shape. Collect the shapes at the end of the activity.

## Student Activity

Ask the students to open their textbooks at page 14 and look at the first row. Elicit, if possible, that the fish shown are sharks and that some sharks can be very dangerous. Use the given example to explain the task. Give the students a set amount of time to complete pages 14 –15. Any student who finishes early can colour the circled item. At the end of the set time, or when everybody has completed the task if sooner, ask the students to put down their pencils and go over their work as a class.

## Answers

Page 14

Row 2–platypus 1. Students may not know about this animal, which is an Australian marsupial called the duck-billed platypus because of the shape of its mouth. They may be able to name the kangaroo and/or koala as other native Australian animals.

Row 3–bee 2. Talk about the fact that bees make honey and also that they can sting

Row 4–elephant 2. Students have already spoken about elephants in a previous lesson but encourage any new ideas.

Page 15

Row 1–fire-engine 2. Students may be familiar with fire engines, their colour and the sounds of the sirens when they are going to deal with an emergency.

Row 2–engine 3. Explain that this is an old engine and the engines that pull modern trains are different; students may have travelled by train or seen trains passing through their town or village.

Row 3–chicken 2. Talk about chickens as a source of eggs and as meat; what sounds do chickens make?

Row 4–aeroplane 3. Students have already spoken about planes in a previous lesson but encourage any new ideas.

## Recapitulation

End the lesson with a student activity. Ask the students to stand.

Ask one student to stand in the front of the class and, when the teacher says ‘turn’, s/he should turn to face a direction of their choice. When you clap your hands, the other students should turn to face the same direction. Any student who turns in the wrong way will be ‘out’ and should sit down.

## Lesson 10 Pages 16–17 Seeing the same direction (2)

### Introduction

Begin by revising the work completed in the previous lesson.

Ask the students to open their textbooks at pages 14–15 and select a student to explain the task.

### Student Activity

Ask the students to turn the page and look at pages 16–17.

Look at the example and talk about lambs; they are baby sheep and we get wool and meat from sheep. Complete the activity as in previous lessons

### Answers

Page 16

Row 2–cat 3. Students may want to talk about other animal cartoon characters.

Row 3–child 2. Has any student played with a yo-yo?

Row 4–girl 3

Page 17

It is more difficult to talk about these shapes, but welcome any contributions the students may wish to make.

Row 1–triangle 2. You could introduce the term *point* to talk about whether the point is at the top or bottom of the picture.

Row 2–arrow 1

Row 3–L-shape 3

Row 4–shape 1

### Recapitulation

Since this page marks the end of a sub-topic, it may be useful to ask students to go back to page 2 and, as a class, recall the task on each page. To do this, look at each row in turn and ask individual students to explain why a certain image has been circled. This would also be a good point to collect all the student books in order to identify any students who may be experiencing problems.

## Recognizing sizes (Pages 18–21)

### Teaching Objectives

- to teach the meaning of the English terms *size*, *big*, *small*, *bigger than*, and *smaller than*
- to help students compare objects according to size

### Learning Outcomes

Students should be able to

- explain that *size* means how big or small an object is.
- identify one object in a group of four that is *bigger than* or *smaller than* the other three.
- use the English terms *size*, *big*, *small*, *bigger than* and *smaller than* correctly when comparing objects.

## Lesson 11 Pages 18–21 Recognizing sizes (1) and (2)

### Materials required:

- Two balloons of the same colour but inflated to different sizes and two bananas or apples of different sizes
- A selection of pairs of objects that differ in colour and size, for example, a teaspoon and a large wooden spoon; two pencils of different colours and lengths; two T-shirts; two books; etc.

### Introduction

Begin by introducing the terms *big and small*. Show the students one of the balloons and ask them to tell you what it is. Show them the second balloon and ask them to decide whether the two objects are the same. The students should be able to see that although they are both balloons and both the same colour, one is *big* and one is *small*. Introduce these English words and practise them by holding up one of the balloons and asking the students to say 'big' or 'small' as appropriate. Repeat this activity using the bananas/apples.

Explain that the terms *big* and *small* are used to talk about the *size* of things.

To practise using the terms, ask the students to look around the room and identify objects that are big/small. For example, the door is big, the eraser is small. Now show the students the two books and establish that the (e.g.) blue book is small and the (e.g.) red book is big. Repeat this with the other pairs of objects you have prepared. At this stage, if the students are ready, you could introduce the terms *bigger than/smaller than*. 'The red book is bigger than the blue book' and 'The blue book is smaller than the red book'.

### Student Activity

Ask the students to open their textbooks at page 18. Explain that in this exercise they are going to be looking at the size of each object in the row and select which of the four is a different size from the other three. Explain that the selected object could be either smaller than the other three, or bigger than the other three.

Ask the students to look at the example row of four apples and decide whether the apple that has been circled is bigger or smaller than the other three. They should be able to say that it is smaller. Next, before the students begin to work individually, look at the second row. Teach the word *umbrella* if necessary and talk about how umbrellas are used as protection against the rain and the sun. Ask the students to point to the object in the row that is a different size from the other three. Pairs of students can check that they are both pointing to the same object.

Elicit their response that this object is *smaller than* the other three.

Give the students a set amount of time to complete all the exercises on pages 18–21 and then go over the work as a class. For each answer, ask whether the circled object is bigger or smaller than the others.

## Answers

Page 18

Row 3–elephant 1 is smaller

Row 4–ball 4 is bigger. You could talk about the different sized balls that are used for different sports such as table tennis, golf, tennis, cricket, hockey, etc.

Page 19

Row 1–duck 4 is bigger

Row 2–hedgehog 1 is smaller. You may need to explain that a hedgehog is a wild animal that protects itself by curling up into a spiky ball.

Row 3–frog 2 is bigger. Talk about how frogs live on land and in the water. They have long back legs for jumping on land and webbed feet for swimming.

Row 4–lorry 3 is smaller. (Lorries have been discussed in previous lessons.)

Page 20

Row 1–boat 2 is smaller. Talk about boats used for pleasure and for moving people and goods on water. The boats shown here are rowed using oars, but some boats are powered by engines.

Row 2–sun 3 is larger. Talk about how the Sun gives light and warmth to the world. *Do not let students look directly at the Sun.*

Row 3–flag 1 is smaller. (Flags have been discussed in previous lessons.)

Row 4–fish 2 is smaller. Students may have pet fish; fish are also an important source of food.

Page 21 (Shapes have been discussed in previous lessons, but it may be useful to revise their characteristics again.)

Row 1–star 1 is bigger

Row 2–triangle 3 is bigger

Row 3–diamond 2 is smaller

Row 4–circle 4 is smaller

## Recapitulation

Give students one or two minutes to look around the classroom and make a sentence comparing the sizes of two objects that they can see.

For example, 'The window is smaller than the door.' or 'My chair is bigger than my pencil.'

As a class, listen to each student's sentence. *At this stage, the correct comparison of sizes is more important than the correct use of English, but in cases where sentence construction is faulty, repeat the sentence correctly and ask the student to repeat the correct sentence to avoid long-term errors.*

## Finding the pairs (Pages 22–25)

### Teaching Objectives

- to help student identify pairs of objects that are identical
- to explain the meaning of the English term *a pair*
- to encourage student to explain likenesses and differences between similar objects

## Learning Outcomes

Students should be able to

- identify correctly two matching items from a group of four similar objects.
- use the English term *a pair* correctly when talking about two identical items.
- explain the reasons for their choices.

## Lesson 12 Pages 22-25 Finding the pairs (1) and (2)

### Materials required

- Sets of three simple objects, two of which are identical and one only similar; for example, two pencils/books/ribbons etc. of one colour, and one of a different colour; three small Lego constructions, all of the same colour but one of a different shape; three school bags/shoes/T-shirts etc; a pair of socks/shoes/slippers/rubber gloves, etc;
- Copies of Resource Sheet 3

### Introduction

To revise the concept of *the same*, ask the students to look at page 8 of the textbook and recall the activity. Next, show them one of the sets of three objects that you have prepared. It is probably easier to start with those that differ only in colour and move on to the more complicated differences. Establish that they are all objects of the same type, e.g. they are all books. Ask a student to come to the front of the class and identify the two objects that are *the same*. Ask the student to explain the reasons for his/her choice. Repeat this activity using the other sets of objects that you have prepared.

Explain to the students that the term *a pair* is used to talk about two items that are the same. You could show them the pairs of socks/rubber gloves/etc. that you have prepared. You can then show them non-matching pairs and explain the difference.

Use the following activity to assess their understanding:

Without speaking, hold up a pair of matching shoes. Explain that if the students think they are a true pair they should put their hands together, in the air. If they think they are a non-matching pair, they should hold their hands apart. Repeat this with different matched and unmatched pairs. By observing the students, it should be easy to identify any student that is having difficulty with this concept so that additional help can be provided on a one-to-one basis.

### Student Activity

Ask the students to open their textbooks at page 22. Explain the task and discuss the example as for previous exercises. Stress that in these exercises the students have to circle two pictures. Give the students a set amount of time to complete all the exercises on pages 22–25 and then go over the work as a class. For each row, ask individual students to talk about the reasons for their choices and encourage them to explain the ways in which the objects are different as well as alike.

## Recapitulation

Give each student a copy of the simple spot the difference worksheet.

Talk about the scene shown in general terms before asking the students to look at the pictures carefully to spot any differences. When this has been done verbally, ask the students to work individually to mark the differences on the sheet.

The second sheet can be used as extension work or as a voluntary homework task.

## Finding the missing thing (Pages 26–29)

### Teaching Objectives

- to teach the meaning of the English term *missing*
- to help students compare two similar items in order to identify a part missing from one of them
- to encourage them to talk about a missing part
- to show students how to draw a missing part

### Learning Outcomes

Students should be able to

- use the English term *missing* correctly.
- identify a part missing from one of two similar objects.
- explain where a particular missing part should be placed.
- make a reasonable attempt at drawing a missing part in the correct place.

## Lesson 13 Pages 26–29 Finding the missing thing (1)

### Materials required

- Pairs of simple drawings showing similar items but with one part missing from the second drawing e.g. two pictures of a girl with hair missing in one; two pictures of a house with a door missing in one; etc.
- Blu-tack or similar adhesive material; sets of 3 similar objects e.g. 3 different coloured pencils/books.

### Introduction

Show the students the first complete drawing. Ask them to talk about what they can see. Next, show them the incomplete drawing and ask them if the two drawings are the same. The students should be able to identify the difference. Introduce the term *missing* to talk about the part that is not shown on the second drawing, for example, 'The girl's hair *is missing* from the second picture.' Draw the missing part on the second drawing and establish that the two pictures are now the same.

Repeat this process with the other simple drawings you have prepared.

### Student Activity

Ask the students to open their textbooks at page 26 and look at the example.

Establish that the pictures are all of dogs and explain that picture 3 has been circled because something was missing, - the dog's tail. This has now been drawn on to the dog. *Stress that it*

does not matter if it does not look the same as the others—it is more important that it be drawn in the correct place.

Before the students begin to work individually, look at the other three rows of pictures on this page and talk about what is missing from the picture that is different. Give the students a set amount of time to complete all the exercises on pages 26–29 and then go over the work as a class.

## Recapitulation

Show the students a set of three similar objects such as three different coloured pencils or books. Identify each of them by colour. Turn away from the students and remove one of them. Ask the students to tell you, which object, is missing. Repeat this with several sets of objects.

## Finding the big thing (Pages 30–31)

### Teaching Objectives

- to teach students the meaning of the English term *the biggest*
- to help students identify the biggest of a set of three objects
- to help students find a path from one given point to another through a maze diagram

### Learning Outcomes

Students should be able to

- use the English term *the biggest* correctly.
- identify the biggest of a set of three objects.
- draw a path from one given point to another through a maze diagram.

## Lesson 14 Pages 30–31 Finding the big thing

### Materials required

- Sets of three similar objects of different sizes, for example, plastic dishes, spoons, toy cars, dolls, balls, pencil boxes, etc.
- A large copy of the maze drawing on page 30 of the textbook, without the solution.

### Introduction

Begin by teaching the term *the biggest*. First, revise the use of *bigger than* by showing the students the smallest of one set of three objects and the next largest and establish that the second is *bigger than* the first. Then show the third (largest) object and establish that it is bigger than the other two items. Introduce the term *the biggest* by explaining that e.g. 'The blue book is bigger than the green book, but the yellow book is *the biggest* of the three.' Repeat this activity with another set of items.

Show the third set of items as a set and ask a student to decide which of the items is the biggest. Encourage students to use the term by asking e.g. 'Is the white mug (do not choose the biggest item) the biggest?' The student should reply e.g. 'No, the blue mug is the biggest.'

## Student Activity

Ask the students to look at page 30 of the textbook, and fix the large drawing of the page that you have prepared on the board. (Alternatively, draw this on the board before the class begins.)

Ask the students to point in their books to the biggest boat and explain that the boy must find a way to reach that boat. Use the large drawing to show the students that there are three entrances to the boat. Ask a student to come to the board and trace with a finger the path leading from the entrance on the right of the page. The other students should do the same in their textbooks. This will lead to the rowing boat, so it is not the correct path. Ask a second student to do the same for the centre entrance; again this is wrong and will lead to the sailing boat.

Finally ask a student to try the third (left side) entrance, which will lead to the biggest boat. A fourth student can then complete the work using a coloured pen in place of a finger. Ask the students to complete the exercise on page 31 and check that all have chosen the correct path.

## Recapitulation

Tell the class that you are going to name three objects and they must decide which one is *the biggest*. Stress the need to listen very carefully and explain that you will say the names twice before asking them to answer. Name three familiar objects such as a lamp, a bed and a table, or an elephant, a dog, and a horse. Try to vary the order so that the name of the biggest is in a different place in the list each time. If students are ready, extend the list to four objects.

## Finding the small thing (Pages 32–33)

### Teaching Objectives

- to teach students the meaning of the English term *the smallest*
- to help students identify the smallest of a set of three objects

### Learning Outcomes

Students should be able to

- use the English term *the smallest* correctly.
- identify the smallest of a set of three objects.

## Lesson 15 Pages 32–33 Find the small thing

### Materials required

- Sets of three objects used in previous lesson

### Introduction

Introduce the term *the smallest* in the same way as *the biggest* in the previous lesson.

## Student Activity

Ask the students to look at pages 32–33. Explain that the activity is the same as those on the previous pages, but this time they must find the paths to the smallest objects. Before the students complete the activity, look at each page and identify the smallest object on each of the pages. Give the students a set time to complete the work and then check their work.

## Recapitulation

Use the same activity as for lesson 14, but this time students should identify the smallest of the named objects.

## Finding the right size (Pages 34–37)

### Teaching Objectives

- to explain the meaning of the English terms *the right size* and *fit*
- to help students match objects that match each other in size (fit)

### Learning Outcomes

Students should be able to

- use the English terms *the right size* and *fit correctly*.
- demonstrate through matching exercises an understanding of the concepts of *the right size* and *fit*.

## Lesson 16 Pages 34–37 Finding the right size (1) and (2)

### Materials required

- A selection of clothes in both child and adult sizes e.g. socks, T-shirt, shoes, etc; a soup bowl and a washing-up bowl; a teaspoon and a wooden spoon, etc.

### Introduction

Use the items of clothing to teach the terms *the right size* and *fit*. Show the students the two T-shirts and ask them to decide which of them is large and which is small. Hold the small T-shirt against yourself and ask them if you could wear it. It should be obviously too small for you so that the students will say no. Explain that the T-shirt is not *the right size* for you. Ask a student to come to the front of the class, hold the T-shirt in front of the child and ask the same question. The other students should see that the T-shirt will *fit* the student; it is *the right size*. Next hold the large T-shirt in front of the student and repeat the question; this time the students should see that the large T-shirt is too big for the student but is *the right size* for you. Repeat the activity with the other items of clothing.

If necessary, continue the introductory activity with the other materials you have prepared—asking which of the two bowls is the right size for washing up/eating soup and which of the spoons is the right size for stirring a cup of tea/mixing a cake. Alternatively, use this as a recapitulation activity.

## Student Activity

Ask the students to open their textbooks at page 34. Ask them to look at the kennels and elicit their response that one of them is larger than the other two. Ask them to look at the dog and then ask whether the dog would *fit* in one of the smaller kennels. Establish that the large kennel is the one that is *the right size* for the dog. Ask the students to trace with a finger, the path through the maze to the larger kennel.

Before the students work independently, look at each of the pages 34–37 and explain the student task on each page. Give the students a set time to complete the work and then check their work. Students who complete the work early can check their work against that of a classmate.

## Recapitulation

Either use the materials as suggested above in the introduction section, or ask students questions as suggested at the foot of page 34, using the terms *right size* and *fit*.

## Finding the same picture (Pages 38–41)

### Teaching Objectives

- to revise the meaning of *the same*
- to help students identify objects which are the same

### Learning Outcomes

Students should be able to

- use the term *the same* to talk about objects/pictures that are identical.
- demonstrate understanding of *the same* by drawing lines to link identical pictures.

## Lesson 17 Pages 38–41 Finding the same picture (1) and (2)

### Materials required

- Pairs of objects/pictures that are the same
- Pairs of objects/pictures that are similar
- Two sets of large card shapes as used in lesson 3
- Blu-tack or similar adhesive material

### Introduction

Revise the meaning of *the same* by holding up pairs of objects/pictures and asking students to decide if they are the same or similar. For example, hold up two identical books or two similar books, pencils, socks, pictures of a dog, etc. Students can either use hands together/hands apart to indicate same/similar, or individual students can respond.

To introduce the activity, fix one set of large card shapes on the right of the board in a vertical column; on the left, fix a copy of one of the shapes. Revise the names of the shapes with the students as you do this. Ask a student to come to the board. S/he should name the single shape

and point to the shape in the column that matches the single shape. You should then draw a line linking the two shapes. Repeat the activity with a different shape, but this time ask the student to draw the line.

## Student Activity

Ask the students to open their textbooks at pages 38–39.

Before they begin the activity, ask them to name the items shown in the column on the left of each page. Give the students a set time to complete the work and then check their work before they continue with the exercises on pages 40–41.

## Recapitulation

End the lesson by repeating the introductory activity as a game. Show the pairs of objects very quickly and any student who gives the wrong hand signal is out of the game. As an optional homework, students could be asked to bring to class a matching pair of objects or pictures for display on a board or table in the classroom.

## Finding the similar picture (Pages 42–47)

### Teaching Objectives

- to revise the meaning of the terms *similar* and *missing*
- to help students identify objects that are similar
- to help students compare two similar items in order to identify a part missing from one of them
- to help students complete a drawing by adding a part that is missing

### Learning Outcomes

Students should be able to

- use the terms *similar* and *missing* correctly.
- identify two objects/pictures that are similar.
- identify a part that is missing from an object or drawing.
- complete a drawing by adding a part that is missing.

## Lesson 18 Pages 42–43 Finding the similar picture (1)

### Materials required

- Pairs of similar pictures or objects (as used in previous lesson)

### Introduction

Introduce the activity by looking back at pages 26–27. Remind the students that in each row, three of the pictures were the same, and the fourth was *similar* because something was *missing* from the picture. Look at each row and encourage the students to talk about them using the two target terms.

## Student Activity

Ask the students to turn to page 42 of the textbook. Identify the pairs of objects by pointing to them, and discuss what is missing from each pair.

Before the students start to work independently, explain that to complete these exercises they will have to do three things:

1. identify the pair of similar pictures and join them with a line
2. identify what is missing from one of the pair
3. draw in the missing part

Give the students a set amount of time to complete the exercises on the two pages and then check their work as a class. Pairs can check on their partner's work.

## Recapitulation

End the lesson by showing the students pairs of similar pictures or objects and ask individual students to explain how they differ.

## Lesson 19 Pages 44-47 Finding the similar picture (2) and (3)

### Introduction

This lesson is a continuation of the previous lesson. To introduce the work, ask students to turn to pages 42–43 of the textbook and revise what they did. Then look at the following four pages and, as in the previous lesson, identify the pairs and talk about the missing parts before the students begin to work independently. Remind them of the three steps they need to complete for each pair of objects.

Give the students a set amount of time to complete the exercises on the two pages and then check their work as a class. Pairs can check each other's work.

# Learning About Sequencing

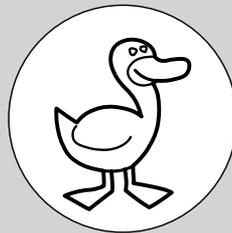
## What's in this section?

This section helps the child further develop the visual skills necessary to learn to read and write. In this section the child will learn to

- follow instructions.
- systematically follow a sequence of events.
- recognize and write some basic symbols (e.g. tick, cross, circle).
- identify the place and position of objects (e.g. under, above, top, bottom).

## Who's hiding?

Dylan the duck is hiding somewhere inside the border of every double page. Can the child find where he is?



## Drawing symbols (Pages 50–51)

### Teaching Objectives

- to explain that a *symbol* is a written sign that has a particular meaning
- to help students to identify the meanings of some common symbols
- to help students develop fine motor skills through drawing simple symbols

### Learning Outcomes

Students should be able to

- explain the meanings of some common symbols.
- draw recognisable simple symbols.

## Lesson 20 Pages 50–51 Drawing symbols

### Materials required

- Large drawings of common simple symbols with which the students are already familiar, for example, a smiley face, unhappy face, angry face, no smoking sign, some common road signs, a computer icon, etc.
- Sheets of lined or squared paper for extra practice
- Copies of Resource Sheet 4

### Introduction

To introduce the concept of a symbol, show the students one of the drawings, e.g. the smiley face. Elicit from the students the meaning of the picture and explain that the picture is a *symbol* of pleasure/happiness; even without written or spoken words to explain the meaning, we know that whenever we see that symbol, we can understand the meaning.

Repeat this with some of the other signs, ending with the tick and the cross which they will know from their school work.

### Student Activity

Ask the students to open their textbooks at pages 50–51. Talk about the four shapes shown and the symbolic meanings of the first two. Check that each student has a suitably sharp pencil.

Explain the task to the students and ask them to complete the work as neatly and accurately as possible. Comment on students' work as they complete the task. Give extra paper to students who need further practice, and draw at the start of each line the symbol or shape that they should copy. Students who do not need further practice should be given a worksheet so that they can draw their own face icons.

### Recapitulation

Ask any students who have drawn face icons to show their work to the rest of the class which can identify the symbolic meaning.

## Matching symbols (Pages 52–53)

### Teaching Objectives

- to help students identify and match identical symbols and shapes

### Learning Outcomes

Students should be able to

- identify pairs of matching symbols and shapes by linking them with a line.

## Lesson 21 Pages 52–53 Matching symbols

### Materials required

- A large drawing on card or on the board of each of the four shapes shown on pages 52–53
- Sets of coloured pencils
- A large copy of the first exercise on page 52 on card or on the board

### Introduction

Use the drawings of the four shapes to revise their names and revise the meanings of the two symbols.

### Student Activity

Ask the students to open their textbooks at pages 52–53. Make sure that all students have access to at least four different coloured pencils. Point out to the students that each page is divided into two by the dotted line so that there are four exercises to be completed and the lines they draw should not cross the dotted lines.

Use your large drawing to explain and demonstrate the task, using a different coloured marker to join each pair of shapes. Students could help you to do this. Emphasise that they should use a different colour to join each pair of shapes. Give the students a set amount of time to complete the exercises on the two pages. While they are working, go round and check their work as they complete it.

### Recapitulation

Using the large card drawings of the shapes, ask the students if they can identify the shapes in any objects in the classroom. For example, a windowpane or book may be square; the waste-paper basket may be round, etc.

## Following instructions using symbols (Pages 54–57)

### Teaching Objectives

- to help students follow simple instructions expressed through symbols
- to teach the colours *green, red, brown, yellow, and blue*

## Learning Outcomes

Students should be able to

- correctly colour a drawing by matching a given colour to a given symbol.
- name correctly the colours of familiar objects as *green, red, brown, yellow, or blue*.
- choose from a selection of items an article of a given colour (*green, red, brown, yellow, or blue*).

## Lesson 22 Pages 54–55 Following instructions using symbols

### Materials required

- A selection of items of the given colours e.g. wooden blocks, coloured pencils, bags, ribbons, toy cars, balls, etc.
- Class sets of green, red, brown, yellow, and blue coloured pencils

### Introduction

Begin by using the selection of items to teach the students the English names of the colours green, brown, and red. Show them a red item and say the word *red* clearly. Ask them to repeat the word. Show them more red items and ask 'What colour is the .....

Repeat this activity for *green*.

When they are familiar with the two colours, show them an item that is either red or green and ask them to name the colour. Ask individual students to come to the front of the class and select an item of a given colour (red or green).

Repeat the activities to introduce the colour brown.

### Student Activity

Ask the students to open their textbooks at pages 54–55. Look at the picture and point out that some of the small circles are marked with X and others with a tick. Explain that these are symbols and are being used to tell the students what to do. Read the first instruction and ask the students to draw a red circle round the tick at the end of the sentence to remind them what the symbol means. Do the same for the second instruction, using a green circle round the X.

Ask the students to look at page 55, and again identify the symbols and their meanings. Ask students to colour the square in the instructions green and the circle brown.

Before the students start to work independently, ask questions to check that they know which colour is represented by each symbol. Explain that the work should be completed as neatly and accurately as possible—there is no prize for finishing first.

Give the students a set amount of time to complete the exercises on the two pages. As they work, monitor their work and comment on their accuracy and progress.

### Recapitulation

Ask students to hold up a coloured pencil of the colour you name. (3 colours)

Ask the students to identify other objects in the classroom that are red, green, or brown.

Ask individual students which of the three colours they prefer. You could collate the information to make a bar chart to display in the classroom.

## Lesson 23 Pages 56-57 Following instructions using symbols

### Materials required

- As for previous lesson

### Introduction

Begin by revising the names of the colours red, green, and brown. Refer to the bar chart of the students preferences; students' may be able to recognize which colour is the favourite/least favourite. Teach the students the names of the colours yellow and blue as in the previous lesson.

### Student Activity

Ask the students to open their textbooks at pages 56-57.

Introduce and complete the exercises as for the previous lesson, making sure that the students mark the symbols on each page with the appropriate colour.

### Recapitulation

Ask students to hold up a coloured pencil of the colour you name. (5 colours)

Show the students a random selection of objects of all five colours and ask individual students to name the colour.

Conduct another colour preference survey and make another bar chart.

## Learning about position (Pages 58-61)

### Teaching Objectives

- to teach the meanings of the prepositions *on, on top of, under, between, and beside*

### Learning Outcomes

Students should be able to

- demonstrate an understanding of the prepositions *on, on top of, under, between, and beside* by drawing symbols or placing one object in the correct position relative to a second object.

## Lesson 24 Pages 58-59 Learning about position (1)

### Materials required

- A small stool or chair
- Three or four different soft toys

### Introduction

Place the small stool or chair at the front of the classroom so that it can be clearly seen by all the students. Place one of the soft toys on top of the stool/chair and tell the students that, 'The doll is *on top of* the stool.' Ask the students to repeat the sentence.

Ask individual students to tell you what is *on top of* their desk; make sure they use the words *on top of* when they reply.

Repeat the activity to teach the meaning of *under*.

When students are familiar with both terms, place one soft toy on top of the stool and one under the stool and ask the students questions about their relative positions.

Repeat the activity a third time to teach the meaning of *beside*.  
Ask individual students to name the person sitting *beside* them.

Using the stool and three soft toys, one in each position, ask individual students to talk about the positions of the toys relative to the stool.

Finally, teach the meaning of *between* by placing the stool between two of the soft toys and explaining that the stool is for example *between* the doll and the teddy bear.

Repeat the activity using three soft toys. Change their positions and ask students to talk about the toy in the centre e.g. 'The teddy bear is *between* the doll and the cat.'

## Student Activity

(Note: No books will be used in this lesson.)

Reinforce this learning with the following activities.

### Activity 1

Place one of the objects in a particular position and make a statement (true or false) about its relative position using one of the prepositions, e.g. 'The cat is under the stool.' If your statement is correct, the students should agree; if it is false they should say no and correct your statement using the correct preposition.

### Activity 2

Ask individual students to come to the front of the class and place one of the soft toys in a given position. e.g. Put the cat on top of the stool; put the doll under the stool; put the doll between the teddy bear and the stool; put the teddy bear beside the cat.

## Recapitulation

### Activity 3

Ask students to place three objects on a corner of the desk in front of them—e.g. a pencil, a book, and a ruler. Ask them to move the objects according to your instructions. For example, 'Hold the pencil under the desk.'

'Put the book between the pencil and the ruler.'

'The ruler is beside the book.'

Check to make sure that all students are showing an understanding of the terms.

## Lesson 25 Pages 58-61 Learning about position (1) and (2)

### Materials required

- As for previous lesson

## Introduction

Revise the prepositions taught in the previous lessons by first demonstrating the positions and then repeating Activity 3

## Student Activity

Ask the students to open their textbooks at pages 58–59.

Since the students will be unable to read the instructions, these exercises will have to be completed as a whole-class activity.

Explain that the students must listen carefully when you read each instruction and then draw the cross in the given position. Tell them that you will read each instruction twice. Before you read the instruction, ask the students to name each object in the row. After each exercise, ask students to check their partner's work. It will be necessary to explain on page 60 that *on* can mean the same as *on top of*.

## Recapitulation

Play a game to reinforce the learning.

Ask the students to sit with their arms folded.

Explain that they must move their hands according to your instructions:

When you say *on/on top of*, they must put their hands on the desk.

When you say *under*, they must put their hands under the desk.

When you say *beside*, they must put their hands beside them.

When you say *between*, they must put their hands in the centre of their chest.

## Learning 'top' and 'bottom' (Pages 62–63)

### Teaching Objectives

- to teach the meanings of the prepositional phrases *at the top* and *at the bottom*

### Learning Outcomes

Students should be able to

- use the phrases *at the top* and *at the bottom* correctly to describe the relative positions of two objects.
- identify which of the two objects is *at the top* and which is *at the bottom*.

## Lesson 26 Pages 62–63 Learning 'top' and 'bottom'

### Materials required

- Metre ruler for pointing
- Simple pictures of everyday items
- Blu-tack or similar adhesive material

## Introduction

Begin by teaching the meaning of the term *top*. Point to the top of the board and say, 'This is the top of the board.' Point to it again and ask them to repeat the word *top* and, if possible, the full sentence.

Repeat this, pointing to the top of other objects or features of the room such as the door, window, notice board, etc. Use the same method to teach the term *bottom*.

When the students are familiar with both terms, point at different objects and ask the students to say whether you are pointing at the top or the bottom.

## Student Activity

Draw a box on the board (as on page 62 of the textbook) and ask a student to come to the board and stick one of the pictures *at the top* of the box. Ask another student to stick a second picture at the *bottom* of the box. Ask individual students questions about the positions e.g. 'Is the dog at the top?' and encourage them to reply in full sentences, e.g. 'No, the dog is at the bottom; the boat is at the top.'

Repeat the activity as many times as necessary.

Ask the students to open their textbooks at pages 62–63 and look carefully at the example. What do they notice about the picture at the top? (It is coloured.) What do they notice about the picture at the bottom? (It has an X.)

Explain that they must do this to the items in each of the boxes on pages 62–63.

While they are working, check that they are completing the task correctly and as you do so, ask the students to tell you about the items at the top and bottom of the boxes.

## Recapitulation

Finish with a quick game:

Ask the students to stand beside their desks. When you say *top*, they should stretch as tall as they can. When you say *bottom*, they should bend down as low as possible.

To make it more challenging, you could add *beside* (arms at their sides), *between* (hands between their knees), and *on* (hands on their heads).

## Learning 'top', 'middle', and 'bottom' (Pages 64–65)

### Teaching Objectives

- to teach the meaning of the prepositional phrase *in the middle*

### Learning Outcomes

Students should be able to

- use the phrase *in the middle* correctly to describe the relative positions of three objects.
- identify which of the three objects is *in the middle*.

## Lesson 27 Pages 64–65 Learning top, middle, and bottom

### Materials required

- Simple pictures of everyday items
- Blu-tack or similar adhesive material

### Introduction

Leaving some space between them, fix two of the pictures on the board, one under the other, to revise *at the top* and *at the bottom*.

Fix a third picture between the other two and explain to the students that the e.g. ball, is in the *middle*. Ask the students to repeat the word and the sentence.

Repeat this using three other pictures.

Remove the pictures and make a third set. Ask the students to tell you that the picture is *at the top*, *in the middle*, and *at the bottom*.

Arrange three more pictures in a horizontal line on the board and ask them to identify the picture that is *in the middle*.

Ask three students to stand in front of the class and ask the students to tell you who is standing *in the middle*. Ask the students to change places so that a different student is standing in the middle.

### Student Activity

Ask the students to open their textbooks at pages 64–65 and look carefully at the example. What do they notice about the picture at the top? (It is coloured.) What do they notice about the picture at the bottom? (It has an X.) What do they notice about the picture in the middle? (It is circled.)

Explain that they must do the same to the items in each of the boxes on pages 64–65. Before they begin, make sure that they can name all of the items in the boxes. While they are working, check that they are completing the task correctly and as you do so, ask the students to tell you about the items at the top, in the middle, and at the bottom of the boxes.

### Recapitulation

Ask the students to look around the classroom and identify objects or students that are in the middle of two other students/objects.

## Learning about sequences (Pages 66–67)

### Teaching Objectives

- to help students understand that events occur in sequence
- to use the terms *first*, *then*, *next*, and *last* to talk about the sequence of every day activities

### Learning Outcomes

Students should be able to

- describe everyday activities in the correct sequence.
- use correctly the terms *first*, *then*, *next*, and *last* to talk about a sequence of events.

## Lesson 28 Pages 66-67 Learning about sequences

### Materials required

- Ingredients to make a jam sandwich
- Three or four plants at different stages of growth (as similar as possible to those shown on page 66)
- Sets of coloured pencils

### Introduction

Show the students the sandwich ingredients and ask them to name each of them. Explain that you want to make a sandwich but cannot remember what to do. Can they help you? Elicit from the students the step-by-step instructions, and repeat them using the terms *first*, *then*, *next*, and *last*.

When you have made the sandwich, go over the process again verbally, asking questions such as 'What did I do *first*?', 'What did I do *next*?', 'Then what did I do?', and 'What did I do *last*?'. Ask some questions about the sequence such as 'Did I put the jam on the bread before the butter?' 'Did I cut the slices of bread before I put them together?' (You may wish to make several sandwiches to reinforce the sequencing and then cut them into small pieces so that each student has a taste.)

### Student Activity

Next, show them a large plant and ask if the plant has always been that big. The students should explain in simple terms that plants grow. Place the four plants on a table and ask a student to arrange them to show how plants grow. Encourage him/her to use the terms *first*, *then*, *next*, and *last*.

Ask the students to open their textbooks at page 66 and look at the pictures at the top of the exercise. Discuss the differences and ask whether the pictures are in the correct order to show how the plant grows. Then ask the students to look at the pictures at the bottom of the page and discuss the new sequence.

Finally, ask the students to trace the paths from the pictures at the top to those at the bottom of the page. They can use a different colour for each picture. Discuss and complete the exercise on page 67 in the same way.

### Recapitulation

Encourage the students to talk about both correct sequences of pictures, using the target language.

## Putting two events into sequence (Pages 68–71)

### Teaching Objectives

- to help students to sequence two events
- to talk about two consecutive events using the terms *first* and *then/next*

### Learning Outcomes

Students should be able to

- sequence two events correctly.
- describe the sequence of events using the terms *first* and *then/next* correctly.

## Lesson 29 Pages 68–69 Putting two events into sequence (1) and (2)

### Introduction

Ask the students to give you some examples of what they do after school, using the terms *first* and *then/next*.

Talk about some other simple everyday events and ask the students to say if you have described them in the correct sequence or not.

For example,     First, I have a shower, then I get out of bed.  
                          First, I put on my socks, and then I put on my shoes.  
                          I come to school and then I eat my breakfast.  
                          I eat an apple and then I buy it.

### Student Activity

Ask the students to open their textbooks at page 68.

Explain that each exercise shows two events and they have to show which comes first and which comes next.

Look at the example and establish that the smaller plant is first. Can the students identify how this has been marked in the example? (underlined) How has the second event been marked? (circled)

Discuss the second exercise and ask the students to decide how each of the pictures should be marked.

Before the students begin to work independently, look at the other examples on pages 68 and 69 and discuss what is being shown.

Give the students a set amount of time to complete the exercises on the two pages and then check their work as a class.

*Note that either sequence is possible for the child with the building blocks; he could be unhappy at first, and happy after he has built the tower, or happy with the tower and unhappy when it collapses.*

### Recapitulation

Ask the students to stand by their desks. Give them two commands to follow in the correct sequence. You could also invite students to take turns to give the commands.

For example,     ‘First touch your head, and then touch your knee.’  
                          ‘First pick up a pencil, and then sit down.’

## Lesson 30 Pages 70–71 Putting two events into sequence (2)

### Introduction

Since this lesson is continuing the activity from the previous lesson, a short introduction should be enough. Begin by asking individual students to tell you about two or three things they did when they woke up, in the correct order; encourage them to use *first* and *then/next*.

### Student Activity

Ask the students to open their textbooks at pages 68–69 and recall what they did in the previous lesson to mark the first and second actions in the sequence.

Ask them to turn to pages 70–71 and complete the exercises in the same way. Give the students a set amount of time to complete the exercises on the two pages and then check their work as a class. The activities shown should lead to a lot of discussion.

### Recapitulation

End the lesson with a game.

Mime a series of two actions and ask a student to describe what you are doing.

For example, 'First you turned on the tap, and then you washed your hands.'

If the student guesses correctly s/he can mime the next actions. Try to ensure that each student who wishes to, has a turn at miming.

## Putting three events into sequence (Pages 72–79)

### Teaching Objectives

- to help students to sequence three events
- to talk about three consecutive events using the terms *first*, *then/next*, and *last*.

### Learning Outcomes

Students should be able to

- sequence three events correctly.
- describe a sequence of three events using the terms *first*, *then/next*, and *last* correctly.

## Lesson 31 Pages 72–73 Putting three events into sequence (1)

### Materials required

- Large, simple drawing of a baby, a young person, and an elderly person, all of the same gender
- Blu-tack or similar adhesive material

## Introduction

Explain to the students that they are going to continue the work they were doing last time, but with three events.

Show the drawings to the students and discuss what each shows, using the target language. E.g. 'First the person was a baby.' 'Then s/he grew to be a woman/man.' 'Last, s/he became a grandmother/father.'

Fix the three drawings on the board, each in a different corner and ask a student to select the picture that should be first. Other students can then sequence the other two drawings.

## Student Activity

Ask the students to open their textbooks at pages 72–73 and explain the activity as in previous lessons, emphasising how the line, cross, and circle are used. Before students begin to work individually, discuss the events shown in each sequence of pictures on the pages and ask questions about how each should be marked. E.g. 'Which of these pictures would you mark with the line?' or 'How would you mark this picture? Why?' or 'If this is the second picture, how should it be marked?'

Give the students a set amount of time to complete the exercises on the two pages and then check their work as a class.

## Recapitulation

Ask students to talk about three daily events in the correct sequence, using the target language, e.g. 'First I put on my pyjamas, then I clean my teeth, and last I go to bed.'

## Lesson 32 Pages 74–79 Putting three events into sequence (2), (3), and (4)

### Introduction

Since this work is a continuation of the last lesson, introduce the lesson by asking students to look at pages 72–73 of the textbook to recall the task.

### Student Activity

Ask the students to turn to pages 74–75 of the textbook. Look at each exercise and discuss the sequence of events before the students begin to work independently.

Give the students a set amount of time to complete the exercises on the two pages and then check their work as a class before going on to complete the work on pages 76–79.

### Recapitulation

Ask individual students to choose any of the sequences from pages 72–79 (or select one for them) and explain what is happening, using the target language *first*, *then/next*, and *last*. This can be done in small groups or as a whole class activity.

## Using nursery rhymes to learn sequencing (Pages 80–83)

### Teaching Objectives

- to learn eight English nursery rhymes
- to help students match events in the rhymes to relevant illustrations
- to help students to sequence three events from each of the rhymes

### Learning Outcomes

Students should be able to

- sing or recite the eight nursery rhymes.
- match events in the rhymes to illustrations.
- sequence correctly three events from each of the rhymes.

## Lesson 33 Pages 80–81 Using nursery rhymes to learn sequencing (1)

It is suggested that the work on pages 80–83 be spread over a number of lessons so that the rhymes are learned one by one rather than all at the same time. A new rhyme can be introduced at any point and the sequencing activity will be excellent revision.

### Materials required

- YouTube access

### Introduction

Because of the extremely difficult, unfamiliar, and often archaic language used in some of these rhymes, they would be best taught using one of the YouTube clips in which a video of the rhyme is accompanied by music and singing. Students can sit in a circle to watch the clip on a laptop, desktop, or on an electronic board. The video will provide an explanation of the events and show them in sequence. If Internet access is not available in the classroom, pre-teach some of the important vocabulary, and use the CD/tape to introduce each rhyme, acting out the events as they are related to teach meaning.

When students are familiar with the rhymes, you can ask groups of students to act them out, as the rest of the class sings or recites them.

Teach *Jack and Jill* and *Humpty Dumpty* first.

### Student Activity

Once the students are familiar with the rhymes, ask them to open their textbooks at page 80 and look at the illustrations for *Jack and Jill*.

Ask the students to describe which part of the rhyme is shown in each illustration and then explain how the line, cross, and circle have been used to show the sequence of events.

Sing the rhyme and ask the students to point to the relevant illustration as the rhyme progresses.

Next, ask the students to sing or recite *Humpty Dumpty*.

Ask them what happens first, next, and last, and see if they can identify the relevant illustrations. Discuss how these should be marked and ask the students to complete the activity.

## Recapitulation

Sing the rhymes with appropriate actions.

Teach the nursery rhymes shown on pages 81–83 and complete the tasks in the same way, one or two each week.

## Developing eye movement with sequences (Pages 84–87)

### Teaching Objectives

- to help students follow a sequence of directions correctly
- to help students understand that an arrow can be used to signal direction of physical movement
- to practise following printed directions indicated by arrows
- to practise following verbal instructions

### Learning Outcomes

Students should be able to

- perform correctly a sequence of three directions delivered orally.
- make a physical movement in a direction indicated by an arrow.
- follow printed instructions from right to left and top to bottom.
- perform correctly a verbal instruction.

## Lesson 34 Pages 84–85 Developing eye movement with sequences (1)

### Materials required

- Four large arrows cut from card
- Blu-tack or similar adhesive material

### Introduction

Begin by asking the students to point to a feature of the classroom.

Next, ask them to point to two features in sequence. E.g. First point to the door and then point to the floor. Then ask them to point to three features in a sequence.

When most students are able to do this, ask them to recall the name of the symbol that is commonly used to show direction. You may need to remind them by showing them one of the large card arrows you have prepared.

Explain that you are going to hold one of the arrows so that it points to a feature of the room and that they should point, in silence, in the direction the arrow shows. Use the arrow to point to the sides and corners of the room, the ceiling and the floor, and any other obvious features.

Now, (without using the arrow) ask the students to sit perfectly still and move only their eyes in the direction you say, e.g. the floor/ceiling/ window, etc.

Repeat this activity, using the arrow instead of oral commands.

Finally, fix a sequence of two or three arrows on the board and ask the students to follow with their eyes the directions shown by the arrows as you point to them.

## Student Activity

Ask the students to open their textbooks at pages 84–85.

Look at the first picture and ask the students what it shows. (three fish in a bowl)

Ask the students to place their forefinger on the first arrow and move it in the direction indicated until they come to the second picture; again, discuss what it shows.

Repeat this for the third and fourth arrows, each time ending up with a finger on the appropriate picture, and each time discussing the event shown.

At the end of this stage relate, or ask a student(s) to relate, the series of events in a sequence, using the discourse markers *first*, *then*, *next*, and *last*.

Finally, ask the students to look again at the first picture and explain why there is a cross on the fish at the top. (The written instruction asks for this to be drawn.) Explain that the students need to draw a cross on one part of each of the other three pictures and they must listen to your instructions carefully to find out where to draw them. Ask them to follow the arrows from one picture to the next, and each time read the instruction twice. Ask pairs of students to make sure that their partners have drawn each cross in the correct place.

If there is time, complete the exercise on p 84 in the same way; if not, use it as an introduction to the next lesson.

## Recapitulation

At the end of the lesson play Simon says\* to practise following simple oral instructions.

### \* Simon Says

In this game the students must do as the leader says ONLY if the instruction is prefixed by the words 'Simon says'. For example,

Simon says touch your head.

Simon says sit down.

Simon says do this (students copy teacher).

If the words 'Simon says' are omitted, the students must not move, and any student who does move is out of the game and must sit down.

## Lesson 35 Pages 86-87 Developing eye movement with sequences (2)

### Introduction

Begin with a quick oral activity to revise the prepositions *under*, *beside*, *between*, and *on/on top of*, for example, the Recap activity for Lesson 25.

Ask students to open their textbooks and complete the exercise on page 85 if it was not done in the previous lesson.

If it was completed, ask the students to recall the story and what they did.

## Student Activity

Ask the students to turn to page 86 of the textbook. Go through the exercise step-by step as for pages 84–85.

## Recapitulation

Play Simon says, giving instructions that involve *under*, *beside*, *between*, and *on/on top of*.

## Learning about position in sentences (Pages 88–91)

### Teaching Objectives

- to explain that a *sentence* is a group of *words* that tells us something
- to explain that the end of a written sentence is marked by a full stop
- to teach the meaning of the English terms *first*, *second*, *third*, *last*, and *middle*

### Learning Outcomes

Students should be able to

- differentiate between a *word* and a *sentence* and use the terms correctly.
- identify the full stop at the end of a sentence.
- use the terms *first*, *second*, *third*, *last*, and *middle* correctly to identify the position of a word in a three-word sentence.

## Lesson 36 Pages 88–91 Learning about position in sentences (1) and (2)

### Materials required

- Three large flashcards showing the words *We*, *can*, *sing*
- A flashcard showing a full stop
- Blu-tack or similar adhesive material

### Introduction

Stick the flashcards showing *can*, *sing*, and *we* on the board at random.

If necessary, explain that each card shows one *word* and use the 'look and say' method to teach the three words. Explain that *words* can be put together in a special order to make sentences, and that if the words are in the correct order, each sentence we hear or read, tells us something. Use the three words on the board to make the sentence 'We can sing.' Then ask the students to read it to you.

Finally, explain that a full stop is used to show the end of a written sentence, and add the flashcard full stop to the sentence you have made.

Revise the meanings of the terms *first*, *in the middle*, and *last*, and ask individual students to read the *middle/first/last* words in the sentence on the board.

With the students, count how many words there are in the sentence you have made, and introduce the terms *first*, *second*, and *third* to refer to words one, two, and three respectively. Ask the students to say the words as you point to the words in the sentence, varying the order as you do so.

Ask students to come to the board and point to the *first/second/third* word, as directed. Practise further if necessary by making a line of three students/three different coloured pencils/ three different toys and use the target language to ask questions about their positions in the line.

## Student Activity

Ask the students to open their textbooks at page 88–89 and look at the first picture and the words below it. Ask them if it is a sentence. (Yes, there is a full stop). Can they count how many words there are in the sentence? Ask them to point to the *first/second/third* word. Read the sentence and talk about the picture. Repeat this for the other seven pictures on the page.

Return to the first picture and draw the students' attention to the circled word. Ask them to decide if it is the first, second, or third word in the sentence and explain why it has been circled. Explain that they must now listen to you carefully as you read the instructions and circle the correct word in each of the other sentences. Read each instruction twice and give students time to circle the word. Pairs of students can check each other's work.

## Recapitulation

Play a game to reinforce the new vocabulary.

Arrange the students in groups of three in lines facing the front of the room, and number the students 1, 2, and 3 from front to back.

Explain that when you call out a word, the student in that position in the line should crouch down. Use the terms *1, 2, 3, first, second, third, in the middle*, and *last* randomly and change the positions of the students in the line after a few turns.

## Learning about letters in words (Pages 92–95)

### Teaching Objectives

- to teach the meaning of the term *letter*
- to explain that letters of the alphabet are put together to form words
- to begin to teach the phonic sounds represented by the vowels *a, i, o* and *u*, consonants *d, f, g, l*, and *r*, and pairs *ck* and *sh*
- to teach the colour *orange*

## Learning Outcomes

Students should be able to

- count the number of letters in words containing two, three, or four letters.
- begin to associate phonic sounds with written letters.
- choose correctly from a selection of items an article that is orange.
- use the word orange to describe an article of that colour.

## Lesson 37 Page 92 Learning about letters in words (1)

### Materials required

- A selection of two or three orange items
- A large poster of the English alphabet, preferably without capital letters
- Blu-tack or similar adhesive material
- Sets of coloured (red, blue, green, yellow, and orange) pencils
- A name card for each student

### Introduction

Begin by teaching the colour orange. (Refer to lesson 22 if necessary.)

Next, show the students the alphabet chart and explain that it shows the twenty-six different letters that are used to write English words. Explain further that each letter represents a different sound—for example when we see *s* we know we have to make the sound at the beginning of the word *snake*, and *b* represents the sound we make at the start of the word *baby*.

Then explain that we write different words by putting letters together in different ways; some words have only few letters and are very short, such as *car*, while more letters are needed to write longer words such as *aeroplane*.

Write on the board the sentence 'We can sing'. Ask the students to look at the first word and count how many letters it contains. If necessary, draw a line between the *w* and the *e* to show that they are two separate letters. Repeat this for the other words in the sentence.

### Student Activity

Ask the students to open their textbooks at page 92 and look at the picture.

Help them to recognize that the letters written in the four boxes at the top of the page are the same letters, and in the same order, as the letters written on the picture. Can they guess what word the letters make? Ask the students to point to each letter on the fish in turn, tell them the **phonic sound** represented by the letter, and ask them to repeat the sound. (Do not use the names of the letters at this stage and do not attempt to put them together to make the whole word.)

Now direct their attention to the four boxes at the top of the page and as you read the names of the colours, ask them to draw a circle round the letter in the correct colour. This will act as a key when they do the colouring activity. Check for accuracy by writing the word on the board and asking students which colour you should use to draw around each letter if you have the correct colour pens/chalks, or by asking students to name the colour they have used.

Ask the students to colour the fish.

## Recapitulation

Give students a card showing only his/her first name and ask him or her to count how many letters there are in their name. Ask them all to stand up and sit when you call out the number of letters in their name. Begin with four (or the number of letters in the shortest name in the class) and continue until only the students with the longest names are left standing.

Make a bar chart to show information about the numbers of letters in the students' names to display in the classroom.

## Lesson 38 Pages 93–95 Learning about letters in words (1) and (2)

### Materials required

- Sets of coloured pencils, as for previous lesson.

### Introduction

Write the names of some familiar classroom objects on the board such as desk, book, chair, window, pencil, and eraser. Read each word to the class and ask the students to count how many letters it contains. Encourage them to comment on the words, e.g. they may notice that the letter *o* appears twice in book, and *e* appears twice in eraser, etc. Ask them which word is the biggest/the smallest.

### Student Activity

Ask the students to open their textbooks at page 93 and work through pages 93–95 with them as in the previous lesson.

### Recapitulation

In order to help students understand that the length of a word depends on the number of letters it contains, say pairs of words to the students and ask them to repeat the word that contains the most/fewest letters. Repeat the words before the students answer. For example, dog–elephant; hippopotamus–fish; aunty–grandmother; hamburger–egg; spaceship–star; etc.

# Beginning Consonant Sounds

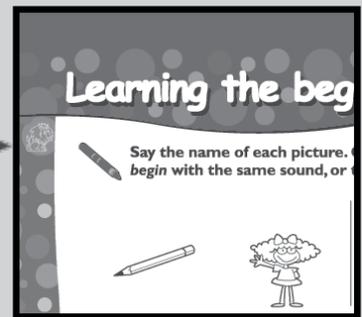
## What's in this section?

This section aims to teach children the sounds of the letters of the alphabet, which is an important first step in putting sounds together to form words. In this section, the children will learn how to

- identify the beginning sounds of words.
- see the relationship between letters and their sounds.
- form the shapes of letters by tracing over them.

## Who's hiding?

Lewis the lion is hiding somewhere inside the border of every double page. Can the child find where he is?



## Vowel and consonant sounds (Pages 98–101)

### Teaching Objectives

- to teach the short vowel sounds *a, e, i, o,* and *u*
- to teach the consonant sounds
- to help students identify the beginning sounds of English words and relate them to their written forms

### Learning Outcomes

Students should be able to

- hear and repeat short vowel sounds.
- begin to identify each vowel sound with its written form.
- hear and repeat the consonant sounds and begin to relate them to their written forms.
- identify the initial sound of a given English word.

## Lesson 39 Page 98 Vowel sounds (1)

### Materials required

- An apple, an egg, a bottle of ink (if available) or a drawing of an igloo, an orange and an umbrella
- Large flashcards of the letters *a, e, i, o,* and *u*

### Introduction

Show the students the objects that you have brought into the lesson, one, by-one and teach them the English vocabulary if necessary. As you name each item, stress the initial sound and ask the students to repeat the word and sound after you several times.

Show the students the apple, say the word and ask the students to repeat the first sound 'a'.

As they do so, ask them to be aware of the shape of their mouth. Write the letter *a* on the board and explain that it is used to represent the sound they have just made.

Repeat this with the egg, ink, orange, and umbrella.

### Student Activity

Ask the students to open their textbook at page 98. Read each line to them and ask them to repeat it with you. You may need to teach the words octopus and igloo. Ask which words begin with the same sounds (elephant/egg, orange/octopus, and igloo/ink).

Give the students some time to colour the pictures.

### Recapitulation

Hold up a flashcard and ask the students, as a class and then individually, to say the vowel sound it shows.

## Lessons 40, 41, and 42 Pages 99-101 Consonant sounds (1) and (2)

### Materials required

- A selection of objects that begin with some of the sounds taught on each page
- A set of 26 flashcards—one for each letter of the alphabet

### Introduction

Begin by using the flashcards to revise the vowels learned in the previous lesson. Ask students, as a class or individually, to say the sound and to name some thing that begins with that sound.

### Student Activity

Work through pages 99–101, one page per lesson. It is important to do this slowly to avoid confusion.

NOTE—page 101 pronunciations of *v* and *w*: on the sub-continent, these letters are commonly pronounced differently from the received UK/US pronunciation. To make the sound *v* the upper teeth should be on top of the lower lip; to make the sound *w* the lips should be pushed forward.

### Recapitulation

Go round the class asking students to name some thing beginning with a given letter. You can change the letter for each student or continue with the same letter for several turns.

Ask the students to bring to school an object beginning with a given letter and make a display table. The letter and display can be changed on a weekly basis. Use the objects daily to reinforce initial sounds and vocabulary. They can also be used to play Kim's game:

1. Place 6\* of the items on a tray/table so that all the students can see them.
2. Point to each item, name it, and ask the students to repeat the name.
3. Give the students two minutes to look at the objects and try to remember them.
4. Cover the items or remove the tray and ask the students to name the objects.

*\*Adjust the number to suit the students' ability.*

Alternatively, after step 3, without students seeing, remove one item from the set and ask the students to name the missing item.

## Learning the beginning sounds *b*, *c*, *d*, *f* (Pages 102-111)

### Teaching Objectives

- to expand the students' English vocabulary
- to help students identify the phonic sound (*b*, *c*, *d*, or *f*) at the beginning of a word
- to help students identify from a given set, objects that begin with a given letter (*b*, *c*, *d*, or *f*)
- to help students to match a given sound (*b*, *c*, *d*, or *f*) to its written form
- to help students begin to write the letters *b*, *c*, *d*, and *f*

## Learning Outcomes

Students should be able to

- name in English the fifty-nine objects shown in the pictures on these pages.
- voice correctly the initial sound of a given word.
- match correctly a given phonic sound to its written form.
- begin to form the letters *b*, *c*, *d*, and *f* by tracing.

## Lesson 43 Pages 102-103 Learning the beginning sounds *b*, *c*, *d*, *f* (1)

### Materials required

- Large flashcards of each item pictured on pages 102–103
- Blu-tack or similar adhesive material

### Introduction

In order to complete these exercises, it is important that the students are familiar with the vocabulary, so begin the lesson by using the flashcards to teach/revise the names of the twelve items shown on each page. Show the students a flashcard and say the name of the item several times. Display the cards on the board and ask the students to name the item that you indicate. When the students are familiar with the nouns, concentrate on asking them to make the initial phonic of each word.

Write the letter *b* on the board and explain that it is the symbol for the sound *b*.

Trace the letter on the board with your finger and ask the students to copy your movements, writing with their finger in the air.

Do the same for the letters *c*, *d*, and *f*. Students often confuse *b* and *d* at this early stage, so try to find a way of helping them distinguish between them. For example, make a link between *d* and the word door and establish the way *d* is written relative to the door of your room.

### Student Activity

Ask the students to open their textbook at page 102 and name the six items shown in the first exercise.

Ask them to identify phonically the letter that is shown in the centre of the exercise. Explain that the picture of the bell has been circled because it begins with the *b* sound, and the students must now circle any other items that begin with that sound.

Complete the exercise by pronouncing with the class the name of each item in turn and identifying the initial sound. Ask the students to decide whether it should be circled or not.

Repeat this method to complete the exercises on pages 102–103.

If students are confident, you may ask them to work independently or in pairs to draw the circles after completing the initial vocabulary and phonic work.

NOTE - Take more than one lesson to complete this work if necessary; it is important that these basic stages are learned thoroughly.

## Recapitulation

Play a team game:

Display all the picture flashcards and write the letters b, c, d, and f on the board so that the students can reach them.

Divide the class into two teams and ask the first member of each team to come to the board.

Ask them to point to something beginning with (b, c, d, or f). The first student to do so correctly wins a point for their team.

A further point could be awarded for pointing to the correct letter.

Make sure that each student has a turn.

## Lesson 44 Pages 104–105 Learning the beginning sounds b, c, d, f (2)

### Materials required

- Flashcards of new items of vocabulary shown on pages 104 and 105
- Blu-tack or similar adhesive material

### Introduction

Use the flashcards to teach/revise the items of vocabulary and relate them to their initial sounds as in the previous lesson.

### Student Activity

Ask the students to open their textbook at pages 104–105.

Look at the example, elicit their response that the article shown is a comb, and identify the initial sound of the word. Identify phonically the two letters shown and ask a student to explain why the c has been circled.

Look at the second example and work through it with the students, identifying the object shown, the initial sound, and the correct letter. Look at the other pictures on the page and identify them by name and initial letter, and sound the letters shown under each of them.

Give the students a set amount of time to complete the exercises on the page and then check their work as a class before continuing with the exercises on page 105.

### Recapitulation

Play a game of I Spy using items in the classroom and the picture flashcards. This is enjoyable and may also help the teacher to identify any students who are having difficulty in isolating initial sounds.

## Lesson 45 Pages 106-107 Learning the beginning sounds b, c, d, f (3)

### Materials required

- Flashcards of new items of vocabulary shown on pages 106 and 107
- Blu-tack or similar adhesive material

### Introduction

Use the flashcards to teach/revise the items of vocabulary and relate them to their initial sounds as in the previous lesson.

Write the letters *b*, *c*, *d*, and *f* on the board and revise the phonics.

### Student Activity

Ask the students to open their textbook at pages 106–107.

Look at the example and ask the students to identify the letter at the start of the line and pronounce the sound it represents.

Identify each item in the row and explain that the balloon has been circled because it begins with the *b* sound.

Work through the second exercise as a whole class.

Before the students complete the other exercises, identify all the items shown and the letter at the start of each row.

Give the students a set amount of time to complete the exercises on the two pages and then check their work as a class. Students can work in pairs or independently.

### Recapitulation

Ask each student in turn to name an object that begins with the letter you say (*b*, *c*, *d*, or *f*).

## Lesson 46 Pages 108-109 Learning the beginning sounds b, c, d, f (4)

### Materials required

- Flashcards of new items of vocabulary shown on pages 108 and 109
- Blu-tack or similar adhesive material

### Introduction

Use the flashcards to teach/revise the items of vocabulary and relate them to their initial sounds as in the previous lesson.

Write the letters *b*, *c*, *d*, and *f* on the board and, to practise writing them, trace the letter on the board with your finger and ask the students to copy your movements, writing with their finger in the air. You can also give verbal instructions as you make the strokes to form each letter.

## Student Activity

Ask the students to open their textbook at pages 108–109.

Look at the example and ask which letter is shown at the end of the row.

Next, ask why the two items have been circled.

By now, the students should be able to explain that the names of both items begin with the sound shown by the given letter, *d*.

You could also ask the students to identify the different initial sound of the third item in the row. Ask the students to trace over the letter *d* at the end of the row, making the pencil strokes in the correct order (down, halfway up, and round) and not lifting the pencil from the paper until the end.

Work through the second exercise as a whole class, stressing that in each of these exercises, two items should be circled.

Before the students complete the other exercises, identify all the items shown. Identify the letter at the end of each row and ask the students to trace over it with their forefingers.

Give the students a set amount of time to complete the exercises on the two pages and then check their work as a class. Students should work in pairs or independently.

## Recapitulation

Name two items and ask the students to say whether they begin with the same sound or not.

This can be done by individual students or as a class using hands together to show the same and hands apart to show different. You could extend the activity by asking a student to tell you the initial sounds.

## Lesson 47 Pages 110–111 Learning the beginning sounds b, c, d, f (5)

### Materials required

- Flashcards of new items of vocabulary shown on pages 108 and 109
- Blu-tack or similar adhesive material

### Introduction

Use the flashcards to teach/revise the items of vocabulary and relate them to their initial sounds as in the previous lesson.

Draw a large tick and a large cross on the board and explain that in the next exercise the tick is going to be used to mean yes, and the cross to mean no. Point to each of the symbols several times and ask the students to say yes or no as appropriate.

## Student Activity

Ask the students to open their textbook at pages 110–111.

Look at the example and ask the students to name the two items.

Ask them to identify the initial sound of each item.

Ask 'Do both words, ball and book, begin with the same sound?'

When the students reply 'Yes', you can explain that because the answer is 'Yes', the tick has been circled.

Work through the next exercise and this time explain that the cross has been circled because the answer to the question 'Do both words, hat and cake, begin with the same sound?' is 'No'. Work through one more exercise as a class and check that students are familiar with the names of all the items shown before the students complete the other exercises.

Give the students a set amount of time to complete the exercises on the two pages and then check their work as a class.

## Recapitulation

Ask the students, in turn, to tell you the names of two things that begin with the same sound. You could vary this by asking for either the same sound or different sounds, according to ability and understanding.

## Learning the beginning sounds *g, h, j, k, l* (Pages 112–121)

### Teaching Objectives

- to expand English vocabulary
- to help students identify the phonic sound (*g, h, j, k, or l*) at the beginning of a word
- to help students identify from a given set, objects that begin with a given letter (*g, h, j, k, or l*)
- to help students to match a given sound (*g, h, j, k, and l*) to its written form
- to help students begin to write the letters *g, h, j, k, and l*

### Learning Outcomes

Students should be able to

- name in English all the objects shown in the pictures.
- voice correctly the initial sound of a given word.
- match correctly a given phonic sound to its written form.
- begin to form the letters *g, h, j, k, and l* by tracing.

## Lesson 48–52 Pages 112–121 Learning the beginning sounds *g, h, j, k, l* (1), (2), (3), (4), and (5)

Lesson plans for these lessons should follow the pattern for lessons 43–47 above

## Learning the beginning sounds *m, n, p, r, s* (Pages 122–131)

### Teaching Objectives

- to expand English vocabulary
- to help students identify the phonic sound (*m, n, p, r, or s*) at the beginning of a word
- to help students identify, from a given set, objects that begin with a given letter (*m, n, p, r, or s*)

- to help students to match a given sound (*m, n, p, r, and s*) to its written form
- to help students begin to write the letters *m, n, p, r, and s*

## Learning Outcomes

Students should be able to

- name in English all the objects shown in the pictures.
- voice correctly the initial sound of a given word.
- match correctly a given phonic sound to its written form.
- begin to form the letters *m, n, p, r, and s* by tracing.

## Lesson 53–57 Pages 122–131 Learning the beginning sounds *m, n, p, q, r, s* (1), (2), (3), (4), and (5)

Lesson plans for these lessons should follow the pattern for lessons 43–47 above

## Learning the beginning sounds *t, v, w, y, z* (Pages 132–141)

### Teaching Objectives

- to expand English vocabulary
- to help students identify the phonic sound (*t, v, w, y, or z*) at the beginning of a word
- to help students identify from a given set, objects that begin with a given letter (*t, v, w, y, or z*)
- to help students to match a given sound (*t, v, w, y, and z*) to its written form
- to help students begin to write the letters *t, v, w, y, and z*

## Learning Outcomes

Students should be able to

- name in English all the objects shown in the pictures.
- voice correctly the initial sound of a given word.
- match correctly a given phonic sound to its written form.
- begin to form the letters *t, v, w, y, and z* by tracing.

## Lesson 58–62 Pages 132–141 Learning the beginning sounds *t, v, w, x, y, z* (1), (2), (3), (4), and (5)

Lesson plans for these lessons should follow the pattern for lessons 43–47 above

## Writing the beginning letters (Pages 142–143)

### Teaching Objectives

- to practise writing the consonants *b, c, f, g, h, j, k, l, n, p, s, t, v, w*, and *y* by tracing

### Learning Outcomes

Students should be able to

- trace with a reasonable degree of accuracy the letters *b, c, f, g, h, j, k, l, n, p, s, t, v, w*, and *y*.

### Materials required

- Copies of Resource Sheet 5

### Introduction

Write the target consonants on the board and ask the students to name them as you point to them in random order. Ask individual students to name items beginning with each letter named.

Using your finger to trace each letter, and using oral instructions, revise with the class how each letter is formed. The students should copy you, writing in the air with their forefinger.

### Student Activity

Ask the students to open their textbook at pages 142–143.

Look at each picture, name the item shown, and identify the beginning sound of each word.

Explain that the letter shown in purple next to each picture is the initial sound of the word.

Ask the students to trace over the *b* in *bed*, first with their finger and then with a pencil or crayon. Explain that they should do this, as neatly and carefully as possible, for each of the initial letters shown on the pages.

Let the students work at their own pace through this exercise.

Students who finish can be given a copy of Resource Sheet 5 to complete.

### Recapitulation

Play a team game:

Divide the class into two (or more) teams. Divide the board up into the same number of columns and provide a marker for each team.

Ask the first member of each team to come to the board and write the letter that you say.

Give points for every correct attempt, but not for finishing first, since accuracy is more important than speed.

### Assessment

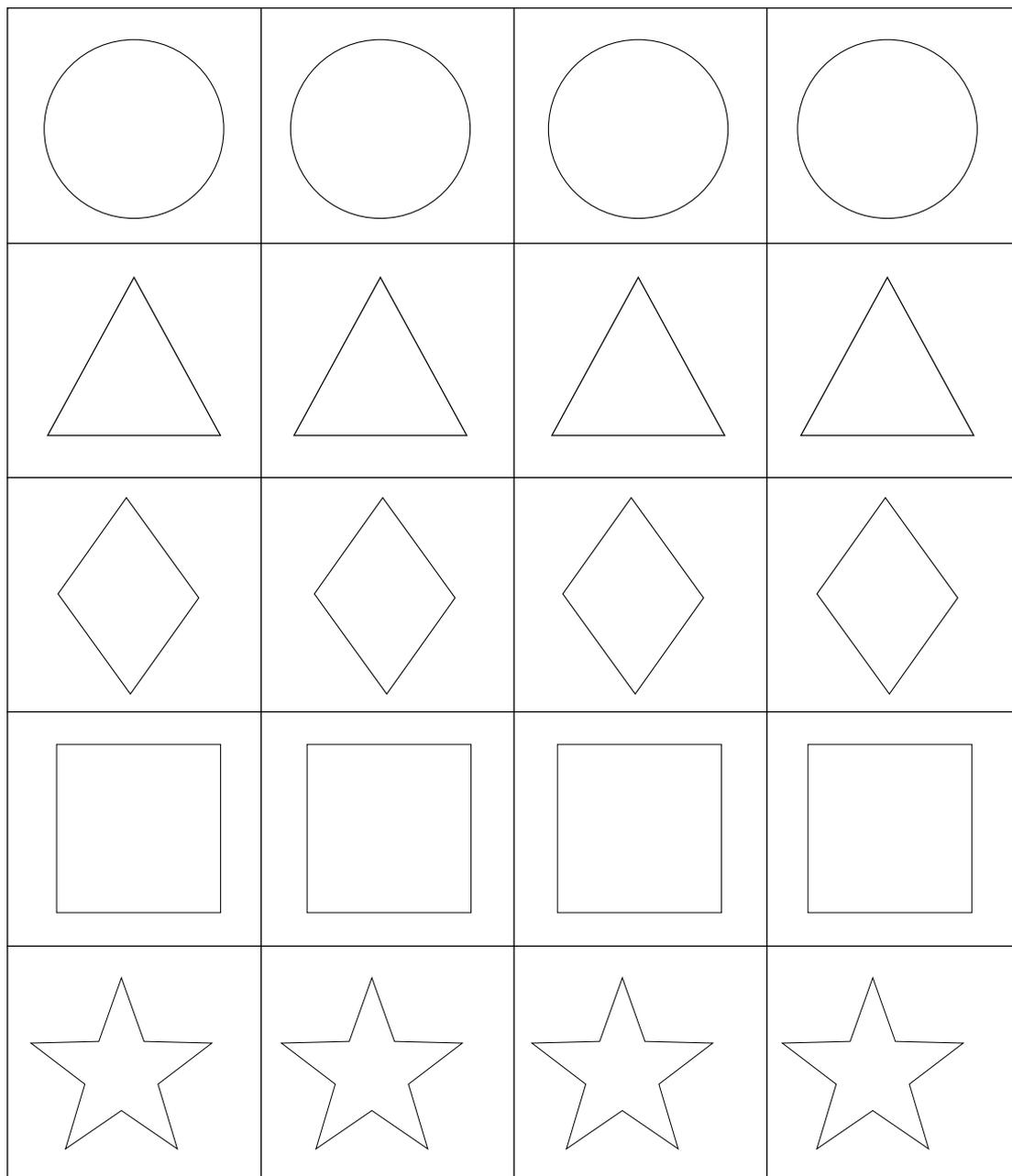
Since students at this stage cannot read instructions independently and work at very different speeds, it would be extremely difficult to administer an assessment test at this stage.

Assessment of learning should therefore be based on students' participation in class activities and the standard of work completed in the workbook.

# Resource Sheet 1

Photocopy this sheet onto good quality paper or thin card and cut it along the lines to make a set of 20 cards.

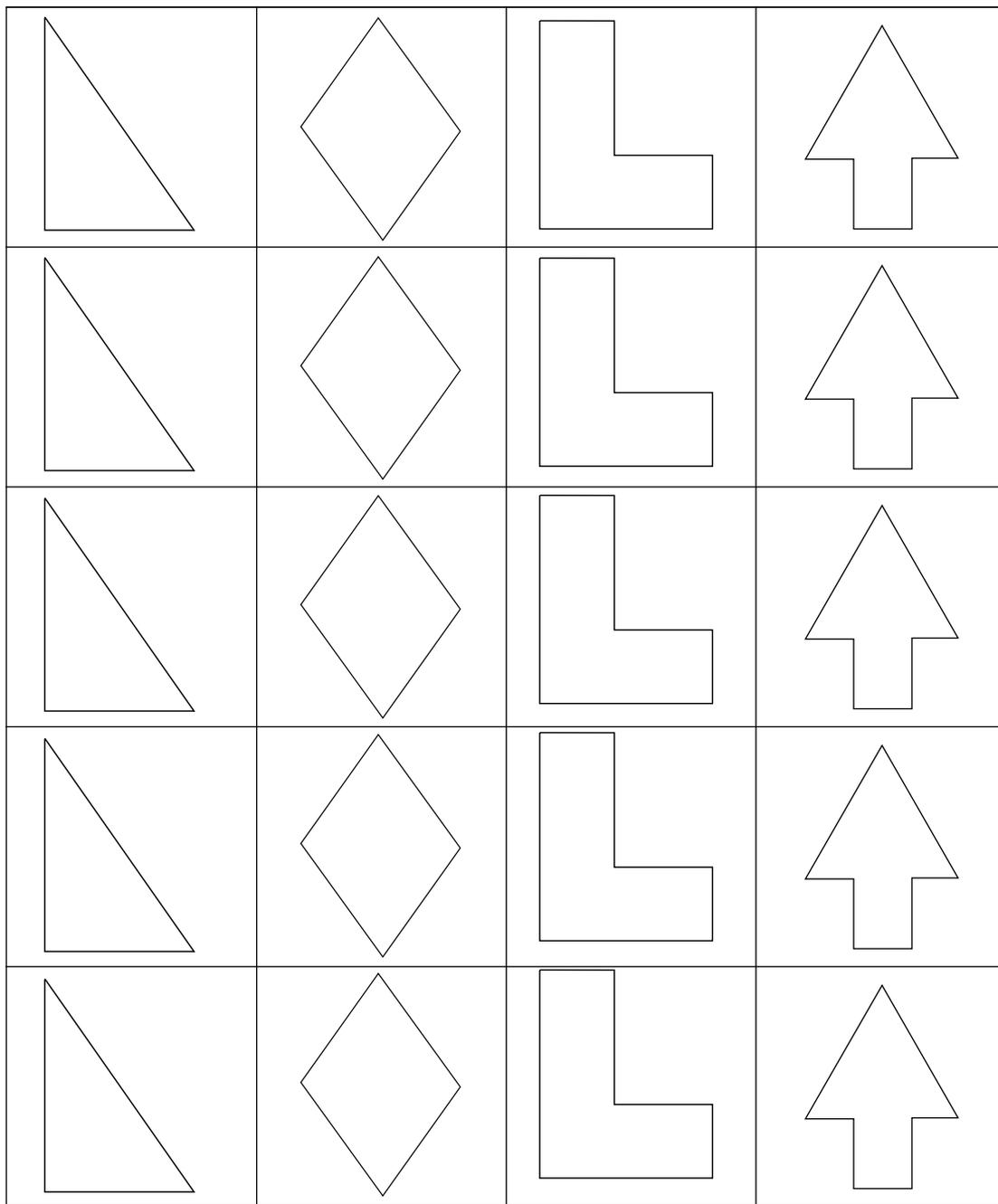
Do this as many times as necessary so that students can work in pairs, sharing one complete set of cards. Use elastic bands or envelopes to store sets.



## Resource Sheet 2

Copy this sheet onto good quality paper or thin card and cut it to make sets of 4 cards, each showing a different shape.

Make a set of cards for each student in the class.

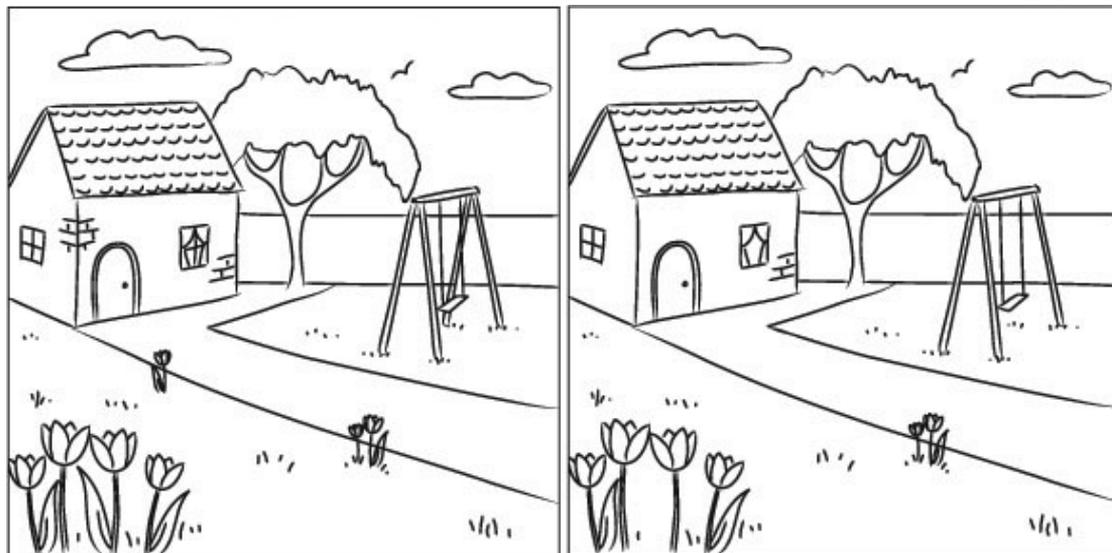


# Resource Sheet 3a

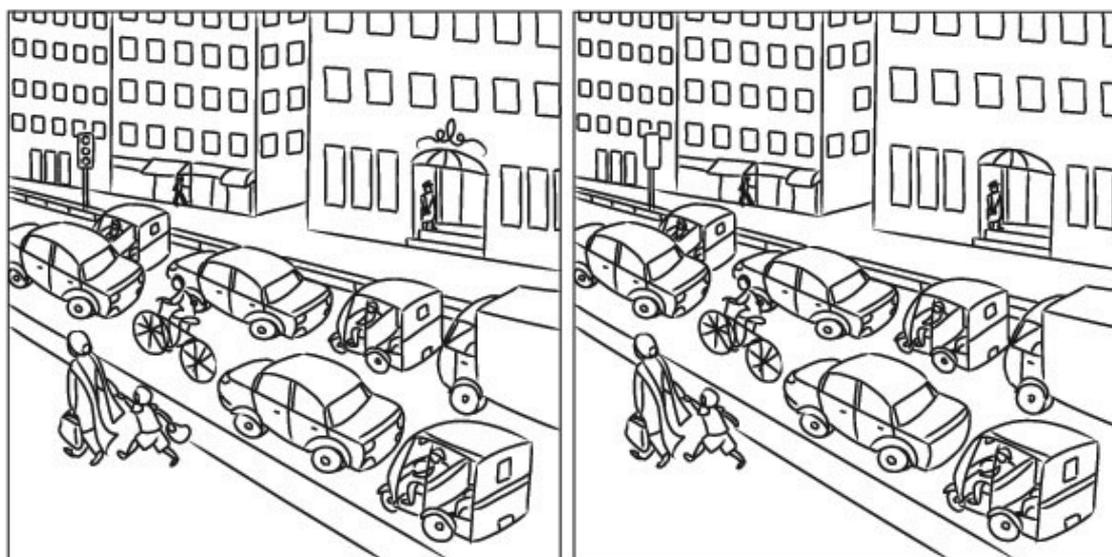
## Spot the differences

There are five differences in each set of pictures.

1



2

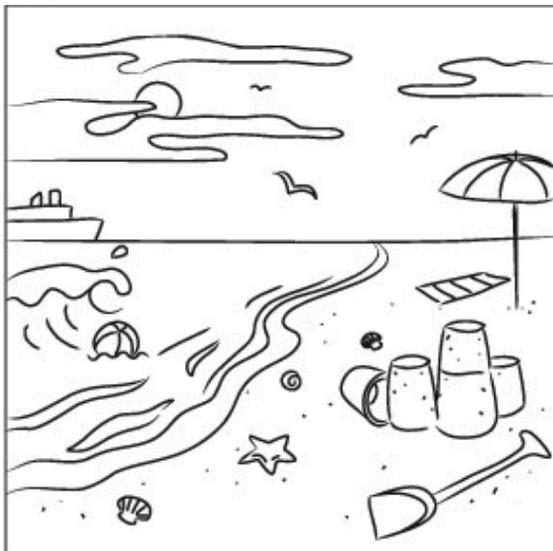
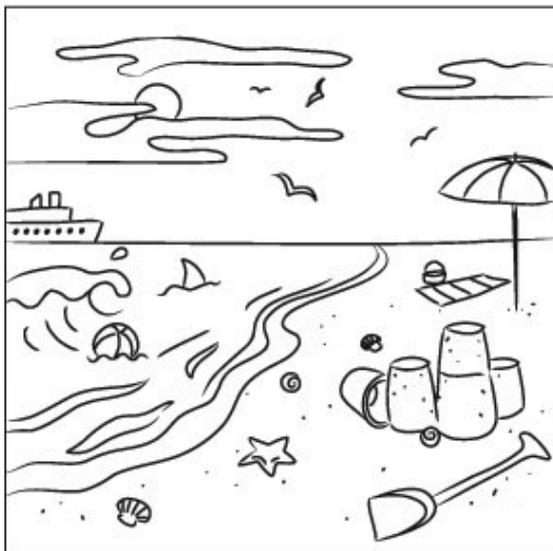


# Resource Sheet 3b

Spot the differences

There are five differences in each set of pictures.

3

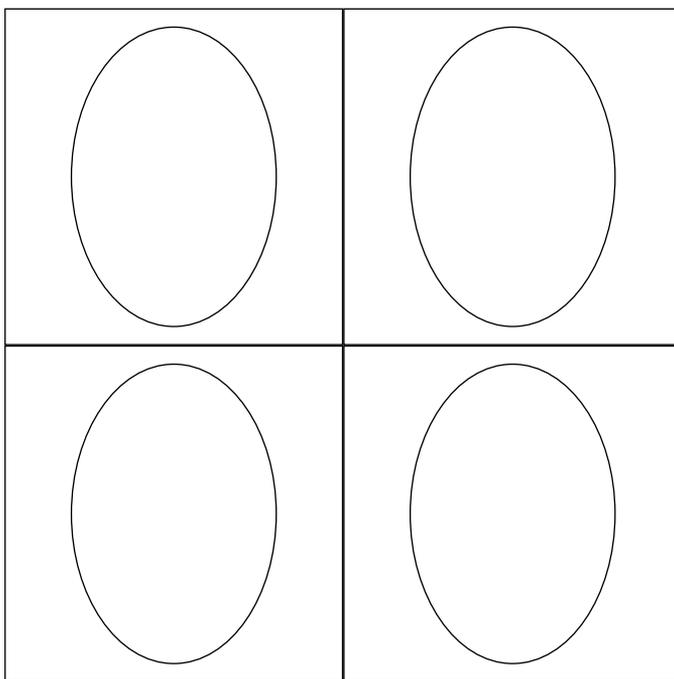
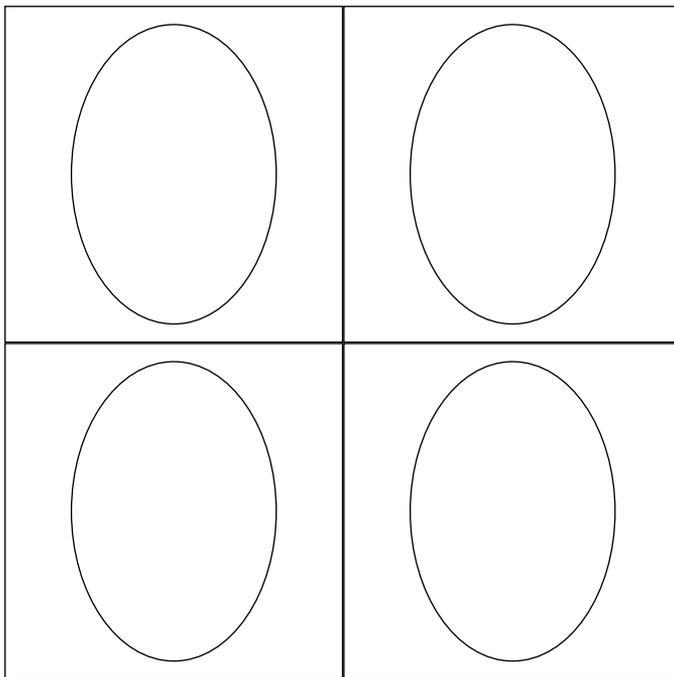


4



# Resource Sheet 4

Copy enough of these sheets so that each student can have one set of four 'faces'.



# Resource Sheet 5

Copy a set of sheets for each student in the class