

**Teaching  
Guide 3**

# ENGLISH

**Learning the Alphabet**

**Reading with Sounds (1)**

**Reading with Sounds (2)**

**Reading for Comprehension**

**SUE GILBERT**



**OXFORD**  
UNIVERSITY PRESS



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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.

# Learning the Alphabet

## What's in this section?

This section teaches the child to recognize all the letters of the alphabet, and breaks it down into three subsections. In this section, the child will

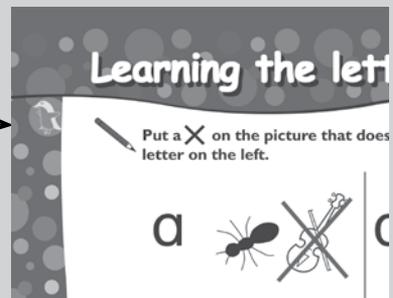
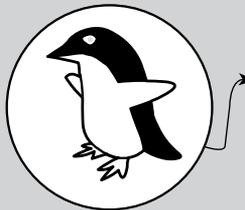
- learn the names of the letters of the alphabet.
- match each letter to the pictures they begin with.
- learn to distinguish between different letters.
- practise writing each letter.

The teacher will need to work actively with the children for each activity so they understand what they are expected to do on each page. The children will listen as the teacher reads out the instruction for each activity, and then perform the tasks in the correct sequence.

To help the children write letters, see the reference page at the back of the book.

## Who's hiding?

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



# Learning the alphabet (Pages 2-5)

## Teaching Objectives

- to teach the twenty-six letters of the English alphabet in sequence
- to teach the phonic sound associated with each letter

## Learning Outcomes

Students should be able to

- name correctly each letter of the English alphabet.
- recite the letters of the alphabet in correct sequence.
- recognize and say the phonic sound associated with each letter of the alphabet.

## Lesson 1 Pages 2-5 Learning the alphabet (1) and (2)

### Materials required

- Large chart of the alphabet
- Access to tape/cd/dvd/YouTube
- Recording of an alphabet song

### Introduction

*Note: At this stage it will be necessary to point out to students the difference between the names of the letters of the alphabet (ay, bee, see, dee, etc.) and the phonic sounds that the letters represent, which are more important at this stage of learning to read.*

Students are already familiar with the letters of the alphabet and should be able to tell you the sound that each letter represents as you point to it on the chart. Explain that although letters are put together in different ways to make words, they are organized in a particular order to write the alphabet, and it is important to learn the correct order.

Once they have been through the alphabet correctly once, go through the letters again, asking students to give you a word that either ends or begins with that letter, or contains that vowel.

### Student Activity

Ask the students to open their books at pages 2–3. Read the text for *a* to the students, then continue through the alphabet, asking different students to 'read' the different lines. As the students follow the text, ask them to trace over the initial letters with their fingers. Ask students to identify the letter that begins their own name.

### Recapitulation

Sing an alphabet song. As well as the traditional song, if you have access to the internet, there are some excellent versions of alphabet songs on YouTube, (e.g. kids TV 123 phonics song 2) which you could download onto a usb before the class and show on a computer in your classroom. Students will love singing along and watching the excellent graphics.

# Learning the letters a to h (Pages 6–17)

## Teaching Objectives

- to help students recognize the phonic sounds represented by the letters *a-h* inclusive
- to help students match a given letter to a picture of an object that begins with the given phonic sound
- to teach students to write the letters *a-h* by tracing

## Learning Outcomes

Students should be able to

- recognize the phonic sounds represented by the letters *a-h* inclusive.
- match a given letter to a picture of an object that begins with the given phonic sound.
- begin to write the letters *a-h* by tracing.

## Lesson 2 Pages 6–9 Learning the letters a to h (1) and (2)

### Materials required

- Flashcards of the letters *a* to *h*
- Picture flashcards of objects beginning with the target letters
- Eight objects, each beginning with one of the letters ( e.g. apple, ball, car, doll, egg, flower, guitar, hat)
- Blu-tack, masking tape, or similar adhesive material

### Introduction

Fix the letter flashcards on the board in alphabetical order, and as you point to them (also in alphabetical order) ask the students to say the sounds they represent. Repeat this two or three times. Now rearrange the order of the flashcards on the board and ask a student to come to the board and show you which letter should come first. Repeat this until the eight letters are in order. Using the picture flashcards, ask the students to tell you the beginning letter of each of the items they see.

### Student Activity

Ask the students to open their books at pages 6–7. Look at the example and ask why there is an X on the violin. They should be able to explain the reason.

Do the second exercise together and then give the students a set amount of time to complete the exercises on the two pages. Check their work as a class. If there is time, continue with the work on pages 8–9. Make sure, by looking at the example and working through the second exercise as a class, that they all understand that the task here is different. If there is not enough time, do this work in the next lesson.

### Recapitulation

Put out on a table the objects you have brought into class. Show them to the students in a random order and ask them to name each object as you show it. (If items are not available, use picture flashcards.)

Make sure that the letters *a-h* are displayed or written on the board in the correct order. Ask a student to come to the front of the class and select the item that should be first in a line, following the order of the letters. Ask other students to do the same to complete the line of eight items.

## Lesson 3 Pages 10-11 Learning the letters a to h (3)

### Materials required

- Items coloured red, blue, green, orange, yellow, and brown
- Coloured pencils or crayons

### Introduction

Use the coloured items to revise the names of colours. Ask students to indicate objects in the classroom that are one or other of these colours.

Write the letters *a-h* on the board and practise saying them in order, using the phonic sounds.

### Student Activity

Make sure all students have a set of coloured pencils or crayons of the given colours. Ask the students to open their books at page 10. Look at the letters in the box. Look at the colours written under the letters and ask the students to guess, from the initial letters, which colour is written under each letter. When they have done so, ask them to circle the letters in the boxes with the appropriate colour; this will be a reminder as they do the task. Explain the task and ask them to search for the letters. When they have finished, and the work has been checked, ask the students to look at page 11 and repeat the process.

### Recapitulation

Play a game of I Spy using colours as well as letters *a-h*; e.g. *I spy with my little eye something (colour) beginning with (phonic sound)*.

## Lesson 4 Pages 12-13 Learning the letters a to h (4)

### Materials required

- Flashcards of the letters *a to h*
- Picture flashcards of objects beginning with the targeted letters (see instructions below for game)
- Blu-tack, masking tape, or similar adhesive material
- Coloured pencils or crayons

### Introduction

Begin by using the flashcards to revise the letters *a-h*, their phonic sounds and their alphabetical order. Ask the students to write each of the letters in the air, as large as they can. Ask the students to turn to page 193 at the back of their books. Look at the letter *a* and ask the students to trace the letter with their finger, following the directions indicated by the arrows. Repeat this for all the letters *a-h*.

## Student Activity

Ask the students to open their books at pages 12–13. Look at the first picture and elicit that it is a balloon and that the beginning sound is *b*. Ask the students to look at the letters below the first two items and point to the one that says *b*. Then ask them to follow the line between the picture and the letter. Do the same for the apple and letter *a*.

Make sure the students all understand the task before giving them a set amount of time to complete the exercises on the two pages. You may want them to use a different colour for each matched pair.

## Recapitulation

Sing an alphabet song.

Play a game:

Fix a selection of 8–10 picture flashcards on the board. These can show objects that all begin with the same letter, with two of the letters, or with all of them.

Ask the children to look at the pictures for two minutes and try to remember them.

Remove the pictures from the board and ask individual students to name one of the items. As they do so, fix the picture back on the board until all of the pictures have been named.

## Lesson 5 Pages 14–17 Learning the letters a to h (5) and (6)

### Materials required

- Student white boards made using Resource Sheet 1
- A marker for each student
- An eraser/tissues/kitchen roll for each student.

## Introduction

Briefly revise the letters orally as a class. Then go round the class asking the students to say the letters (phonic sound) in the correct order; each time *h* is reached, start again from *a*.

Ask the students to turn to page 193 at the back of the book and trace over the letters *a-h* as in the previous lesson.

## Student Activity

Ask the students to open their books at pages 14–15. Explain the task and before they begin, ask them to trace over the lines with their forefinger once or twice. Stress that the lines are not easy to draw, so it is important to work slowly and carefully rather than rush.

When they have finished the work, ask them to complete the tasks on pages 16–17.

## Recapitulation

Use Resource Sheet 1 for further writing practice.

# Learning the letters i to p (Pages 18–29)

## Teaching Objectives

- to help students recognize the phonic sounds represented by the letters *i–p* inclusive
- to help students match a given letter to a picture of an object that begins with the given phonic sound
- to teach students to write the letters *i–p* by tracing

## Learning Outcomes

Students should be able to

- recognize the phonic sounds represented by the letters *i–p* inclusive.
- match a given letter to a picture of an object that begins with the given phonic sound.
- begin to write the letters *i–p* by tracing.

## Lessons 6 to 9 Pages 18–29 Learning the letters i to p

### Materials required

- Student white boards made using Resource Sheet 2

Lesson plans for these lessons should follow the pattern for lessons 2 to 5 above, substituting Resource sheet 2 for Resource Sheet 1.

Use picture flashcards to make sure that students are familiar with any new items of vocabulary introduced in these lessons.

# Learning the letters q to z (Pages 30–41)

## Teaching Objectives

- to help students recognize the phonic sounds represented by the letters *q–z* inclusive
- to help students match a given letter to a picture of an object that begins with the given phonic sound
- to teach students to write the letters *q–z* by tracing

## Learning Outcomes

Students should be able to

- recognize the phonic sounds represented by the letters *q–z* inclusive.
- match a given letter to a picture of an object that begins with the given phonic sound.
- begin to write the letters *q–z* by tracing.

## Lessons 10 to 13 Pages 30-41 Learning the letters q to z (1), (2), (3), (4), (5), and (6)

### Materials required

- Student white boards made using Resource Sheet 3
- A marker for each student
- An eraser/tissues/kitchen roll for each student.

Lesson plans for these lessons should follow the pattern for lessons 2 to 5 above, substituting Resource Sheet 3 for Resource Sheet 1. Use picture flashcards to make sure that students are familiar with any new items of vocabulary introduced in these lessons.

Before working from page 35, make sure that students are familiar with the colour pink.

## Revising the alphabet (Pages 42-43)

### Teaching Objectives

- to revise all the lower case letters of the alphabet and their phonic sounds

### Learning Outcomes

Students should be able to

- name correctly each lower case letter of the English alphabet.
- correctly match the beginning sound of a given monosyllabic word to its written lower case form.

## Lesson 14 Pages 42-43 Revising the alphabet.

### Materials required

- Alphabet chart
- Plain paper
- Coloured pencils, crayons, or markers

### Introduction

Begin by singing an alphabet song. Next, start the alphabet by saying *a* (phonic sound) and go round the class asking each student in turn to say the next letter of the alphabet. Repeat this, but change the order in which the students respond. For example, start at the back of the class or the other side of the room, or in the middle row.

### Student Activity

Ask the students to open their books at pages 42-43. Ask the students to look at the example and explain the task to you. Ask some questions to test that they are confident with all the vocabulary. 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

Make your own class alphabet chart or classroom border.

Students may work individually or in pairs, or a mixture of both, depending on the number of students in the class and their ability. Give each student/pair plain paper and coloured pencils, crayons or markers. Working on a different letter of the alphabet, each student/pair of students should design their part of the poster to show the letter and an object that begins with that sound. It may be necessary to provide outline drawings for students who are less able to draw unaided.

## Learning capital letters (Pages 44–45)

### Teaching Objectives

- to teach the capital letters and their names
- to help students match upper and lower case letters

### Learning Outcomes

Students should be able to

- identify capital letters by name.
- correctly match pairs of upper and lower case letters.

## Lesson 15 Pages 44–45 Learning capital letters

### Materials required

- An alphabet chart showing upper and lower case letters
- Sets of alphabet snap cards made using Resource Sheet 4
- A marker for each student
- An eraser/tissues/kitchen roll for each student.

### Introduction

Begin by explaining that in English, most letters can be written in two different ways—small letters and capital letters; some letters look alike in both forms, but others look different. Capital letters are not used as much as the small letters, but they are used at the beginning of special words such as the names of people and places, titles of books and films, etc.

Show the students the chart and ask them to identify the letters that look alike in both forms: *Cc, Oo, Pp, Ss, Uu, Vv, Ww, Xx, and Zz*.

Then go through the chart and talk about each of the pairs of letters, asking students to talk about ways in which the upper and lower case letters are alike, or how they differ.

Write down one side of the board, in alphabetical order, the letters *a–h*; opposite them, in a different order, write the capital letters *A–H*. Ask a student to come and draw a line to match *a* and *A*. Repeat this for the other letters. Now repeat it for the letters *l–Q*, and finally for *R–Z*.

## Student Activity

Put the students into groups of four and give each group a set of the alphabet snap cards. Explain that they should divide the cards equally between them so that each child has thirteen cards.

Show them how to turn the cards over to play snap. A student may shout snap and place his/her hand on the pile of cards any time two cards showing the upper and lower case of the same letter are played consecutively. The student then adds all the cards that have been played in that round to his/her own pile. Stress that the students should not cheat by looking at the letter on the card before it is played.

## Recapitulation

Play the game 'I went to the market' to practise alphabetical order.

Start the game by saying 'I went to the market and I bought an \_\_\_\_\_ (something beginning with *a*, e.g. anteater/apple)'. The next person should say 'I went to the market and I bought a \_\_\_\_\_ (something beginning with *b*, e.g. some butter/a broom)'; the next person says something beginning with *c*, etc.

When students are confident with the game, increase the level of difficulty by using one of the variations.

Variation 1: To expand vocabulary, encourage students to add an adjective beginning with the same letter e.g. a clever cat, an excellent egg, a happy hen. You can ask the class to suggest a relevant adjective after a student has given the noun if the student is having trouble thinking of one.

Variation 2: Ask each consecutive player to repeat the list that has already been given so that, for example, the fifth payer might have to say, 'I went to the market and I bought an apple, a brown bear, a cuddly cat, a dirty dish, and an enormous elephant.'

This requires excellent listening skills, particularly for those who have more items to remember.

## Lesson 16 Pages 44-45 Learning capital letters

### Materials required

- Alphabet chart as for previous lesson
- Flash cards of capital letters
- Coloured pencils or crayons
- Plain paper

### Introduction

Begin by revising all the letters and their capital forms using the alphabet chart. Next hold up one of the capital letter flashcards and ask the students to tell you the sound it makes; this should indicate that they can match it to its lower case form.

### Student Activity

Ask the students to open their books at pages 44–45 and explain the task. They may want to use different colours for the lines. Give the students a set amount of time to complete the exercises on the two pages. Walk round and check their progress as they work.

## Recapitulation

Make another alphabet chart (as in lesson 14) showing the capital letters.

If possible, make sure that students work on a different letter this time. The capital letters can be displayed above or alongside the lower case letters.

## Using the alphabet (Pages 46–47)

### Teaching Objectives

- to help students recite the letters of the alphabet in the correct sequence

### Learning Outcomes

Students should be able to

- recite the letters of the alphabet in the correct order.

## Lesson 17 Page 46–47 Using the alphabet

### Materials required

- Tape/CD/DVD/YouTube clip of alphabet songs
- Large copy of an alphabet dot-to-dot puzzle on card
- Blu-tack, masking tape, or similar adhesive material
- Class set of Assessment Sheet 1

### Introduction

Sing one or two alphabet songs to reinforce the sequence of letters; If you do not have a dvd or YouTube clip, point to the letters on a chart as you sing or chant. Go round the class taking turns to say the letters of the alphabet in sequence. To make this more challenging you could say a letter (e.g. *m*) and ask a student to tell you the letter that comes next (*n*). That student could then give a letter to the next student.

Fix the large puzzle on the board and show the students how to complete it. Ask them to call out the letters in order as you draw.

### Student Activity

Ask the students to open their books at page 46. Before the students complete the puzzle, ask them to trace an imaginary line from letter to letter, in order, using their forefinger. Ask them to complete the drawing using a pencil. Stress the need to take plenty of time and work accurately and neatly. When they have finished, do the same for the drawing on page 47.

### Recapitulation

Play the snap game, or 'I went to the market.' (For instructions, see lesson 15)

You could use Assessment Sheet 1 at this point to assess learning of upper and lower case letters.

# Reading with Sounds (1)

## What's in this section?

Once the children have learned all the letters of the alphabet and matched them to their sounds, they can start putting them together into words. In this section, the children will learn to

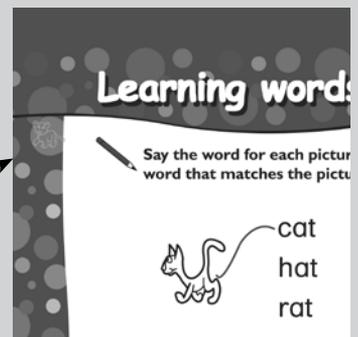
- blend single-letter sounds into meaningful words.
- recognize word patterns and rhymes.
- match up and write word patterns.

The teacher will need to work actively with the children for each activity so they understand what they are expected to do on each page. The children will listen as the instructions are read out for each activity, and then perform the tasks in the correct sequence.

To help the children trace over and write letters, see the reference page at the back of the book.

## Who's hiding?

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



# Vowel and consonant sounds (Pages 50–53)

## Teaching Objectives

- revision of vowel and consonant sound

## Learning Outcomes

Students should be able to

- recognize all twenty-six letters of the alphabet (lower case).
- produce the correct phonic sound represented by each letter.

## Lesson 18 Pages 50–53 Vowel and consonant sounds (1) and (2)

## Materials required

- Alphabet chart

## Introduction

Begin by reciting the alphabet, or singing an alphabet song.

## Student Activity

Ask the students to open their books at page 50. These pages will be familiar to the students. Concentrate on the phonics and ensure that each student is able to 'read' the letter and pronounce the phonic sound correctly.

When revising the vowel sounds, ask students to supply a word with that sound in the middle and then extend the activity by asking for rhyming words. For each consonant, ask a student to supply a word with that sound at the beginning/at the end. Make sure that all students are listening carefully to the sounds.

## Recapitulation

Play the game, I spy in small groups.

# Learning words with the 'a' sound (Pages 54–61)

## Teaching Objectives

- to help students use phonics to read cvc words containing the vowel *a*
- to help students match pictures and cvc words containing the vowel *a*
- to teach students to look at the initial consonant in order to distinguish between similar words containing the vowel *a*
- to help students write cvc words containing the vowel *a*
- to match rhyming words ending in *a* + consonant

## Learning Outcomes

Students should be able to

- use phonics to read cvc words containing the vowel *a*.
- correctly match words and pictures containing the vowel *a*.
- distinguish between similar words containing the vowel *a* by looking at the initial consonants.
- write cvc words containing the vowel *a*.
- match rhyming words ending in *a* + consonant.

## Lesson 19 Pages 54-55 Learning words with the 'a' sound (1)

### Materials required

- Picture flashcards of fan, can, man, cat, cap, bag, sad, tap
- Blu-tack, masking tape or similar adhesive material
- Coloured board marker or chalk
- Student white boards made from a sheet of plain paper inside a plastic envelope
- Marker for each student
- Eraser/tissues/kitchen paper for each student

### Introduction

Show the students the picture flashcards and ask them to say the word. Elicit their response that all the words contain the *a* sound and write the letter *a* on the board using a coloured marker or chalk. Fix the picture flashcards of bag, sad, and tap on the board in a column and opposite them, in a different order, write the words, using the coloured marker or chalk to write the vowel.

Tell the students that you need to match the words with the pictures and ask them for ideas of how to do this. If necessary, suggest that they think about the beginning and ending sounds of each word. Ask students to come and draw lines to match the pictures and the words.

Remove these pictures and replace them with those of the cat, cap, and can. Draw attention to the fact that the words all begin with the same two letters and ask the students to suggest how to match the words. They should be able to say that it is necessary to look at the ending sound. Ask students to come and draw lines to match the pictures and the words. Finally replace these pictures with those of the fan, can, and man. This time, draw attention to the fact that the words all end in the same two letters, so it is necessary to distinguish them by looking at the beginning sound. Ask students to come and draw lines to match the pictures and the words.

### Student Activity

Ask the students to open their books at page 54. Say the names of the four objects shown in the first exercise and establish that they are all words with the middle sound *a*.

Look at the first object and ask the students to tell you the beginning sound. Look for the word on the lower line that begins with this sound. Then check that it also has the correct ending sound.

Explain that the line has been drawn because all the sounds match the letters in the word.

Match the picture and word for tap in the same way.

Check that the students are familiar with all the pictures in the following exercise before giving them a set amount of time to complete the exercises on the two pages. Check their work as a class.

## Recapitulation

Give each student a whiteboard and ask them to practise writing the letter *a*.

Alternatively, call out letters one at a time for the students to write; after each letter they should hold up the work for you to see and check.

## Lesson 20 Pages 56-57 Learning words with the 'a' sound (2)

### Materials required

- Picture flashcards of can, man, pan
- Blu-tack, masking tape, or similar adhesive material
- Plain paper
- Coloured pencils or crayons

### Introduction

Write on the board a cvc word with vowel *a*, e.g. mat, and go round the class asking for words that rhyme with the given word; when there are no more possibilities, change the word and continue the exercise.

Fix the pictures of the can, man, and pan on the board. Elicit their response that they are all words that contain the sound *a* and end with *n*. Write these letters beside each word, leaving a space for the first letter ( \_ a n). Point to the picture of the pan and ask a student to tell you which letter you should write in the space. Repeat this for the two other words.

Remove the pictures and ask the students to read the three words.

### Student Activity

Ask the students to open their books at pages 56–57. Look at the example and ask the students what the picture shows. Ask them to identify the beginning sound of the word cat and then to find the word that says cat by following the line from the picture to the word. Stress that the word begins with the letter *c*, which is used to write the beginning sound of the word cat.

Look at the next exercise and ask the students to identify the initial sound of the word tap.

Look at the three words and ask students to identify the one that begins with *t*. You may wish to check that the final sound is also correct before asking them to draw the line between the matching picture and word.

Ask the students to identify the objects shown in the remaining exercises before giving them a set amount of time to complete the exercises on the two pages. Check their work as a class and as you do so, look at the other words in each exercise and try to sound out what they say.

### Recapitulation

Give each students a piece of paper and coloured pencils or crayons and ask them to draw a picture of a/an\_\_\_\_\_ (give any word). They can use their book to help them. If possible, they should write the word under the picture.

The pictures can be displayed in the classroom.

## Lesson 21 Pages 58-59 Learning words with the 'a' sound (3)

### Materials required

- A large chart showing the letters *a, d, g, n, p, t, c,* and *k*, with arrows showing how they are written (as shown in the back of the student book)
- Picture flashcards of bat, rat, mat
- Blu-tack, masking tape, or similar adhesive material
- Class set of Worksheet 1

### Introduction

Fix the chart to the board (or write the letters on the board before the class begins). Taking each letter in turn, revise with the students how to write it by tracing it with your finger and giving oral instructions as the students write the letter in the air. They should begin by writing very large letters and gradually decrease the size. Explain that the letters *c* and *k* often appear together, and make only one sound.

Fix the three picture flashcards on the board and under each of them write the beginning letter followed by two spaces, e.g. b \_ \_ . Ask a student to come to the board and write the next letter (*a*); a second student can write the final letter (*t*).

Repeat this for the two other words.

### Student Activity

Ask the students to open their books at pages 58–59. Use the example to explain the task. The first word matches the picture; the students should then copy the two final letters in the spaces below to make two more words. Ask them to read the new words.

Look at the second exercise and ask which letters they will write in the spaces.

Give the students a set amount of time to complete the exercises on the two pages and then check their work as a class. For each exercise ask the students to try to read the new words they have written.

### Recapitulation

Students should complete Worksheet 1.

## Lesson 22 Pages 60-61 Learning words with the 'a' sound (4)

### Materials required

- Sheet of plain paper for each student
- Coloured pencils or crayons

### Introduction

Begin by asking students to tell you a word that rhymes with the one you say. For example, start with man and students should supply van, ran, fan, pan, etc. Write each word on the board, one below the other so that it is clear that they all end in the same way. Repeat this with two or three other words so that students can see that the words that rhyme have the same written endings.

## Student Activity

Ask the students to open their books at pages 60–61. Look at the example and establish that there is a line drawn between the words *man* and *ran* because they end in the same letters and they rhyme. Ask the students to look at the endings of the words in the box to see if there are any other pairs of rhyming words. They should be able to match *map* and *tap*, and *bag* and *sag*.

Explain that in each box on pages 60–61 they must match three pairs of rhyming words. Give the students a set amount of time to complete the exercises on the two pages and then check their work as a class. As you do so, read all the pairs of words. It is not important at this stage to explain meanings.

## Recapitulation

Give each student a sheet of paper and ask them to choose a pair of rhyming words from pages 60–61 and write them neatly on the paper. They can then use colour to decorate their work. The pairs of rhyming words can be displayed in the classroom and used to practise reading.

## Learning words with the 'e' sound (Pages 62–69)

### Teaching Objectives

- to help students use phonics to read cvc words containing the vowel *e*
- to help students match pictures and cvc words containing the vowel *e*
- to teach students to look at the initial consonant in order to distinguish between similar words containing the vowel *e*
- to help students write cvc words containing the vowel *e*
- to match words ending in *e* + consonant

### Learning Outcomes

Students should be able to

- use phonics to read cvc words containing the vowel *e*.
- correctly match words and pictures containing the vowel *e*.
- distinguish between similar words containing the vowel *e* by looking at the initial consonants.
- write cvc words containing the vowel *e*.
- match rhyming words ending in *e* + consonant.

## Lessons 23 to 26 Pages 62–69 Learning words with the 'e' sound (1), (2), (3), and (4)

Lesson plans for these lessons should follow the pattern for lessons 19–22.

Students should be reading more fluently with practice, but it is worth repeating the introductory steps to build confidence.

## Lesson 24 Pages 64-65

The names Ben, Ken, and Meg are shown; use this to revise the use of capital letters at the beginning of people's names.

## Lesson 25 Pages 66-67

### Recapitulation

As a recapitulation activity, use Worksheet 2.

## Lesson 26 Pages 68-69

Explain that sometimes words end in *ss*, but the sound is still *s*. The names Ned, Ted, and Tess are also introduced.

## Learning words with the 'i' sound (Pages 70-77)

### Teaching Objectives

- to help students use phonics to read cvc words containing the vowel *i*
- to help students match pictures and cvc words containing the vowel *i*
- to teach students to look at the initial consonant in order to distinguish between similar words containing the vowel *i*
- to help students write cvc words containing the vowel *i*
- to match words ending in *i* + consonant

### Learning Outcomes

Students should be able to

- use phonics to read cvc words containing the vowel *i*.
- correctly match words and pictures containing the vowel *i*.
- distinguish between similar words containing the vowel *i* by looking at the initial consonants.
- write cvc words containing the vowel *i*.
- match rhyming words ending in *i* + consonant.

## Lessons 27 to 30 Pages 70-77 Learning words with the 'i' sound (1), (2), (3), and (4)

Lesson plans for these lessons should follow the pattern for lessons 19-22.

## Lesson 27 Pages 70-71

Pre-teach new vocabulary lips, hill, pill, sick, and fin; explain that the ending 'll' makes the same sound as l.

## **Lesson 28** Pages 72-73

Discuss new vocabulary items when checking work. Ask students to use some of the new words in a sentence.

## **Lesson 29** Pages 74-75

Recapitulation

As a recapitulation activity, use Worksheet 3.

## **Lesson 30** Pages 76-77

The names Kim and Jim are introduced, with capital letters.

# **Learning words with the 'o' sound (Pages 78-85)**

## **Teaching Objectives**

- to help students use phonics to read cvc words containing the vowel o
- to help students match pictures and cvc words containing the vowel o
- to teach students to look at the initial consonant in order to distinguish between similar words containing the vowel o
- to help students write cvc words containing the vowel o
- to match words ending in o + consonant

## **Learning Outcomes**

Students should be able to

- use phonics to read cvc words containing the vowel o.
- correctly match words and pictures containing the vowel o.
- distinguish between similar words containing the vowel o by looking at the initial consonants.
- write cvc words containing the vowel o.
- match rhyming words ending in o + consonant.

## **Lessons 31 to 34** Pages 78-85 Learning words with the 'o' sound (1), (2), (3), and (4)

Lesson plans for these lessons should follow the pattern for lessons 19-22.

## **Lesson 31** Pages 78-79

Pre-teach new word ox, written with only two letters, and cob, and rob.

## **Lesson 32** Pages 80-81

Discuss new vocabulary items when checking work. Ask students to use some of the new words in a sentence.

## Lesson 33 Pages 82-83

Recapitulation

As a recapitulation activity, use Worksheet 4. Explain that certain pairs of letters such as those on the sheet are commonly found together in written English.

## Lesson 34 Pages 84-85

Discuss new vocabulary items when checking work.

# Learning words with the 'u' sound (Pages 86-93)

## Teaching Objectives

- to help students use phonics to read cvc words containing the vowel *u*
- to help students match pictures and cvc words containing the vowel *u*
- to teach students to look at the initial consonant in order to distinguish between similar words containing the vowel *u*
- to help students write cvc words containing the vowel *u*
- to match words ending in *u* + consonant

## Learning Outcomes

Students should be able to

- use phonics to read cvc words containing the vowel *u*.
- correctly match words and pictures containing the vowel *u*.
- distinguish between similar words containing the vowel *u* by looking at the initial consonants.
- write cvc words containing the vowel *u*.
- match rhyming words ending in *u* + consonant.

## Lessons 35 to 38 Pages 86-93 Learning words with the 'u' sound (1), (2), (3), and (4)

Lesson plans for these lessons should follow the pattern for lessons 19-22.

## Lesson 35 Pages 86-87

Pre-teach new words gun, bus, pup, cub, cuff, and bug.

## Lesson 36 Pages 88-89

Pre-teach new target word gull; discuss other new vocabulary items when checking work. Ask students to use some of the new words in a sentence.

## Lesson 37 Pages 90-91

Recapitulation

As a recapitulation activity, use Worksheet 5. The teacher should prepare individual worksheets based on letters that individual students are finding more difficult to write. For students who are already writing well, write cvc words in the spaces for them to copy.

## Lesson 38 Pages 92-93

Discuss new vocabulary items when checking work.

## Revising all the vowel sounds (Pages 94-95)

### Teaching Objectives

- to revise the five short vowel sounds
- to help students write cvc words

### Learning Outcomes

Students should be able to

- identify the five short vowel sounds aurally.
- write cvc words containing the five vowels.

## Lesson 39 Pages 94-95 Revising all the vowel sounds

### Materials required

- A set of alphabet cards made using Resource Sheet 5 for each pair of students

### Introduction

Draw on the board a set of five boxes arranged like those shown in the first exercise on page 94 with arrows also shown.

Ask the students to suggest a word for you to write in the vertical boxes. Then ask if they can suggest a word that you can write horizontally; if necessary draw their attention to the fact that the word must begin with the letter that is already written in the box. Repeat this with another set of boxes.

### Student Activity

Ask the students to open their books at pages 94-95 and complete the first exercise using the picture clues. Look at the other exercises and check that the students know where to write each word.

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

Give each pair a set of letter cards to make words.

Let them work in the way that is most successful for each pair—either taking turns to make whole words, i.e. by taking turns to add letters to complete words, or by using words to make crosswords as on pages 94-95.

# Reading with Sounds (2)

## What's in this section?

Once the children are familiar with letters of the alphabet and can match them to their sounds, they can start putting sounds together into words. The previous section introduced the children to reading and writing whole words, and this section continues with further activities. Here, the children will

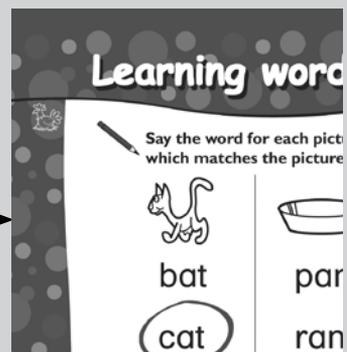
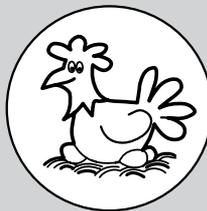
- practise blending simple single-letter sounds into meaningful words.
- learn to choose the correct word from a list of words with the same word patterns.
- write whole words for pictures.

The teacher will need to work actively with the children for each activity so they understand what they are expected to do on each page. The children will listen as the teacher reads out the instruction for each activity, and then perform the tasks in the correct sequence.

To help the children trace over and write letters, see the reference page at the back of the book.

## Who's hiding?

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



# Vowel and consonant sounds (Pages 98–101)

## Teaching Objectives

- to revise the sounds and shapes of the letters of the alphabet

## Learning Outcomes

Students should be able to

- write the correct letter for a given sound.
- say the correct sound for a given letter.

## Lesson 40 Pages 98–101 Vowel and consonant sounds (1) and (2)

### Materials required

- Alphabet chart
- Tape/cd/dvd/YouTube
- Clip of alphabet song(s)

### Introduction

Begin by singing an alphabet song (or songs) or chanting the alphabet.

Ask students to come to the board and point to the letter of the alphabet that you say and to give a word either ending or beginning with that sound.

### Student Activity

Ask the students to open their books at page 98. As you go through pages 98–101, ask the students to trace each letter with a finger and to supply more examples of words beginning with each letter.

### Recapitulation

Ask the students to copy each letter on pages 98–101 next to the printed letters, using pencil.

# Learning words with the 'a' sound (Pages 102–103)

## Teaching Objectives

- to teach students to read cvc words containing the short *a* vowel sound

## Learning Outcomes

Students should be able to

- read correctly cvc words containing the short *a* vowel sound.

## Lesson 41 Pages 102–103 Learning words with the 'a' sound

### Materials required

- Picture flashcards for words with the 'a' sound including one ending in *ck*

### Introduction

Fix one of the picture flashcards on the board and write *a* underneath. Ask the students to tell you what letter you should write before the *a*, and then after the *a*. Repeat this for 3 or 4 more words. Use the *ck* word to remind students that the two letters are often used together to make one sound.

### Student Activity

Ask the students to open their books at pages 102–103. Look at the example and ask the students to explain why the word *cat* has been circled. Stress that it is the only word in the column that begins with the *c* sound. Ask them to read the other words in the column.

Work through the second exercise together. Check that the students can name all the objects shown in the pictures and then give them a set amount of time to complete the exercises on the two pages. Check their work as a class and talk about any new words.

### Recapitulation

Play a mime game:

Write on the board a word with the *a* sound and ask a student to mime/point to the object that you have written. Possible words include *hat, bat, fat, back, bag, sat, ran, map, pan, fan, mat, sad, sag, tap, tack, cat, rat, mad, van, jab*, etc. This could be played as a team game.

# Writing words with the 'a' sound (Pages 104–109)

## Teaching Objectives

- to teach students to write simple cvc words containing the short *a* vowel sound

## Learning Outcomes

Students should be able to

- write simple cvc words containing the short *a* vowel sound.

## Lesson 42 Pages 104–105 Writing words with the 'a' sound (1)

### Materials required

- Letter flashcards including a variety of consonants and several showing the letter *a*
- Picture flashcards
- Blu-tack, masking tape, or similar adhesive material

### Introduction

Fix the consonant letter cards on the board in a random order and group the *a* flashcards together. Fix a picture flashcard on the board and ask the students to sound out the word, e.g. c-a-t. Ask a student to come to the board and use the letter flashcards to make that word. As s/he does so, the rest of the class should say the letters. When the word is complete, ask all the students to write the word in the air or on the desk, using their fingers.

Repeat this for several pictures and words, using a wide variety of consonant sounds.

### Student Activity

Ask the students to open their books at pages 104–105. Use the example to explain the task and check that the students are familiar with all the pictures. Give them a set amount of time to complete the exercises on the two pages. To check their work, ask students to come to the board again and make the target words.

### Recapitulation

Spell out phonically cvc words with *a* and ask students to tell you the word.

## Lesson 43 Pages 106–107 Writing words with the 'a' sound (2)

### Materials required

- Letter flashcards as for previous lesson
- Picture flashcards for words with *a*
- Blu-tack, masking tape, or similar adhesive material

## Introduction

Arrange the flashcards in a column on the board. Add a beginning consonant to the first *a* and ask the students to sound out the first two letters; add a final consonant and ask them to sound out the word. Repeat this for different words, using a variety of beginning and final consonants.

## Student Activity

Ask the students to open their books at pages 106–107. Use the example to explain the task and then give the students a set amount of time to complete the exercises on the two pages. Stress the importance of writing neatly and clearly rather than hurrying. Check their progress as they work through the task. Students who finish early could draw pictures of some of the words they have made.

## Recapitulation

Hold up a picture flashcard and spell a word; you can choose to spell the word that matches the card, or a different word. The students must listen carefully. If the word matches the picture, they should put up their hands, and if it is different they should keep their hands on the desk.

## Lesson 44 Pages 108–109 Writing words with the 'a' sound (3)

### Materials required

- Class set of Worksheet 6

## Introduction

Draw three sets of lines (as in an exercise book) on the board and write the letters of the alphabet on them in the following groups.

1. a c e i m n o r s u v w x z
2. b d f h k l t
3. g j p q y

Ask the students what they notice about the groups of letters and encourage them to observe that some are written between the lines, some extend above the lines and the letters in the third set extend below the lines.

Explain that in this lesson they are going to think about the shapes of written words.

Write the word *can* and draw a box round it like those shown on pages 108–109. Explain that all the letters belong to the first group and fit into a simple box.

Write the word *cap* and draw a box round it; point out that the shape at the end of the box is for the *p* that extends below the line.

Write the letters *ca* on the board and draw a box that would fit the word *cat*. Ask the students to look at the letters in group 2 and suggest what letter might end the word. Repeat this for another word if necessary and then draw boxes for words of different shapes such as *bad*, *hat*, and *bag*. Write in the letter *a* and ask students to look at the groups of words to suggest possible letters/words that would fit.

## Student Activity

Ask the students to open their books at pages 108–109. Use the example to explain the task. 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

Give each student a worksheet and ask them to fill the boxes with any of the words containing the letter *a* that will fit. They should use the groups of words on the board and their textbooks to help them.

# Learning words with the 'e' sound (Pages 110–111)

## Teaching Objectives

- to teach students to read cvc words containing the short *e* vowel sound

## Learning Outcomes

Students should be able to

- read correctly cvc words containing the short *e* vowel sound.

## Lesson 45 Pages 110–111 Learning words with the 'e' sound

This lesson should follow the same structure as lesson 41.

# Writing words with the 'e' sound (Pages 112–117)

## Teaching Objectives

- to teach students to write simple cvc words containing the short *e* vowel sound

## Learning Outcomes

Students should be able to

- write simple cvc words containing the short *e* vowel sound.

## **Lessons 46 to 48** Pages 112-117 Writing words with the 'e' sound (10, (2), and (3)

Lesson plans for these lessons should follow the pattern for lessons 42–44.

## **Learning words with the 'i' sound** **(Pages 118–119)**

### **Teaching Objectives**

- to teach students to read cvc words containing the short *i* vowel sound

### **Learning Outcomes**

Students should be able to

- read correctly cvc words containing the short *i* vowel sound.

## **Lesson 49** Pages 118-119 Learning words with the 'i' sound

This lesson should follow the same structure as lesson 41.

## **Writing words with the 'i' sound** **(Pages 120–125)**

### **Teaching Objectives**

- to teach students to write simple cvc words containing the short *i* vowel sound

### **Learning Outcomes**

Students should be able to

- write simple cvc words containing the short *i* vowel sound.

## **Lessons 50 to 52** Pages 120 -125 Writing words with the 'i' sound (1), (2), and (3)

Lesson plans for these lessons should follow the pattern for lessons 42–44.

# Learning words with the 'o' sound (Pages 126–127)

## Teaching Objectives

- to teach students to read cvc words containing the short o vowel sound

## Learning Outcomes

Students should be able to

- read correctly cvc words containing the short o vowel sound.

## Lesson 53 Pages 126–127 Learning words with the 'o' sound

This lesson should follow the same structure as lesson 41.

# Writing words with the o sound (Pages 128–133)

## Teaching Objectives

- to teach students to write simple cvc words containing the short o vowel sound

## Learning Outcomes

Students should be able to

- write simple cvc words containing the short o vowel sound.

## Lessons 54 to 56 Pages 128–133 Writing words with the 'o' sound (1), (2), and (3)

Lesson plans for these lessons should follow the pattern for lessons 42–44.

# Learning words with the 'u' sound (Pages 134–135)

## Teaching Objectives

- to teach students to read cvc words containing the short u vowel sound

## Learning Outcomes

Students should be able to

- read correctly cvc words containing the short u vowel sound.

## **Lesson 57** Pages 134-135 Learning words with the 'u' sound

This lesson should follow the same structure as lesson 41.

## **Writing words with the 'u' sound (Pages 136-141)**

### **Teaching Objectives**

- to teach students to write simple cvc words containing the short *u* vowel sound

### **Learning Outcomes**

Students should be able to

- write simple cvc words containing the short *u* vowel sound.

## **Lessons 58 to 60** Pages 136-141 Writing words with the 'u' sound (1), (2), and (3)

Lesson plans for these lessons should follow the pattern for lessons 42-44.

## **Finding the right word (Pages 142-143)**

### **Teaching Objectives**

- to help students distinguish orally and in writing between words with the same initial and final sounds but with different vowels

### **Learning Outcomes**

Students should be able to

- distinguish orally and in writing between words with the same initial and final sounds, but with different vowels.

## **Lesson 61** Pages 142-143 Finding the right word

### **Materials required**

- Set of vowel flashcards
- Assortment of consonant flashcards including *b*, *g*, *p*, and *t*
- Blu-tack, masking tape, or similar adhesive material

## Introduction

Fix the five vowel flashcards on the board in a column.

Fix the *p* and *t* cards next to the *a* card to make the word *pat*. Ask the students to say the word. Move the letters *p* and *t* down so that they are next to the *e* card and make the word *pet*. Again, ask the students to say the word. Make the word *pit* in the same way. Now ask students to predict what word you will make if you move the *p* and *t* cards again; when they have told you, move the cards to make the word *pot*. Repeat this for the word *put*.

Repeat the whole process using the *b* and *g* cards to make *bag*, *beg*, *big*, *bog*, and *bug*.

## Student Activity

Ask the students to open their books at pages 142–143. Use the example to explain the task and then give the students a set amount of time to complete the exercises on the two pages. Check their work as a class, reading all the words in each exercise as you do.

## Recapitulation

Divide the class into two (or more) teams.

Write a *cvc* word on the board. Ask a member of each team to come to the board and change the vowel so that it makes another word. Accept any words that have been used in the book.

At this point you could ask students to complete Assessment Sheet 2. Before they do the assessment, make sure that they are familiar with all the items shown in the pictures. The assessment should indicate any letters that students are having particular difficulty in forming and individual practice sheets can be prepared to address this.

# Reading for Comprehension

## What's in this section?

Once the children have had some practice in putting together sounds to make meaningful words, and have practised writing whole words (see the previous two sections), they can begin reading and understanding simple sentences. In this section, the children will

- practise writing simple words from pictures.
- learn to read simple sentences and understand their meaning.
- start to develop comprehension skills by reading simple short stories.

The teacher will need to work actively with the children for each activity so they understand what they are expected to do on each page. The children will listen as the instructions for each activity are read out, and then perform the tasks in the correct sequence.

Selected answers are provided at the back of the book to help the children interpret the pictures. Children will also need to learn some 'sight words' to understand the sentences in this book. A list of these words is provided at the back of the book.

To help the children trace over and write letters, see the reference page at the back of the book.

## Who's hiding?

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



A big kid?

Yes  No

## Vowel and consonant sounds (Pages 146–149)

These pages are further revision of the phonic sounds; go over them with your students, drawing attention to the shape and movements of the mouth parts as each letter is pronounced; this will help them with reading later.  
Sing an alphabet song.

In order to continue, it is important to teach the sight words shown on page 195 of the textbook. Make a large flashcard for each of the words and teach them as they occur in the text. When the students are confident with all the words, ask them to turn to page 195 and point to the words as you say them, or to take turns to read the words from the table.

## Writing words for pictures (1) Pages 150–151

### Teaching Objectives

- to teach students the sight words *we, I, has, had, and, the, is, in, and his*
- to help students complete sentences by writing a word for a given picture
- to help students read and understand simple English sentences

### Learning Outcomes

Students should be able to

- recognize the words *we, I, had, and, the, is, in, and his*.
- complete sentences by writing a word for a given picture.
- read and understand simple sentences.

## Lesson 61 Pages 150–151 Writing words for pictures (1)

### Materials required

- Flashcards of the words *we, I, has, had, and, the, is, in, and his*
- Picture flashcards of dog and cap

### Introduction

Begin by using flashcards to teach the new words *we, I, has, had, and, the, is, in, and his* as sight words.

Explain the meanings of the words and ask students to use the words in sentences (orally) to check comprehension. You may wish to explain that 'the' is pronounced in two ways, depending on whether the noun following it begins with a vowel or a consonant; with a vowel, it is pronounced 'thee' with a long e vowel sound; before a consonant the final e is short.

Use the picture flashcard of the dog to make on the board the sentence

The  is fat.

Look at the first word and remind the students that a capital letter is used at the start of a sentence. Look at the end of the sentence and remind them that full stops are used to show the end of a sentence. Ask the students to read the sentence. Then remove the picture and ask them to help you write the correct word in the space.

Repeat this for the sentence: His cap is red.

## Student Activity

Ask the students to open their books at pages 150–151 and read the example together. Look at sentence 2 and ask the students to identify the missing word. Read the sentence and ask questions to check comprehension, e.g. Who gave Jen a hug? Remind students that capital letters are also used at the start of names.

Ask them to spell out the missing word as you write it on the board, and then ask them to write the word in the space in their books. Repeat this for all the sentences on page 150 and then go back to the beginning and read all the sentences again, as a class.

Depending on the students' confidence, you may wish to work through the sentences on the next page in the same way, or ask them to work independently, after checking the vocabulary. At the end, ask individual students to read through all the sentences on the two pages again, and ask more comprehension questions.

*Note: It may be necessary to explain that the English verb 'got' is used to mean many things; in sentence 4 it is part of 'got in' meaning 'climbed in'; in sentence 6 on page 151 it is used to mean 'became'.*

## Recapitulation

Fix the flashcards of the new sight words on the board. Ask students to point to the word you say, and/or point to a word and ask students to tell you what the word says.

## Putting words into sentences (Pages 152–153)

### Teaching Objectives

- to teach students the sight words *at, will, up, on, and us*
- to help students complete sentences by writing a word for a given picture
- to help students read and understand simple English sentences

### Learning Outcomes

Students should be able to

- recognize the words *at, will, up, on, and us*.
- complete sentences by writing a word for a given picture.
- read and understand simple English sentences.

## Lesson 62 Pages 152-153 Putting words into sentences (1)

### Materials required

- Flashcards of the words *at, will, up, on,* and *us*
- Picture flashcards including bag, mat, and pen
- Blu-tack, masking tape or similar adhesive material

### Introduction

Begin by using the flashcards to teach the new words *at, will, up, on* and *us* as sight words. Explain the meanings and ask student to use the words in sentences (orally) to check comprehension.

To revise the use of capital letters and full stops, write on the board the sentence *the dog has a big ball*. Ask the students to read the sentence and tell you what is wrong. Change the sentence so that the punctuation is correct.

Fix the three picture flashcards on the board and ask the students to identify them.

Ask them to tell you the beginning/final/vowel sound of each. Ask individual students to come to the board and write the correct word below each picture.

Write the following incomplete sentences on the board:

The ball is in the .....

Then .....fell in the bin.

We will sit on the .....

Read the first sentence with the class and ask the students to suggest which word should be written in the gap. If necessary, try each word in turn and ask the students to decide which of them makes most sense.

### Student Activity

Ask the students to open their books at page 152. Look at the first three pictures and ask the students to identify each object. Ask individual students to spell out the words, and ask them all to write each word above the pictures.

Look at the first sentence and read it with the students. Ask a student to read the second sentence and ask another student to suggest which word should be written in the gap. The students should then copy the word into the space. Complete the third sentence in the same way.

Look at the second set of pictures and repeat the above steps to enable students to write the words above the pictures and to complete the sentences.

Repeat the same steps for the sentences on page 153, giving the students as much support as they need to complete them confidently.

### Recapitulation

Fix other picture flashcards on the board and ask the students to spell them out by identifying the beginning/vowel and ending sounds. Ask students to write the words on the board.

# Understanding words (Pages 154–155)

## Teaching Objectives

- to teach the use of the indefinite article *a/an*
- to teach the use of the question mark
- to help students read a simple statement and indicate whether it is true or not

## Learning Outcomes

Students should be able to

- use the indefinite article *a/an* correctly.
- recognize that the symbol ? indicates a question.
- read a simple statement and decide whether it is true or not.

## Lesson 63 Pages 154–155 Understanding words (1)

### Materials required

- A selection of picture flashcards including those of *apple, egg, igloo, orange, and umbrella*
- Flashcards of the words *Yes* and *No*
- Blu-tack, masking tape or similar adhesive material

### Introduction

Write on the board the indefinite article *a* and ask the students to pronounce it. Explain that in English, *a* is used to talk about one thing. Point to objects in the room and name them using the indefinite article; e.g. a book, a bag, a pencil. Then, ask the students to join you in naming other objects such as a boy, a girl, a chair etc.

Fix one of the picture flashcards, e.g. rat, on the board next to the *a* and ask students to 'read' what it says; repeat this with other flashcards.

Then use the flashcard of the apple; students should discover that it is difficult to say 'a apple'; repeat this with one of the other flashcards of a word beginning with a vowel.

Write *an* on the board and ask the students to read the word. Then place the apple flashcard next to it and ask them to read *an* apple. They should realize that it is easier to say. Repeat this with the flashcards for the other words beginning with vowels and explain that for most words beginning with *a, e, i, o,* and *u*, *an* is used instead of *a*.

Write the words *Yes* and *No* on the board and ask the students to read them and, if necessary, explain their meanings. Make a statement and ask the students to listen and say 'Yes' if it is true and 'No' if it is false. For example, *Samina is a girl. Ali is a girl. I am a student. This pencil is red.* etc.

Finally, draw a question mark on the board and explain that is the symbol used to indicate a question.

## Student Activity

Ask the students to open their books at page 154 and look at the example. Read the phrase, emphasizing with a rising tone that it is a question. Ask the students to look at the picture and decide whether the answer to the question is yes or no. They should agree that it is no because the kid shown is a baby/not big. Look at the second picture and ask the students what they can see. Ask a student to read the phrase, and make sure they read it as a question with rising intonation at the end of the phrase. Then ask the students to decide whether the answer is yes or no, and tick the correct box. Do the same for the other pictures on this page. Then give the students a set amount of time to complete the exercises on page 155 and then check their work as a class.

## Recapitulation

To practise *a/an*, use picture flashcards or say a noun and ask individual students to tell you whether *a* or *an* should be used with that word.

Alternatively, show a picture flashcard, e.g. ant, and choose to say either a ant, or an ant; students should listen and say Yes if you have used the correct indefinite article and No if you are wrong.

## Choosing the right sentence (Pages 156–157)

### Teaching Objectives

- to help students select the correct cvc word to make a true statement

### Learning Outcomes

Students should be able to

- select the correct cvc word to make a true statement.

## Lesson 64 Page 156–157 Choosing the right sentence (1)

### Materials required

- Picture flashcards of e.g. cat, box, mug
- Classroom items such as a school bag, box, desk, mug, pot, pencil case, shelf, etc.

### Introduction

Revise rhyming words with the students by showing them a picture flashcard and asking them to tell you words that rhyme with the word shown in the picture. For example, show them the picture of a mug and they could say rug and jug; or cat could lead to hat, mat, fat, rat, bat.

Revise the fact that rhyming words usually have the same vowel sound and ending letter, but their beginning letters are different.

## Student Activity

Ask the students to open their books at pages 156–157. Ask them to look carefully at the picture and ask one student to describe what s/he can see in the picture. Then ask them to read the two phrases below and decide which of them best describes the picture. Work through the second picture as a class and then give the students a set amount of time to complete the exercises on the two pages. Check their work as a class, taking care to examine the different use of *in* and *on* in some of the exercises. Draw their attention to the use of *an* with the noun *ox* on page 157.

## Recapitulation

Practise the correct use of *in* and *on* using classroom items. For example, put your hand *on* (or *in*) a bag and ask the students to say *on* or *in*. Do this as a whole class activity and then with individual students.

Finally place an object in a position and describe it so that the students can say yes or no. For example place a pen in a mug and say 'The pen is on the mug.' (no) or 'The hen is in the mug.' (no) or 'The pen is in the mug.' (yes). Stress that the students must listen carefully in order to answer correctly.

## Choosing the right word (Pages 158–159)

### Teaching Objectives

- to teach students the meanings of the sight words *my*, *off*, *will*, and *has to*, and the meaning of the cvc word *bun*
- to help students to select the correct word to complete a sentence

### Learning Outcomes

Students should be able to

- use the words *my*, *off*, *will*, and *has to*, correctly and explain the meaning of the word *bun*.
- select the correct word to complete a sentence correctly.

## Lesson 65 Pages 158–159 Choosing the right word (1)

### Materials required

- Flashcards of the new sight words
- Large sheets of paper and markers for group work

### Introduction

Use the flashcards to teach the new words and explain their meanings:

To teach the word *my* show the students some of your possessions and say e.g. *my bag*, *my desk*, *my pen*, etc.

Stress the correct pronunciation of *off*, with the upper teeth over the lower lip.

Note that *Will* (the short form of the name William, always written with a capital letter) and *will* (implying future action) are both used so it is important to teach the students that this is an example of a word that can have more than one meaning.

*Has to* means that something **must** be done.

Write a list of familiar cvc words on the board e.g. bell, man, bed, etc.

Ask the students to tell you a word that rhymes with each of them and write the new word next to the original word e.g. bell/well, man/fan, bed/Ted

Ask the students to read the pairs of words, emphasizing that the initial letters of the pairs of words differ.

## Student Activity

Ask the students to open their books at pages 158–159. Look at the example and ask the students to read the two words in bold type. Then read the sentence, first with the first word and then with the second word. Ask the students why the first word has been circled; they should explain that it is because that word makes sense in the given sentence. Work through the next one or two sentences before giving the students a set amount of time to complete the exercises on page 158. Check their work as a class before asking them to complete the sentences on page 159 in the same way.

## Recapitulation

Divide the students into small groups and give each group some large sheets of paper and a marker. Ask the group to choose one student from the team to write. Explain that you are going to give them a word and the group must then write down as many words as possible that rhyme with your word. Say a word e.g. cat, and write it on the board. Then give the groups a set amount of time to write down as many words as they can think of that rhyme with that word. All members of the group should help the scribe to spell the words and write them correctly. At the end of the set time, ask the groups in turn to tell you the words they have written; write the words on the board as they say them. The group with the most correct rhyming words will win the round. Ask them to choose a different team member to write, and give them a second word. Repeat this so that each member of the team has a chance to write.

## Copying words into sentences (Pages 160–161)

### Teaching Objectives

- to teach the meaning of the verb *fill*
- to help students select and write the correct word to complete a given sentence

### Learning Outcomes

Students should be able to

- use the verb *fill* correctly.
- select and write the correct word to complete a given sentence.

## Lesson 66 Page 160–161 Copying words into sentences (1)

### Materials required

- Class set of Worksheet 7

### Introduction

Write the word *fill* on the board and ask the students to read it. Explain that if you fill something like a box, a bag, or a cup, you put into it as much as it will hold so that there is no space left.

Write the word *fell* on the board and ask students to read it. Explain its meaning.

Write on the board the sentence The \_\_\_\_\_ is on the desk.

Ask the students to suggest words that could be used to fill the gap. Accept any suitable suggestions, e.g. cup, pot, pen, mug, bag, etc. and write one of the words in the space.

Do the same with the sentence; Mum sat in the \_\_\_\_\_. (van, bus, sun, car, etc.)

### Student Activity

Ask the students to open their books at pages 160–161. Read the words in the box and ask the students to use each of them in a sentence to check comprehension. Look at the example and explain that the word *sat* has been chosen because it is the only one that makes sense in the given sentence. Complete the other two sentences. Read the next three words and check again for comprehension before asking the students to use the words to complete the next three sentences. Check their work and then give the students a set amount of time to complete the exercises on page 161.

### Recapitulation

Ask the students to complete Worksheet 7.

## Reading a story (Pages 162–163)

### Teaching Objectives

- to teach the meaning of the preposition *by* and the verb form *was*
- to explain the use of the exclamation mark
- to help students read and understand a simple story
- to help students complete simple sentences relating to the story
- to help students to complete a story by selecting and writing the correct words

### Learning Outcomes

Students should be able to

- use the preposition *by* and the verb form *was* correctly.
- recognize an exclamation mark.
- read and understand a simple story.
- complete simple sentences relating to the story.
- complete a story by selecting and writing the correct words.

## Lesson 67 Page 162–163 Reading a story (1)

### Materials required

- Tape/CD/YouTube recording of the nursery rhyme Little Boy Blue or Little Miss Muffet (as used with Book 2)

### Introduction

Teach the students that *by* can be used in place of *near* or *next to*; demonstrate this by placing classroom objects next to each other and say e.g. the pen is *by* the book; the plant is *by* the window.

Teach the meaning of *was* by translation if necessary; give some examples in English e.g. Last night I *was* at home, now I *am* in school.

Draw an exclamation mark on the board and explain that it is used to show strong feeling. Recite or sing the nursery rhyme. Ask the students questions about the nursery rhyme, e.g. Where are the sheep? Where are the cows? Where is Little Boy Blue? What is he doing?

### Student Activity

Ask the students to open their books at page 162. Ask a student to read the first sentence. Point out the exclamation mark and explain that it is used to show that it really was very hot. Ask other students to read the other sentences. At the end of the story, ask questions about it to check comprehension; these questions can be based on the questions that follow, e.g. Where did the dog sit? Who ran at the cat? etc.

Ask a student to read the example sentence, then ask the students to complete the other sentences by writing the correct words. Remind them to look back at the text for help. Give them a set amount of time to complete the sentences and then check their answers. Ask the students to look at page 163. Read the text together and ask students to suggest which word from the box at the bottom of the page should be used to fill each gap. Explain that it will help them if they cross out each word as it is used. Finally read the story again, selecting different students to read each sentence.

### Recapitulation

Divide the students into small groups and ask them to practise acting out the story. How will they indicate that it is very hot? One student from each group can read the text as the others act it out.

## Writing words for pictures (Pages 164–165)

### Teaching Objectives

- to teach the meaning of the noun *rip* and the modal verb *can*
- to teach students how to write the word *egg*
- to help students complete sentences by writing a word for a given picture
- to help students read and understand simple sentences

## Learning Outcomes

Students should be able to

- use the noun *rip* and the modal verb *can* correctly.
- write the word *egg* correctly.
- complete sentences by writing a word for a given picture.
- read and understand simple sentences.

## Lesson 68 Pages 164-165 Writing words for pictures (2)

### Materials required

- An old T-shirt or piece of fabric with a rip in it
- Picture flashcard of an egg

### Introduction

Show the students the picture of the egg and write the word *egg* on the board. Remind students that because it begins with a vowel, we say an egg, not a egg. Ask them to tell you a word that rhymes with *egg*; they may suggest *peg* or *leg*. Write the word(s) they suggest on the board and point out that although *egg* is written with a double *g*, the end sound is the same.

Show the students the ripped fabric and use the noun *rip* in a sentence : There is a rip in my T-shirt.

Teach the meaning of the modal verb *can* by translation if necessary. Explain that it is a different meaning from the noun *can*. Practise using it by asking questions e.g. I can run/hop/swim/ etc. Can you run/hop/swim? etc. Students should reply, Yes I can or No I can't.

### Student Activity

Ask the students to open their books at page 164. Look at the first picture and then read the sentence. Ask the students why the word *sack* has been written in the space. They should explain it is because that is what the picture shows. Check that the students can recognize and spell all the other words represented by pictures on pages 164–165. 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 questions relating to the sentences on the two pages they have just completed.

## Putting words into sentences (Pages 166-167)

### Teaching Objectives

- to teach the meaning of *had to*, *fix*, and *her*
- to help students complete sentences by writing a word for a given picture
- to help students read and understand simple English sentences

## Learning Outcomes

Students should be able to

- use the terms *had to*, *fix*, and *her* correctly.
- complete sentences by writing a word for a given picture.
- read and understand simple English sentences.

## Lesson 69 Pages 166–167 Putting words into sentences (2)

### Materials required

- Picture flashcards
- Pictures taken from a magazine or the internet, or hand drawn, of some articles that could belong to a boy and some that could belong to a girl
- Blu-tack, masking tape, or similar adhesive material

### Introduction

Teach the meaning of *had to* and *fix* by translation. Teach the meaning of *her* by demonstration; for example, pick up your own pencil and say 'This is *my* pencil.' Next pick up a different pencil belonging to a boy student and say 'This is *his* pencil.' Repeat the phrases 'my pencil' and 'his pencil' as you show the pencils to the students. Finally, pick up a pencil belonging to a girl student and tell the students 'This is *her* pencil.'

Point to another object belonging to a boy and say e.g. *his* bag; then point to a girl's bag and say, *her* bag. Continue to point to objects in this way and ask the students to say *his* ..... or *her* ..... as appropriate. Finally write the words *my*, *his*, and *her* on the board and ask the students to read them.

### Student Activity

Ask the students to open their books at pages 166–167.

This lesson can be taught in the same way as lesson 62.

### Recapitulation

Divide the board into two columns; at the top of one draw a simple picture of a boy, and at the top of the other draw a girl. Fix the pictures of items in the appropriate columns below the drawings. Point to one of the items below the drawing of the girl and say e.g. *her* book; point to an item below the drawing of the boy and say e.g. *his* pen. Continue to point to objects and ask individual students to say *his/her* .....

Alternatively, say e.g. *his* cap, and ask a student to come and point to the item on the board.

## Understanding words (Pages 168–169)

### Teaching Objectives

- to revise the use of the question mark
- to help students read a simple statement and indicate whether it is true or not

## Learning Outcomes

Students should be able to

- recognize that the symbol ? indicates a question.
- read a simple statement and indicate whether it is true or not.

## Lesson 70 Page 168-169 Understanding words (2)

### Introduction

Write the words Yes and No on the board and ask the students to read them. Make some statements referring to objects in the room and ask the students to say Yes if the statement is true or No if it is false, e.g. This book is red. This is my bag, etc.

### Student Activity

Ask the students to open their books at pages 168–169.  
This lesson can be taught in the same way as lesson 63.

### Recapitulation

Make statements about objects/students in the classroom and ask the students to nod their head if the statement is correct or shake their head if it is false.

## Choosing the right sentence (Pages 170–171)

### Teaching Objectives

- to teach the meanings of the words *fog* and *pet*
- to help students select the correct cvc word to make a true statement.

## Learning Outcomes

Students should be able to

- use the words *fog* and *pet* correctly.
- select the correct cvc word to make a true statement.

## Lesson 71 Page 170-171 Choosing the right sentence (2)

### Introduction

Write the word *fog* on the board. Ask the students to read the word and explain the meaning by translation.

Write the word *pet* on the board and explain that a pet is an animal such as a cat, dog, or bird that is kept in the house. Ask students if they have pets at home and talk about their pets.

## Student Activity

Ask the students to open their books at pages 170–171.  
This lesson can be taught in the same way as lesson 64.

## Recapitulation

Look back at the sentences that were incorrect. Ask the students to try to make true sentences to replace them.

# Choosing the right word (Pages 172–173)

## Teaching Objectives

- to help students to select the correct word to complete a sentence correctly

## Learning Outcomes

Students should be able to

- select the correct word to complete a sentence.

## Lesson 72 Pages 172–173 Choosing the right word (2)

## Introduction

To remind students of the use of capital letters, write a selection of words on the board, some (names) with, and some (common nouns) without capital letters. Ask the students to explain the difference.

## Student Activity

Ask the students to open their books at pages 172–173.  
This lesson can be taught in the same way as lesson 65.

## Recapitulation

Play a rhyming game. If possible sit with the students in a circle; otherwise they should remain in their seats. Explain that the named student must provide a word that rhymes with the word the previous person has given. Begin by saying a word and naming a student, e.g. log, Asad; the named student should give a word that rhymes and then give a different word and new name, e.g. dog; sock, Samina. Samina will then continue the game. Encourage the students not to choose the person sitting next to them and make sure that every student has a turn.

# Copying words into sentences (Pages 174–175)

## Teaching Objectives

- to help students select and write the correct word to complete a given sentence

## Learning Outcomes

Students should be able to

- select and write the correct word to complete a given sentence.

## Lesson 73 Page 174–175 Copying words into sentences (2)

### Introduction

Revise the meanings of *will*, *can*, and *had to* by asking students to use the words in sentences.

### Student Activity

Ask the students to open their books at pages 174–175. This lesson can be taught in the same way as lesson 66.

### Recapitulation

Play a game of completing sentences. Start a simple sentence e.g. There is a big dog ..... and name a student to complete the sentence, e.g. ... in the bed. Ask another student for a different ending. Repeat this until there are no more ideas and then start a new sentence.

## Reading a story (Pages 176–177)

### Teaching Objectives

- to teach the meanings of the words *dug* and *yuck*
- to help students read and understand a simple story
- to help students complete simple sentences relating to the story
- to help students to complete a story by selecting and writing the correct words

### Learning Outcomes

Students should be able to

- use the words *dug* and *yuck* correctly.
- read and understand a simple story.
- complete simple sentences relating to the story.
- complete a story by selecting and writing the correct words.

## Lesson 74 Page 176–177 Reading a story (2)

### Introduction

Teach the meaning of *dug* by translation if necessary, referring to the present tense form *dig*. Explain the meaning of the term *yuck*.

### Student Activity

Ask the students to open their books at pages 176–177. This lesson can be taught in the same way as lesson 67.

### Recapitulation

Ask the students to work in small groups to act out the story.

### Lessons 75–80

- Pages 178–179 Writing words for pictures (3)
- Pages 180–181 Putting words into sentences (3)
- Pages 182–183 Understanding words (3)
- Pages 184–185 Choosing the right sentence (3)
- Pages 186–187 Choosing the right word (3)
- Pages 188–189 Copying words into sentences (3)
- Pages 190–191 Reading a story (3)

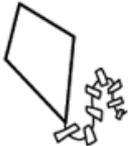
These lessons can be taught as the previous lessons.

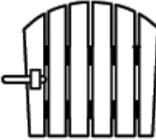
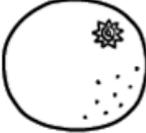
The meanings of the following words may need to be explained:

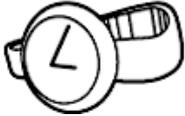
- page 181 *nip*
- page 183 *wig*; *Nan* (used here to mean grandmother)
- page 185 *not*
- page 190 *said*; *peck*; *mad* (used here to mean angry)

# Assessment Sheet 1

Draw lines to match the capital letter to the correct small letter and to the object that begins with that sound.

A	b	
B	c	
C	g	
D	e	
E	a	
F	h	
G	b	
H	f	

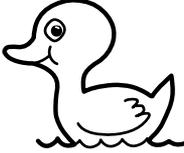
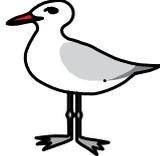
I	j	
J	m	
K	l	
L	i	
M	k	
N	o	
O	s	
P	t	
Q	q	

R	n	
S	p	
T	r	
U	w	
V	z	
W	u	
X	y	
Y	x	
Z	v	

# Assessment Sheet 2

## Writing words

Look at the pictures below. Write the word for each picture in the box next to it.

## Assessment Sheet 3

Read the story with the help of the pictures.

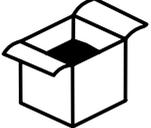
Pam has a pet . The cat is not big.  
Pam put her cat in a .

Tom has a pet . The dog is big. The  
dog will not go in the box. Tom put his  
dog on the .

Mum was mad. 'No!' said Mum. 'Not on  
the bed!'

The dog ran to Tom. Tom hid his dog in  
the .

Dad was mad. 'No!' said Dad. 'Not in the  
van.'

Tom put the dog in a big, big .

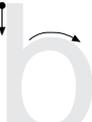
Now use the words from the box to complete the sentences.

box	cat	dog	hid	in
mad	on	Pam	put	van

1. \_\_\_\_\_ has a pet cat.
2. Tom has a pet \_\_\_\_\_ .
3. The \_\_\_\_\_ is not big.
4. Tom \_\_\_\_\_ the dog \_\_\_\_\_ the bed.
5. Mum was \_\_\_\_\_ .
6. Tom \_\_\_\_\_ the dog \_\_\_\_\_ the van .
7. Dad said 'No! Not in the \_\_\_\_\_ !'
8. The dog is in a big, big \_\_\_\_\_ .

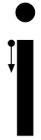
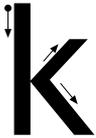
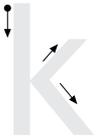
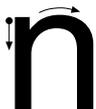
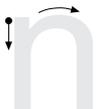
# Resource Sheet 1

Photocopy a class set of this sheet onto plain white paper. Put each sheet into a clear A4 size plastic sleeve so that students can write on the plastic as if on a whiteboard.

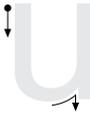
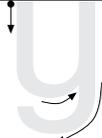
# Resource Sheet 2

Photocopy a class set of this sheet onto plain white paper. Put each sheet into a clear A4 size plastic sleeve so that students can write on the plastic as if on a whiteboard.

# Resource Sheet 3

Photocopy a class set of this sheet onto plain white paper. Put each sheet into a clear A4 size plastic sleeve so that students can write on the plastic as if on a whiteboard.

## Resource Sheet 4

Photocopy this sheet on to good quality paper or thin card and cut them up to make sets of alphabet snap cards for the students to use in groups of four. You could use different colour card for each set, or draw a different symbol or design on the backs of each set so it is easy to separate one set from another.

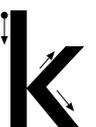
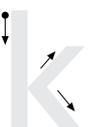
A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	Z		
a	b	c	d	e	f	g
h	i	j	k	l	m	n
o	p	q	r	s	t	u
v	w	x	y	z		

## Resource Sheet 5

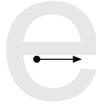
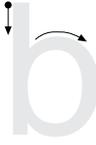
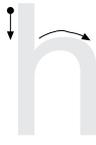
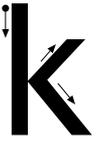
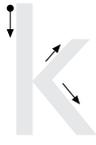
Photocopy this sheet on to good quality paper or thin card and cut them up to make sets of letter cards for the students to use in pairs. You could use different colour card for each set, or draw a different symbol or design on the backs of each set so it is easy to separate one set from another.

a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	q	r	s	t
u	v	w	x	y
z	ss	ll	ck	

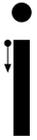
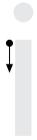
# Worksheet 1

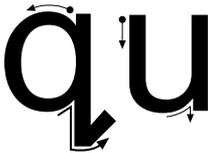
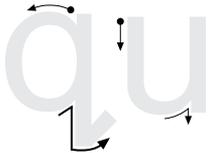
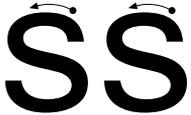
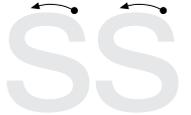
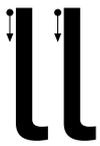
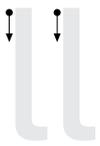
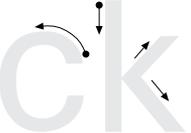
# Worksheet 2

# Worksheet 3

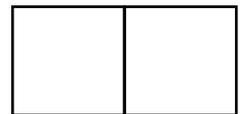
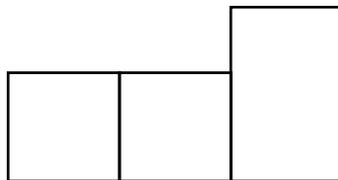
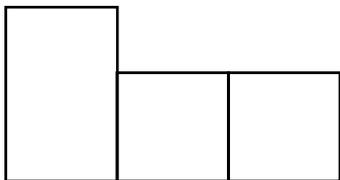
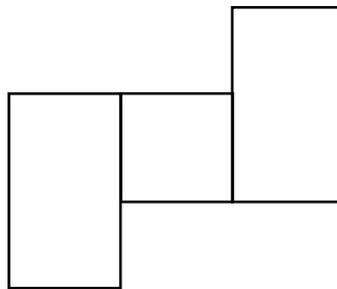
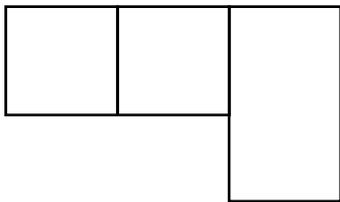
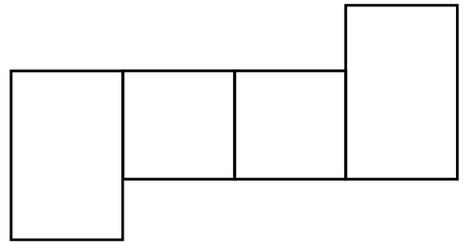
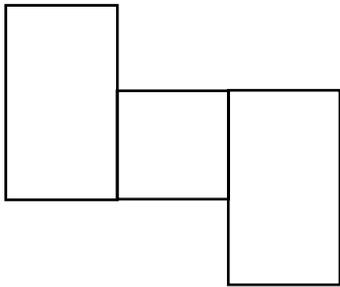
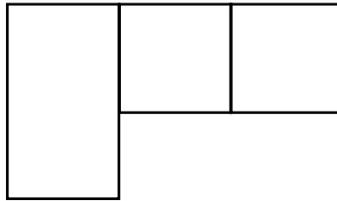
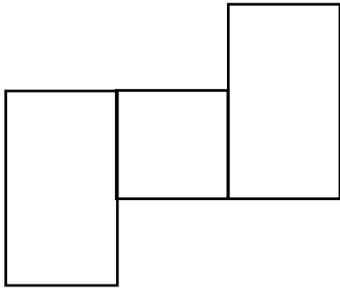
					
					
					
					
					
					
					
					

# Worksheet 4

# Worksheet 5


# Worksheet 6



# Worksheet 7

## Fill in the blanks.

Write a word in each blank to complete the sentence. You can choose any word, but the completed sentence must make sense. When you have finished, draw a picture next to each of your sentences.

1. Ben has a big dog.



2. Mum will fill the red \_\_\_\_\_ .

3. My pen is on the \_\_\_\_\_ .

4. A \_\_\_\_\_ is in the box.

5. The \_\_\_\_\_ is on the mat.

6. His \_\_\_\_\_ is black.

7. Dad will sell the \_\_\_\_\_ .