

TEACHING GUIDE

# Open Door English 2

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## Scope and Sequence of Open Door English 2

Unit	Reading	Word Reading and Spelling	Vocabulary
1 Page 2	<b>Salim's Laces</b> Fiction: A contemporary story with a familiar setting	Soft <i>c</i> before <i>e</i> and <i>i</i> ( <i>face, nice</i> ) Revision of magic <i>e</i> in <i>a_e</i> ( <i>same</i> ), <i>i_e</i> ( <i>mice</i> ) <i>ay</i> ( <i>way</i> ), <i>ai</i> , ( <i>rain</i> )	Different graphemes can all make the same phoneme e.g. <i>way, rain, same</i>  Families
2 Page 10	<b>Who are they?</b> Non-fiction: Descriptions of people <b>Papa</b> by Siv Widerberg A contemporary poem	<i>dge</i> ( <i>badge</i> ), <i>ge</i> ( <i>age</i> ) <i>g</i> ( <i>giraffe</i> ), <i>j</i> ( <i>jacket</i> ) <i>ee</i> ( <i>feet</i> ), <i>ea</i> ( <i>eat</i> ), <i>e_e</i> , ( <i>these</i> )	Different graphemes can all make the same phoneme e.g. <i>jam, cabbage, badge</i>  Appearance, Clothes, Food, Hobbies
3 Page 18	<b>Wise Animals</b> Fiction: A traditional tale	Silent letters: <i>k</i> ( <i>knot</i> ), <i>g</i> ( <i>gnaw</i> ), <i>w</i> ( <i>wrong</i> ) <i>e</i> ( <i>little</i> ) <i>oa</i> ( <i>road</i> ), <i>ow</i> ( <i>low</i> ), <i>o_e</i> ( <i>rope</i> ) <i>old</i> ( <i>gold</i> )	- <i>ed</i> suffix in past tense  <b>Question words:</b> <i>What, Who, Which, When, Where, Why, How</i>
4 Page 28	<b>Hot Food</b> by Michael Rosen A contemporary poem Non-fiction: An information text	<i>er</i> ( <i>mother</i> ) <i>oo</i> ( <i>too</i> ), <i>ew</i> ( <i>blew</i> ), <i>u_e</i> ( <i>blue</i> ), <i>ue</i> ( <i>rule</i> )	- <i>er</i> suffix in nouns e.g. <i>winter</i> Workers, Months, Objects in rooms of a house, Ordinal numbers
5 Page 34	How am I doing? Revision of learning from the previous four units.		
6 Page 36	<b>Gidda the Goat</b> Fiction: A cartoon with speech bubbles	Adding - <i>ed</i> , - <i>er</i> , - <i>est</i> to words ending in <i>y</i> but not before - <i>ing</i> ( <i>copied, copier</i> , but <i>copying</i> ) Adding - <i>es</i> to words ending in - <i>y</i> ( <i>baby – babies</i> ) <i>-igh</i> ( <i>night</i> ), <i>-ould</i> ( <i>would</i> ), <i>-oor</i> ( <i>poor</i> )	<b>Irregular plurals</b> e.g. <i>women</i> <b>Adjectives</b> of degree e.g. <i>cross, angry, furious</i> Revise spellings of numbers.
7 Page 44	<b>Mughal Magic</b> Non-fiction: An information text <b>Shish Mahal</b> A local, contemporary poem	<i>ing, er, ed, est</i> , Adding - <i>ing, -y, -es, -ed, -er, -est</i> to words ending in <i>e</i> with a consonant before it ( <i>likes, liked, nicer, nicest</i> ) <i>-ass</i> ( <i>grass</i> ), <i>-ast</i> ( <i>last</i> ), <i>-ind</i> ( <i>find</i> )	Family relationships across generations, e.g. <i>son, grandson, great grandson</i> Building materials, e.g. <i>sandstone, marble, gold, brick</i>
8 Page 52	<b>Zap the Zoom-zapper</b> Fiction: A science fiction story	Adding - <i>ing, -ed, -er, -est, -y</i> to words of one syllable, ending in a single consonant letter after a single vowel letter ( <i>pat, patting, patted</i> ) <i>sh</i> ( <i>shadow</i> ), <i>ch</i> ( <i>chick</i> ), <i>-tch</i> ( <i>catch</i> )	<b>Vowels and consonants</b> Alternative words for <i>said</i> , e.g. <i>muttered, cried</i> Favourite words and phrases
9 Page 60	<b>Shadows</b> <b>My Shadow</b> by RL Stevenson A classic poem <b>How to make a sundial</b> Non-fiction: Numbered instructions	<i>-le</i> ( <i>table</i> ), <i>-el</i> ( <i>camel</i> ), <i>-al</i> ( <i>metal</i> ), <i>-il</i> ( <i>pencil</i> ) <i>all, al</i> ( <i>ball, always</i> )	<b>Suffixes</b> Opposites: - <i>ful, -less</i> suffixes in adjectives Food, Position: <i>right, left, top, bottom, middle, north, south, east, west</i>
10 Page 68	How am I doing? Revision of learning from the previous four units.		

Grammar	Punctuation	Listening and Speaking	Composition
Give short <b>answers</b> : <i>Yes, I can/will/do.</i> <i>No, I can't/won't/ don't.</i> Possessive adjectives: <i>my, your, his, her, their, our</i>	Contractions: <b>Apostrophes</b> for missing letters	Ask and answer questions in the present progressive e.g. <i>What's he doing?</i> <i>He's going to school.</i>	Use the present simple with <i>once</i> and <i>twice</i> to write about daily routines.
<b>Verbs</b> : Know that they are doing words. <b>Present tenses</b> : simple and progressive, e.g. <i>She eats/She is eating.</i>	<b>Capital letters and full stops</b> in <b>sentences</b> . Capital letters at the beginning of names and days	Talk about own hobbies, skills and aims.	Write a description of yourself and your interests.
<b>Past tense verbs</b> : Regular past simple with <i>ed</i> . Irregular past simple, e.g. <i>ran, went</i> Questions in the past tense e.g. <i>What did he say? He said...</i>	<b>Question marks</b> after questions	Understand a traditional Pakistani story.	Retell a traditional story in the past tense using common storytelling 'chunks'.
<b>Nouns</b> : Distinguish between verbs and nouns. <b>Pronouns</b> : <i>I, you, he, she, it, we, they;</i> <i>me, you, him, her, us, them</i>	<b>Commas</b> in lists <b>Capital letters</b> for the names of months	Understand a short information text.	Write a short information text, using ordinal numbers and dates.
<b>Adjectives</b> : Comparatives and superlatives e.g. <i>The goat is happier than the other animals. She is the happiest animal on the farm.</i>	<b>Capital letters</b> for names of people	Understand a description and opinions about a painting. Plan writing.	Write your opinion of what characters say in speech bubbles.
<b>Compound nouns</b> e.g. <i>sandstone, bedroom</i> <b>Prepositions</b> : <i>in front of, behind, through, on, past</i>	<b>Apostrophes</b> for singular possession <b>Capital letters</b> for names of places	Complete a form from telephone information.	Write a tourist leaflet.
Use of <i>an</i> before a vowel. Countable and uncountable <b>nouns</b> : <i>is + much,</i> <i>are + many</i>	<b>Exclamation marks</b> after loud words and noises.	Listen and label, using <i>a</i> or <i>an</i> .	Write a science fiction story.
<b>Commands</b> in the form of instructions	Revision of <b>capital letters and full stops</b>	Understand and act on commands (instructions).	Write instructions how to make a pizza.

# Scope and Sequence of Open Door English 2

Unit	Reading	Word Reading and Spelling	Vocabulary
11 Page 70	<b>Little Red Riding Hood</b> Fiction: A classic fairy story	<i>o</i> sounds like <i>u</i> ( <i>other</i> ) <b>Homophones:</b> <i>sun/son, one/won, hole/whole</i> <i>un (unhappy)</i> <i>ou (outside), ow (now)</i>	Opposites with <i>-un</i> : <i>happy/unhappy</i>  Alliteration
12 Page 79	<b>The Playground</b> Non-fiction: Suggestions <b>Playground Games</b> A local, contemporary poem	<i>a</i> sounds like <i>o</i> after <i>w</i> and <i>qu</i> ( <i>want, squash</i> ) <b>Homophones and near homophones:</b> <i>quite/quiet, threw/through</i> <i>ir (bird), ur (hurt)</i>	<b>Subordination:</b> <i>when, if, because</i>  <i>Problems, ideas, suggestions</i>
13 Page 86	<b>Momo-taro, the Peach Boy</b> Fiction: A traditional tale from another culture	<i>ey</i> ( <i>donkey</i> ) <b>Homophones:</b> <i>be/bee, sea/see</i>  <i>ea</i> ( <i>head</i> )	<b>Suffixes:</b> <i>ment (payment), ness (goodness)</i> <b>Plurals</b> with <i>ey</i> ( <i>donkeys</i> ) contrasted with <i>y</i> ( <i>lorries</i> )
14 Page 94	<b>Apple Pie Alphabet</b> Non-fiction: A rhyme with alphabetical order for dictionary work	<i>or</i> ( <i>fort</i> ) or ( <i>word</i> ), <i>ar</i> ( <i>car</i> ) or ( <i>warm</i> ) <i>le</i> ( <i>apple</i> ) <i>ie</i> ( <i>pie</i> ), <i>ide</i> ( <i>hide</i> ) <i>ph</i> ( <i>alphabet</i> )	<b>Co-ordination:</b> <i>and, but, or, so</i> Use alphabetical order for glossaries. Revise verbs and adjectives.
15 Page 100	How am I doing? Revision of learning from the previous four units.		
16 Page 102	<b>Festival of Eid</b> by Premchand Fiction: A classic story	<i>s</i> (as in <i>treasure</i> ) <b>Homophones:</b> <i>here/hear, deer/dear, there/their</i> <i>ear (dear), eer (deer), ought (bought)</i>	Occupations in the village Materials: ... <i>were made of ...</i>
17 Page 111	<b>Dinosaurs!</b> Non-fiction: An Information text and newspaper article	<i>-ly</i> <b>Homophones:</b> <i>to/two/two, blew/blue, aw (awful), au (sauce), our (four)</i>	Time: from 5 past to half past the hour; <i>seconds, minutes, hours, days, weeks, months, years</i>
18 Page 119	<b>An Invitation</b> Non-fiction: A letter	<i>-tion</i> ( <i>station</i> ) <b>Homophones:</b> <i>stair/stare, wear/where</i> <i>air (hair), are (care), ear (bear)</i>	Members of a family: <i>daughter, cousin, auntie, niece, nephew</i> Revision of dates
19 Page 126	<b>Phootle and Pud</b> A nonsense poem Non-fiction: Dictionary work	<i>wh</i> ( <i>whistled</i> ), <i>th</i> ( <i>threw</i> ), <i>ph</i> ( <i>elephant</i> ), <i>sh</i> ( <i>bushes</i> ), <i>ch</i> ( <i>chick</i> ), <i>ee</i> ( <i>deep</i> ), <i>a</i> ( <i>path</i> ), <i>ly</i> ( <i>sharply</i> )	Rich verbs of movement e.g. <i>hurried</i> and sound e.g. <i>swished</i> . Adjectives + comparisons: <i>as ... as a ...</i>
20 Page 132	How am I doing? Revision of learning from the previous four units.		
Page 134	Listening texts		

Grammar	Punctuation	Listening and Speaking	Composition
<b>Noun phrases</b> e.g. <i>the Big Bad Wolf</i> Questions and negatives in the simple past, e.g. <i>Where did he go? He didn't go... He went...</i>	Revision of <b>apostrophes</b> for missing letters	Listen to a diary and act out the story in groups of five.	Write a diary of a fairy tale character in the first person.
<b>Modals:</b> <i>would, could, should</i>	Revision of <b>apostrophes</b> for singular possession and missing letters	Understand suggestions.	Make suggestions how to improve our playground, using <i>would, could</i> and <i>should</i> .
<b>Future tense:</b> <i>I am going to/will</i> <b>Adjectives</b> about feelings e.g. <i>frightened, surprised</i>	Revision <b>capital letters and full stops</b> .	Hot-seat a character in a story to understand feelings.	Write questions for hot-seating a character.
<b>Present simple tense</b> contrasted with <b>present progressive</b> e.g. <i>Usually I go ... but today I am going ...</i>	Revision of <b>question marks</b>	Understand questions and answers in the present progressive and simple present.	Answer questions about yourself in the present progressive and present simple.
<b>Questions</b> and negatives in the <b>past simple tense</b> e.g. <i>He went/did not go....</i> <b>Subordination</b> with <i>if</i> and <i>when</i>	Revision of capital letters in names of people and places	Give a true recount of a personal experience.	Write a recount about Eid celebrations.
<b>Adverbs</b> with <i>-ly</i> ; possessive pronouns: <i>mine, yours, his, hers, ours, theirs</i> Recognize that a statement is a complete sentence that ends in a full stop.	Revision of capital letters in names of people, places, days, and months.	Recognize the features of newspaper headlines. Plan writing.	Write a newspaper article. Proof-read to check it makes sense.
<b>Past progressive tense:</b> e.g. <i>What was she doing when...? She was ... ing ...</i> <i>Would you like to ...?</i>	Revision of apostrophes for singular possession and missing letters. Revision of capital letters for days and months	Understand and give invitations.	Write invitations. Proof-read for punctuation.
<b>Prepositions of movement</b> <i>along, through, below, over, across</i>	Revision of full stops, capital letters, question marks, exclamation marks, commas in lists	Understand and make up a poem.	Write poetry using adjectives and comparisons with 'as _____ as'.

## Contents of the General Introduction

1. Key Features of the Course
2. Speaking and Listening
3. Text Reading and Comprehension
4. Word Reading and Phonics
5. Grammar and Punctuation
6. Writing and Composition
7. Skills and Attitudes for the Modern World
8. Content and Language Integrated Learning (CLIL)
9. Differentiation
10. Formative Assessment
11. My E-Mate

### 1. Key Features of the Course

*Open Door* is a lively, modern course for children growing up in the 21st century. From the start, pupils are exposed to a variety of texts with a balance of fiction, non-fiction, and poetry suitable for their age group. These texts are followed by stimulating tasks that develop all-round competence in English.

The course is designed in line with international standards. Levels 1 to 5 follow the UK 2014 National Curriculum for:

- Speaking and Listening (Section 2)
- Text Reading and Comprehension (Section 3)
- Word Reading and Phonics (Section 4)
- Grammar and Punctuation (Section 5)
- Writing and Composition (Section 6)

The teaching of grammar is also compatible with the Common European Framework of Reference (CEFR) for second language teaching: A1 (Level 2), A2 (Levels 2-3), and B1 (Levels 4-5).

In addition to its rigorous standards in English, the course develops skills and attitudes necessary for modern life: curiosity, critical thinking, responsibility, communication, cooperation, and creativity. Content and language are integrated so that children are easily able to access other subjects taught through the medium of English. Regular formative assessment enables the school to pick up on individual and class weaknesses and remedy them. Differentiation is built into every unit so that the teacher can address the needs of different abilities in the class.

### 2. Speaking and Listening

#### 2.1 The audio-recordings on My E-Mate

As speaking begins with listening, students need exposure to correct models of spoken English. All reading texts, phonic tables, and listening exercises are available on an audio-recording that is read aloud in accurate, modern English. You can read how to access My E-Mate in Section 11.

The reading texts are read expressively, in a variety of voices. The spelling lists are read aloud so that the children can repeat the correct pronunciation of each word. The listening tasks are read in a lively way, with a different voice for each part in dialogues. However, the teacher can read aloud all texts if audio-equipment is not available. Listening texts are given at the back of the Textbook. Explain that your students should not look at them while doing listening tasks.

## 2.2 Talking about reading

At every level of the course, children are encouraged to listen to and discuss all reading passages. Informal chat brings each theme to life and gives children practice in listening to and expressing their own ideas. **Pre-reading tasks** introduce the key words and themes of every unit. **Talk boxes** support every reading text with ideas for open-ended discussion related to the theme. They often lead children to relate the reading text to their own experience or to predict what will happen next.

## 2.3 Talking about pictures

The rich illustrations and photos in the Textbook and Workbook are a valuable resource that can be used to promote speaking and listening. Teachers are encouraged to support printed materials with a **display board** and a 'museum table', where they can display and label simple pictures and objects related to the theme of the unit. These, together with good examples of children's work, can stimulate lively discussion.

## 2.4 Pronunciation

Intonation and stress are taught from the outset through the phonic and spelling lists. The audio-recording gives teachers confidence that children are listening to a correct model of English pronunciation. In Levels 1 and 2, songs and rhymes model correct intonation. From Level 3 onwards, the correct stress for each word is indicated in spelling lists and in the mini-dictionary. A rich variety of poetry reinforces children's appreciation of rhythm and stress in English.

## 2.5 Listening tasks

In the 21st century, listening and speaking skills have become increasingly important. The listening tasks enable pupils to interpret a variety of voices in the context of an audio-text that is related to the theme of the unit. If a teacher does not have access to the audio-recording, the text is provided for her/him to read the listening exercises aloud.

## 2.6 Speaking tasks

The UK National Curriculum emphasizes that children should talk through ideas before they write them down. Throughout *Open Door*, pupils are encouraged to do guided speaking in pairs and to take part in a variety of drama activities and oral games. While the children are talking, the teacher should promote fluency rather than accuracy. She/He can do this by walking silently round the class and **monitoring** the children's talk, helping only when they are off task (not speaking on the required subject). Once the children have rehearsed their ideas orally, they are ready to write them.

## 2.7 Oral questioning and elicitation

In this guide, teachers are encouraged to develop their questioning skills. Elicitation gives children practice in framing their own ideas in speech before they write. Teachers should not provide the answers for the class to repeat. Instead, the teaching guide advises them to elicit key points from their pupils. If a child makes a mistake, the teacher can ask another child to clarify – and finally the teacher can summarize what has been said.

Skilled teachers will give every child a chance to speak during a lesson. They will ask less confident speakers to answer questions within their competence. More able children should be stretched with questions that demand more complex language and ideas.

# 3. Text Reading and Comprehension

## 3.1 A variety of genres and subject matter

Every unit begins with one or two reading texts. Each text illustrates a genre of writing that will later be developed in the composition task. The texts consist of a variety of fiction and non-fiction types. Contextualized in these texts are the spelling patterns, grammar, and punctuation rules that are taught later in the unit. Thus, each unit is tightly constructed to develop all-round competence. The subject matter is also varied, so that children are prepared to learn the rest of the curriculum through English (See Section 8).

### Fiction genres include:

- Levels 1-5: contemporary stories in a familiar setting, fairy tales, traditional stories, fables, fantasy, science fiction, cartoons
- Levels 2-5: classic fiction, stories from other cultures
- Levels 3-5: myths, legends, play-scripts, setting, character, plot
- Levels 4-5: adventure stories, jokes
- Level 5: comedy, fantasy computer games, suspense

### Non-fiction genres include

- Levels 1-5: information, explanation, reports, instructions, descriptions, riddles, labels, personal recounts
- Levels 2-5: news reports, invitations
- Levels 3-5: brochures, project work, formal and informal letters, diaries, dictionaries, maps, tables
- Levels 4-5: glossaries, indexes, contents, summaries, predictions, interviews
- Level 5: argument, discussion, advertisements, autobiography, biography, history, suggestions, book covers, blurbs, book reviews, thesaurus work

### Poetry includes:

- Levels 1-5: traditional rhymes, classic poetry
- Levels 2-5: contemporary poetry
- Levels 3-5: comic poetry, rhyming verse, free verse
- Levels 4-5: haikus, cinquines, shape poetry, nonsense poetry
- Level 5: nature poetry, lyric poetry

The subject matter is also varied, so that children are prepared to learn the rest of the curriculum through English in line with the current emphasis on Content and Language Integrated Learning (CLIL: See Section 8).

## 3.2 Age-specific and level-specific reading texts

All texts are written to reflect the interests and maturity of the target age-group. Texts are also appropriate for the language level. They are simple enough to be understood easily, but constantly stretch the child's ability to decode new language.

The content also becomes more complex. At Levels 1 and 2, texts focus on the familiar world. We can say they look through the open door from the security of the home. At Levels 3-5, children continue to explore the known world, but are assisted to step through the open door to the world outside.

## 3.3 Comprehension questions

Some questions focus on literal understanding of the words, phrases, sentences, or key themes of a text. Other questions develop the ability to predict, express opinions, or infer unstated meaning. From Level 3 upwards, the first comprehension question helps pupils to explore different elements of the genre, such as the setting, characters, and plot. The next questions unpick the detail and overall gist of the text. The final question requires the children to think critically about what they have read. They learn that reading does not mean simply 'barking at print'. Reading means engaging with ideas.

# 4. Word reading and Phonics

## 4.1 Synthetic phonics

The decoding of words is taught in a progressive way, mainly through **synthetic phonics**. 'Synthesis' means combining parts to make a whole. 'Phonics' is the study of the regular sounds made by letters or groups of letters. So 'synthetic phonics' involves combining the letter sounds to read a whole word. It is an established system of teaching children to read through the **phonemes** (regular speech sounds) made by **graphemes** (letters or combinations of letters). The children develop an understanding '**GPCs**' (**G**rapheme-**P**honeme **C**orrespondences) as they learn to associate spellings with sounds. They first take apart the words by **segmenting** them into their component phonemes. They then synthesize the phonemes by **blending** them into words. Later in the course, the regular spelling patterns of English are taught in a similar way, though students should only segment and blend

words if they present a problem.

## 4.2 Daily phonic and spelling practice

The course encourages teachers to do phonic and spelling practice for 5-10 minutes at the beginning of **every** lesson. Little and often is better than a long lesson once a week. Some teachers may wish to do phonic practice at the start of the day, right after they have called the register. The course revises and recycles each spelling pattern regularly through the course.

## 4.3 Graded phonic progression

Phonics is taught in graded, manageable steps. All new phonic patterns are introduced in the context of an interesting reading text. The phonic words are then practised in a table and read aloud by the teacher or can be accessed on the audio-recording for the children to repeat. At Level 1, they segment and blend each word. At Levels 2-5, they read words as a whole, only segmenting and blending when they have a problem in decoding the word.

The exercises practise the use of the phonic patterns in the context of sentences or mini-stories. Progression through phonics is graded systematically, so it is important to work through the course in unit order. At Levels 2-5, children are taught to remember some spelling patterns through clues such as prefixes, suffixes, and word origins.

## 4.4 Key words and tricky words

Each reading text is introduced with a few **key words** that help them to access the reading text. As English is full of words that don't fit the rules, 'common exception words' (such as *friend* and *child*) are also taught as **tricky words** in each unit. These are first contextualized in the reading text and then studied as whole words, without being sounded out.

## 4.5 Dictionary skills

At early levels, children learn the order of the alphabet to prepare them to use a dictionary later. In Levels 3-5, a mini-dictionary at the back of the Textbook supports the learning of new words. In Level 3, the children only need to search through the words in given units. In Level 4, the words are grouped together for each quarter of the book. In Level 5, all the words are set out as in a real dictionary, indicating stress, part of speech, and, where necessary, alternative meanings.

# 5. Grammar and Punctuation

## 5.1 Steady progression

Every grammar rule is taught one step at a time, and recycled once it has been taught. The same sentence structures are revised and developed as the child progresses through the course. At each level, the language from the previous level is revised and new language is taught. This is why the first few units of every level are mainly revision from the previous level.

## 5.2 Wise owl boxes

Wise owl boxes teach grammar and punctuation rules in simple, child-friendly language. The grammar rules are taken from the UK National Curriculum and the Common European Framework of Reference. Additional teaching notes about grammar are given in the Teaching Guide, supporting the teacher's own grasp of the grammatical concepts taught.

## 5.3 Contextualization

The target grammar of a unit is introduced naturally in the reading passage. Initially, the children read for meaning, not form. Later in the unit, they can look back at the text, which helps them to see how to use a particular language structure. Many exercises are composed as mini-stories that continue the theme of the reading text. The composition task is usually structured with a writing frame or leading questions, enabling pupils to use the grammar they have learned to communicate their own ideas.

The Teaching Guide details **language-teaching games** that help the teacher to contextualize language through enjoyable but controlled communication.

### 5.4 Instructions for teachers and pupils

Exercise rubrics explain what pupils need to do in simple, child-friendly language. Most exercises begin with an example to further clarify how to complete each task. Learning outcomes for each exercise are outlined in the Teaching Guide.

### 5.5 Terminology

We have used the grammatical terminology specified by the 2014 UK National Curriculum. Some terms may differ from those you have used before. For example, we refer to the present and past continuous tenses as the present and past progressive tenses. We refer to the articles *a*, *an*, and *the* as determiners.

Please note that as this is an Oxford publication, we use the 'Oxford comma' or 'serial comma'. This means that we use a comma before the words *and* or *or* in a list.

## 6. Writing and composition

### 6.1 Transcription (Spelling and Handwriting)

**Spelling** is linked to phonics and vocabulary development in Section C of each unit. (See Section 4 of this chapter). **Handwriting** is taught in the Workbook. In Workbook 1, pupils learn how to form and place letters correctly between quadruple lines, with a starter dot to assist correct letter formation. In Workbook 2, they learn which letters have exit flicks in preparation for joined handwriting, still between quadruple lines. Joined handwriting is introduced half way through Workbook 3, and a fluent handwriting style should be established by the end of Workbook 5. Double lines give guidance in Workbooks 3-5. For further information on handwriting, see the level specific guidance in the Workbook notes.

### 6.2 Composition (Expressing ideas and structuring them in speech and writing)

Composition is taught both through controlled language exercises and through open-ended tasks. The exercises are based on the reading texts, spelling patterns, vocabulary, grammar, and punctuation taught in each unit. They give children controlled **practice** in using different English skills. The open-ended composition tasks move children to **production** of their own authentic ideas.

Writing frames provide scaffolding, which is especially helpful to children who do not hear correct models of English outside school. These writing frames usually take the form of substitution tables or leading questions. They help pupils to express individual ideas and experiences without making too many mistakes.

### 6.3 Correction strategies

Teachers can use several strategies for correcting writing tasks. It is important to know the advantages and disadvantages of each before they choose how to correct each piece of work.

#### Self-correction

As the teacher writes the correct answers on the board, the children correct their own mistakes. They then re-write the words correctly. Teachers should only allow children to mark their own work for 'closed answers' that are clearly right or wrong, e.g. in a spelling test. The teacher should check their corrections later.

- **Advantages:** The children take responsibility for learning from their mistakes. They focus on their own errors and rectify them.
- **Disadvantages:** They may cheat in order to please the teacher and impress their friends. To avoid this, make it clear that you are actively pleased when they correct their own mistakes honestly.

#### Peer-correction

The children exchange books and correct each other's mistakes as for self-correction. Again, children should only correct their classmates' work for 'closed answers'. The teacher should check the corrections later.

- **Advantages:** The children work with and learn from a classmate. They are often more ready to check each other's work than their own.
- **Disadvantages:** The children may feel humiliated when their peers see their mistakes. Quarrels can arise. To avoid this, make it clear that nobody should be teased for making mistakes.

## Teacher-correction

The teacher checks children's written work in or after the lesson. Teachers should always correct 'open-ended answers' when there is more than one possible response. **All compositions should be corrected by the teacher.** To ensure that children learn from your corrections, insist that they correct their mistakes after you have checked a piece of work.

- **Advantages:** The teacher can see where individual children are going wrong so that she can rectify mistakes. She can praise children for good work and give formative feedback to help them improve. Children are motivated to do careful work if they know that their teacher will read it.
- **Disadvantages:** Correcting books is very time-consuming and teachers need to rest at weekends! To make time for detailed correction of open-ended tasks, consider training your pupils in self-correction or peer-correction of closed answers.

## 6.4 Teacher feedback

Your feedback enables your pupils to understand what they are doing right and wrong and how to improve (see Section 10 on **Formative Assessment**). Make sure that your comments are clear, specific, and show the child how to progress.

**The purpose of feedback** affects how you give it. If the children are not going to re-draft a piece of writing, correct only the key skills you have taught (e.g. incorrect use of the simple present if you have just taught it). If the children are re-writing a composition for display, correct all grammar, spelling, and punctuation errors. This motivates children to learn from their mistakes and develops pride in their own work. They will also learn the importance of accuracy when others are reading or listening to their ideas.

# 7. Skills and Attitudes for the Modern World

## 7.1 Curiosity

Curiosity is natural in children, but is often driven out of them by rote learning. *Open Door* encourages children to learn for themselves and find out more through their own research projects. Learning is not a closed room controlled only by the teacher. It should offer an open door to the world, enabling children to continue learning for themselves.

## 7.2 Critical thinking

Critical thinking is essential in modern life, as nowadays children are exposed to a huge variety of opinions and types of knowledge – which can present opportunities, but also dangers. This course develops students' ability to distinguish between fact and opinion. It also fosters their confidence to express their own views **and** listen respectfully to other people's opinions.

## 7.3 Teaching values

We are not just language teachers; we have a responsibility to teach children to be good human beings. Many reading passages are about the importance of truthfulness, kindness, and tolerance. Children are encouraged to discuss how they can help other people in their lives, including those who are different from them. At each level, they are stimulated to think about their responsibility towards the environment, and to take some responsibility to preserve the plants and animals with which they share the world.

## 7.4 Communication and cooperation

Over the past twenty years, research has shown the importance of **communicative language teaching** that gives students opportunities to express ideas and respond to others in meaningful situations. **Pair work** is embedded in the speaking tasks of every unit, giving children the freedom to communicate with the help of speaking frames. Children are often made aware of the **functions** of different kinds of communication, for example to make suggestions or express disagreement politely.

Students are encouraged to take turns in discussion, to ask and answer questions, and exchange ideas and opinions. Many opportunities for drama are offered, since **drama** enables children to communicate in natural, authentic situations. Public speaking is also encouraged, so that children can read aloud their own work, recite

poetry, and sing songs. It is important for children to have an **audience** for polished speaking and writing.

From the end of Level 2 onwards, children are encouraged to peer-edit each other's work and offer positive feedback. These activities develop confidence and build a sense of community in class. Since language is a two-way process, **cooperation** is an essential learning strategy.

### 7.5 Creativity

Our ultimate aim as teachers is to give children the independence to express their own ideas creatively. Of course, nobody creates in a vacuum. All expert users of a language have learned from example. This is why children are given exciting models of each genre in the reading texts and with writing frames that support composition. At lower levels, this support may mean just choosing one of a few phrases to talk about their own experiences and ideas. At higher levels, writing frames become less restrictive, more open-ended. By the end of the course, students will need little help in expressing their own ideas independently.

## 8. Content and Language Integrated Learning (CLIL)

*Open Door* makes use of recent research into the importance of Content and Language Integrated Learning (CLIL). Children in English-medium schools need to access all subjects of the curriculum through English. This is why there is a balance of topics including science, history, geography, social studies, technology, music, and art. Texts are set out in a variety of layouts appropriate to the type of writing, for example with subheadings, numbered instructions, bullet points, labelled diagrams, fact files, and tables. The course opens a door to other areas of the curriculum.

## 9. Differentiation

### 9.1 Children with different abilities

Some pupils learn faster than others. Some have more exposure to English at home. Some are good at reading, but not speaking. Some are very articulate and have dreadful handwriting – and vice versa! They all have different learning styles – visual, auditory, and kinaesthetic. As teachers, we have to give each child the opportunity to flourish. This course is designed to extend pupils of different abilities and multiple intelligences.

### 9.2 Children working below the expected level

It can be difficult to help struggling children without making them feel that they are failures. Every teacher develops strategies to model, repeat, and revise language to help the progress of the least able. The course regularly recycles spelling, grammar, and punctuation rules that have already been taught. Each page is structured so that the first tasks are the simplest. This means that those who are unable to finish all of a page in class are able to accomplish something. If possible, they should complete the more difficult tasks at home with the help of an adult.

### 9.3 Children working at the expected level

There is no such person as an average child! Most children will work above level or below level in different subjects and at different times of their lives. Try not to label them, and to have the highest possible expectations for all. If children regularly complete the expected work, move them towards the extension activity.

### 9.4 Children working above the expected level

Throughout the course, **Extension** activities are suggested for more able pupils. For example, children can take part in a timed race to see who can find the most words from a spelling list in the reading text. Extension activities might also involve writing a similar, but differently angled composition after they have completed a writing task. Or the children might be asked to do more research into a topic at home. There are many extension activities in the Textbook and further ideas in the Teaching Guide.

### 9.5 Multiple intelligences

*Open Door* is designed to stimulate children in a variety of ways. Visual learners need plenty of pictures, graphs, and diagrams, which are richly provided in this course. Auditory learners need the stimulus of sound, which is provided by the audio-recordings and a variety of poetry and song. Kinaesthetic learners need activity, which is promoted by the Extension Activities in the Teaching Guide. These include regular drama suggestions, extra-curricular visits, and project work. A wide variety of language-teaching games are suggested in the Teaching Guide which make language learning enjoyable and active.

## 10. Formative Assessment

### 10.1 Summative and formative assessment

Summative assessment 'sums up' what a child can do with grades or marks. It can be satisfying for the child who stands first. However, it can be demoralizing for every other child, and does not help students to understand how they can do better. Formative assessment pinpoints a student's strengths and weaknesses, enabling the teacher to rectify problems. It is a joint project between teacher and student, and need not be shared publicly. It does not shame or demotivate children who do NOT stand first. The emphasis is on identifying how each child can progress.

### 10.2 Formative assessment in *Open Door English*

*Open Door* enables the teacher to assess her students regularly so that she can identify weaknesses in individuals and in the class as a whole. She can then take steps to bring all students up to the required level and extend those working above it.

### 10.3 On-going formative assessment and oral feedback

While the teacher teaches a unit, she should constantly assess how well the class are grasping new learning. She can do this with strategic questioning, checking that students are on task. Once she has identified a problem, she may wish to give oral feedback to an individual at his or her desk. Alternatively, she may decide to give oral feedback to the whole class if many are making the same mistake.

### 10.4 Written Feedback

When correcting books, teachers should write clear, specific comments. These should identify how each student can improve the skills that have just been taught. (See Section 6.3: Correction Strategies.) Avoid general comments like 'Good' or 'Fair'. These do not help the child to see where to go next. If you have taught a specific point in a unit (e.g. question forms), focus on this in the comments that you write in the student's notebook.

It can be helpful to think of 'SMART' goals when giving feedback. Feedback should be:

- S for specific (e.g. *Change three verbs into the past tense.*)
- M for measurable (so that they are easy to check)
- A for agreed (involving the child in discussion of a problem)
- R for realistic (not pushing a child way beyond his or her capacity)
- T for time-based (giving a clear idea how long the child should spend)

### 10.5 'Two stars and a wish'

Try to give positive feedback on at least two points (two stars) and draw the child's attention to one point for development (a wish). You do not have to spend a long time writing in each child's notebook. For example, if the unit teaches exclamation marks, tick the correct use of exclamation marks in a composition. You may also write a simple positive comment related to what you have taught, e.g. 'Three great adjectives! 😊' Do not forget to help the child progress with a wish, such as 'Please add two question marks.' This shows clearly what the child needs to do to improve the piece of work. It is specific. Later, make sure you check that they have done their corrections.

### 10.6 Assessment weeks

In addition to on-going assessment, *Open Door* suggests four assessment weeks every year. Assessment weeks are supported by four **check-up units** entitled *How am I doing?* These enable teachers to revise and check the progress of their pupils informally. For more formal formative assessment, the Teaching Guide offers four **photocopiable assessment tasks**, to be completed under test conditions. These will help the teacher to identify the particular area in which individual children may struggle (Spelling, Vocabulary, Grammar, Punctuation, and Handwriting). She can then take steps to bring them up to the expected level. The results also enable her to check the progress of the class as a whole and revise areas that may have been neglected.

### 10.7 Photocopiable mark sheets

Photocopiable mark sheets in the Teaching Guide enable teachers to record the results of each child's assessments four times a year. This will enable the school to track the progress of each child and each class through the year, and from one year to the next.

### 10.8 Self-assessment

From Year 3 onwards, children should be taking some responsibility for assessing themselves. They are encouraged to re-read and edit their own and others' writing at the end of each Textbook unit. At the end of the Workbook unit, they are asked to complete a simple self-assessment form, so that they take responsibility for telling their teachers how they feel they are doing in each key area that has been taught.

### 11. My E-Mate

My E-Mate is a valuable addition to the course, although the course can be taught without it. The package on My E-Mate consists of:

- audio-recordings of the reading texts
- audio-recordings of the spelling tables
- audio-recordings of the listening tasks
- interactive tasks that children can do at home or in the computer suite.

Teachers will need to download the audio-texts from My E-Mate onto a smart-phone, tablet, laptop, or computer. The school should provide speakers to each teacher so that the recordings can be used routinely during English lessons.

#### To conclude...

We hope you are now familiar with the general principles that underlie the course. In the following chapters you will find guidance on how to approach the level you teach. Remember that these books are for you to use in the way that best suits your teaching situation. Adapt them, extend them, and make them your own!



**Open the door!**

Relate the textbook to the world outside.

Level 2 consists of:

1. Textbook 2
2. Workbook 2
3. My E-Mate 2
4. Teaching Guide 2

## 1. Textbook 2

### Textbook Structure

There are twenty units in every level of the course, composed of sixteen teaching units and four revision units. Teaching units are grouped in blocks of four – generally two fiction units and two non-fiction or poetry units. Following the four teaching units is a shorter revision unit entitled *How am I doing?*

### Key components of a teaching unit

Each teaching unit follows a similar pattern, made up of the following sections:

- A. Reading
- B. Comprehension
- C. Word reading and phonics
- D. Grammar and punctuation
- E. Listening, speaking, and composition

### Teaching unit structure

#### A. Reading texts including:

- a) introduction of key words in the reading text
- b) pre-reading discussion task
- c) fiction, non-fiction, or poetry reading texts
- b) 'talk' boxes, encouraging children to:
  - take turns
  - relate what they read to their own experience
  - predict what will happen next
  - identify themes

#### B. Comprehension tasks including:

- a) exercises checking that the text makes sense to the pupils
- b) questions to improve micro- and macro-understanding of the text
- c) exercises linking new word meanings to those already known
- d) tasks developing the ability to infer meaning, summarize, and express opinions

#### C. Word reading and spelling tasks including:

- a) synthetic phonic ladders enabling children to sound out and then blend regular words, e.g. **ou** as in *out*, *shout*, and *loud*
- b) occasional 'wise owl' teaching boxes to explain the phonic rules

- c) 'tricky words' boxes to teach irregular 'common exception words' as a whole, e.g. *eyes, their*
- d) exercises that contextualize phonic spelling patterns and topic vocabulary

### **D. Vocabulary, grammar, and punctuation** including:

- a) 'wise owl' teaching boxes to explain the grammar or punctuation rules
- b) vocabulary practice, contextualized in sentences
- c) grammar practice
- d) punctuation practice

### **E. Listening, speaking, and composition** including:

- a) a listening exercise from the audio-recording or read aloud by the teacher
- b) a speaking task to develop cooperation and thinking skills
- c) a guided composition in the genre of the reading and listening texts, leading to creative use of the target language that has been taught in Sections C and D.

## **Components of a revision unit**

Every fifth unit enables teacher and children to check that previous learning has been understood. These short check-up units revise phonic patterns, vocabulary, grammar, and punctuation that have been taught in the previous four units. There is no reading text in the revision units. Note that handwriting is taught in the Workbooks.

### **A. Reading Texts**

The Textbook is designed to be read for pleasure and is richly illustrated throughout. The reading texts also contextualize the phonics, grammar, and punctuation rules that are taught later in the unit. Teachers are advised to use the audio-recordings of texts in class as these are read aloud dramatically, providing lively, correct models of spoken English.

Fiction texts are laid out as exciting stories, so children should be encouraged to guess what will happen next before they turn the page! Pictures tell much of the story and should be used as a resource for speaking practice, introducing new word meanings and linking to those already known. The stories expose children to a variety of key genres such as traditional tales, fairy stories, humorous stories, fantasy, science fiction and fables. Some are set in Pakistan and some in other cultures. Thus they are rooted in a familiar culture, but provide an 'open door' onto the rest of the world.

Children thrive on repetition, so each story should be read several times. Pupils should be encouraged to join in with predictable phrases when they are familiar with a story. They should also tell the story again in their own words or act it out in pairs or small groups.

Non-fiction texts focus on the interests of Year 2 children – animals, toys, and transport. Humane ethical values and critical thinking skills are woven into all fiction and non-fiction texts. Children are encouraged to feel empathy with others and to think responsibly about society and the environment, moving beyond the mechanics of English grammar. Language is used as a tool to enable children to develop as human beings.

Every second teaching unit in Textbook 2 has a poem or song to develop a love of language and improve pronunciation and intonation through rhythm and rhyme. Some songs can be sung along to the audio-recording. Children should be encouraged to learn some rhymes and poems by heart.

### **B. Comprehension**

Discussion is an important part of the comprehension section, so children should discuss the significance of the title and events of each text, taking turns, and listening to what others say. They should be encouraged to explain their understanding of what they read before they undertake the written answers.

Comprehension questions draw on what children already know or on background information and vocabulary given in the book. The tasks help children to check that the text makes sense to them and to correct inaccurate reading. The questions do not just check literal understanding. They also lead children to infer unstated meaning, to express their responses to the text, and to relate what they read to their own experiences. Some comprehension tasks introduce the grammar or punctuation of a unit if it comes naturally within the text.

## C. Word Reading and Spelling

The two pages of Section C contain phonic tables on separate pages, both followed by spelling and vocabulary exercises. 'Wise owl' teaching boxes explain phonic rules where necessary.

### Phonic word boxes

In the phonic word boxes, a key pattern is aligned vertically and highlighted so that children can immediately see the repeated pattern and apply their phonic knowledge and skills to help them decode new words. We suggest practising listening to and repeating one phonic ladder EVERY DAY – whichever page the children are studying. Phonic patterns should also be revised regularly after they have been taught. Little and often is best!

Phonic box 1 usually teaches new phonic patterns. In Level 1, the phonemes in the phonic words are **sounded out** (e.g. *sh-ee-p*) and then **blended** as a whole word (e.g. *sheep*). Words should not usually be spelt with the letter names of the alphabet (e.g. *ess-aitch-ee-ee-pee*) unless you are teaching letter names. In Level 2, children should not sound out words unless they are unfamiliar. They should also begin to use letter names when spelling words aloud.

Phonic box 2 usually revises phonic patterns that have been learnt before, but sometimes teaches new patterns.

### Tricky word boxes

The tricky word boxes introduce **common exception words**. These tricky words (such as *give* and *because*) do not follow regular phonic rules. They should be read as a whole and not be sounded out. Some texts in Level 1 use words with a particular phonic pattern before it is taught. These words are placed in the tricky words box.

### Theme words

On the second page of Section C, words around a particular topic are often taught. These words may not all conform to the phonic patterns, but are grouped around a theme such as clothes, parts of the body, or vehicles.

## D. Grammar and Punctuation

### 'Wise owl' teaching boxes

In this section the 'wise owl' box teaches key rules in simple, child-friendly language. The teacher should explain these rules, drawing from the learning objectives in the Teaching Guide, but avoiding technical vocabulary. She/He should also give the children practice in using the rules with her/his own, real-life examples – and with examples given by the children themselves.

### Vocabulary

The spellings and themed words from Section C are revised in Section D. Children should be encouraged to leave spaces between words and to develop understanding of the relation between words and sentences. Vocabulary work is contextualized in the grammar exercises, where children begin to understand that different parts of speech play different roles in a sentence.

### Grammar

The grammar exercises give language practice in a meaningful context. In the early years, grammar terminology is kept to a minimum, but the National Curriculum advises that certain terms (such as *singular* and *plural*) are taught explicitly. Grammar exercises often revise earlier learning, preparing for the listening, speaking, and composition tasks at the end of the unit. Pupils should be encouraged to say or whisper out loud what they are going to write, and re-read what they have written to check that it makes sense.

### Punctuation

Every unit includes explicit punctuation practice. However, teachers should check correct use of capital letters, full stops, question marks, and exclamation marks in all grammar tasks. Teachers are advised to correct only major punctuation faults in composition exercises.

### Dictation

Teachers are encouraged to make a regular habit of dictating the sentences in Section C or D. This will provide good practice in listening, spelling, and grammar. Suitable exercises are indicated in the unit teaching notes.

## E. Listening, Speaking, and Composition

### Listening

In this section, the children are first asked to complete a listening task related to the theme of the unit. This is on the audio-recording or can be read by the teacher from the script at the back of the Textbook. Pupils have to listen intently as there are few clues in the textbook itself.

### Speaking

The speaking activity is normally in the same style as the listening text. It provides a structure for the children to talk about things that interest them – usually in pairs, but sometimes in group role-play. Pupils are also encouraged to compose sentences orally before they write compositions. Sometimes, they are asked to sequence sentences to form short narratives. During speaking activities, the teacher should walk round the class and **monitor** the children, checking that they are on task and know what to do. Teach the children to talk in quiet ‘partner voices’, which are almost a whisper. Then they will all be able to hear each other and will not get too noisy.

### Composition

Finally, the children are asked to produce their own compositions in writing, usually with the help of a writing frame. The task is related to the genre of the reading text or the grammar taught, so that children are stimulated by a good model. Everything they have learnt so far in the unit will help them towards this goal, which is to express themselves in natural, creative, and appropriate language.

Once they have finished their writing, they should re-read what they have written to check that it makes sense. Then they can discuss what they have written with the teacher or other pupils and re-draft it as necessary. Finally, all writers need an **audience** – and that audience should not just be the teacher! Try to make opportunities for the children to read aloud their writing clearly and expressively. Also display their second-drafts (with their illustrations if appropriate) so that others can read and appreciate it.

## 2. Workbook 2

### The Workbook as reinforcement

The Workbook is designed to revise and reinforce the learning of the corresponding Textbook unit. It should be completed **after** the children have studied the matching learning objective in the Textbook. Workbook tasks can be set for homework if they have been practised orally and discussed in class beforehand.

The Workbook focuses on writing skills, so there are no reading tasks or listening exercises in the Workbook. Generally children will write in the Workbook, but sometimes they are asked to write in their notebooks too.

### Handwriting in the Workbook

Children are helped to develop correct handwriting by placing their letters on quadruple ruled lines. These will help them to form letters in the position on the line and to follow the correct direction. Starter dots show how to start a letter in the right place. In the early units, check that all children are using the lines correctly so that they develop good habits.

Make sure that children sit correctly at a table, holding a pencil comfortably between the thumb and first two fingers. The handwriting tasks will help children to recognize which letters belong to which handwriting ‘families’, e.g. letters with ascenders (like *b*) or descenders (like *p*).

## 3. My E-Mate 2



The digital resource icon indicates that this section is available as a recording on My E-Mate.

My E-mate is an online platform that contains audio-recordings and digital content based on the course material. It can be used both at school and at home. All you need is a computer with an internet connection and speakers. If you have no internet connection in the classroom, simply download the material onto a laptop, tablet, or smart-phone before the lesson. This can then be connected to speakers so that all the class can hear clearly. If you have a smart board, the interactive tasks can be used in class. Otherwise, just use the audio-recordings for the reading texts, spelling exercises, and listening tasks.

Even though every part of the course can be taught without it, this platform can be used by teachers as a valuable learning and teaching resource. Teachers can use the audio-recording as a model of correct spoken English and be more confident in their teaching of pronunciation, stress, and intonation. My E-Mate also contains animated audio-visual content and interactive tasks to engage students' interest and facilitate learning in an effective, yet interesting manner.

### Reading texts

The lively, dramatic readings will enhance enjoyment of the reading texts. The background sound effects bring the texts to life and will appeal to children growing up in a digital age. The text readings also provide a correct model of spoken English that children can access both at school and at home.

### Phonic tables

As reading is taught largely through synthetic phonics, the phonic tables are recorded so that children can listen to and repeat each word with the correct pronunciation. The audio-recording can be replayed regularly to revise each grapheme-phoneme correspondence (GPC), so that children relate letters to the regular sounds they make.

### Listening tasks

There is a listening task on the last page of each teaching unit and on the first page of each revision unit. Children need to listen to the audio-recording and complete the task while listening. This will provide them with a model for speaking, and will enrich their understanding of natural spoken English. If the teacher does not have access to the audio-recording, the script for the listening tasks can be found in the textbook.

## 4. Teaching Guide 2

### Scope and Sequence of *Open Door English* (page 3)

This grid enables you to see at a glance the contents of Textbook 2.

### Chapter 1: A General Introduction to *Open Door English 2* (page 8)

The general introduction gives an outline of the whole course and will be of particular interest to head teachers and subject leaders. We hope teachers will also read it so that they can bear in mind the educational principles underlying the course.

### Chapter 2: The Components of *Open Door English 2* (page 17)

This chapter guides the practising teacher how to use the components of Textbook 2, Workbook 2, the audio-materials, and Teaching Guide 2.

### Chapter 3: How to Plan a Teaching Unit (page 23)

There are sixteen teaching units in the year. We anticipate that it will take two weeks to complete one teaching unit. The sample procedures can be applied to every two-week cycle. To avoid repetition, the unit-by-unit plans frequently refer to teaching methods that are detailed in the sample procedures. The first week focuses on the reading text; the second week focuses on writing skills. Five or ten minutes of phonic practice are suggested at the beginning of every lesson. If you teach six days a week, keep Saturdays for catching up and revision.

### Chapter 4: How to Plan a Revision Unit (page 38)

There are four *How am I doing?* units in the year, each revising the previous four teaching units. We anticipate that it will take one week to complete a revision unit. The sample procedures can be applied to every revision unit. We recommend that you revise one unit per day in the first four days, checking that the children have grasped key spelling, grammar, and punctuation rules. On the fifth day, we advise you to set the photocopiable assessment under test conditions. The assessment will enable you to identify problems so that you can rectify them later.

### Chapter 5: Unit Plans and Answer Keys (page 42)

Here, you will find clear learning outcomes, teaching notes, and answer keys. The notes are for the benefit of the teacher and are in adult language. It is not necessary to teach children all the technical terms (such as *prepositions* and *simple present*) at Level 2.

Each unit plan includes:

- a) a **summary** of the key learning outcomes of the unit
- b) optional
- c) **learning outcomes** for each section (referring to the detailed sample procedures)
- d) brief **teacher notes** for the section
- e) **answers** to exercises in the section

Unit 1, as a model teaching unit, is detailed in ten lesson plans for a two-week cycle. All other teaching units follow the order of the Textbook and Workbook. For detailed teaching plans, we refer to Chapter 3 *How to Plan a Teaching Unit* to avoid repetition.

Unit 5, as a model revision unit, is detailed in five lesson plans for a revision week. All other revision units refer to Chapter 4 *How to Plan a Revision Unit* to avoid repetition.

### **Chapter 6: Language Teaching Games** (page 174)

The lesson plans suggest games that give opportunities to practise specific language in enjoyable, meaningful situations. Since you are likely to play these games several times over the year, they are grouped together at the end of the book for ease of retrieval.

### **Appendix 1: Level 2 Word List** (page 181)

The word list details target words for each phonic pattern, the tricky words, theme words and grammar vocabulary. You can use the word list to make flash cards for games such as *Run and match*. You can also use it to help you revise previous phonic patterns.

### **Appendix 2: Photocopiable Assessment Tasks** (page 185)

There are four assessment tasks designed for each of the four revision weeks in a year. Children should do the assessments under test conditions. They should not be allowed to copy from each other or ask for help in answering the questions. However, at Level 2, the teacher should read aloud the instructions for each question so that the children are clear what they should do. The teacher is advised how to conduct the test in Appendix 3 (Assessment Procedure and Mark Scheme).

### **Appendix 3: Assessment Procedure and Mark Scheme** (page 189)

This explains how to conduct and mark the assessments so that the results are as reliable as possible. There are 20 marks in total for each test. You can check a child's strengths and weaknesses in each skill. We assign Spelling 5 marks, Word reading 4 marks, Grammar 8 marks, Punctuation 2 marks, Handwriting 1 mark). Note which children need further practice in each area and do remedial work to bring them up to the required level.

### **Appendix 4: Photocopiable Tracking Mark-sheet** (page 192)

The tracking mark-sheet enables you to monitor a child's learning through the year and from one year to the next. The mark-sheet also enables you to check the progress of the class as a whole. If you have more than 30 in a class, simply photocopy the mark-sheet twice.

# Chapter 3

# How to Plan a Teaching Unit

This chapter suggests sample lesson plans for each teaching unit of the book. These lesson procedures assume that it will take a teacher about two weeks to complete a teaching unit and one week to complete a revision unit:

**Ten teaching lessons** per unit: Units 1-4, 6-9, 11-14, 16-19 (Chapter 3)

**Five revision lessons** per unit: Units 5, 10, 15, 20 (Chapter 4)

Every **Textbook teaching unit** consists of five sections: A. Reading text, B. Comprehension, C. Word Reading and Spelling, D. Grammar and Punctuation, E. Listening, Speaking, and Composition.

Every **Workbook practice unit** gives further practice in the spelling, grammar, punctuation, and composition skills taught in the linked Textbook unit. It also gives handwriting practice. The Workbook pages should not be started until the children have completed the parallel section of the Textbook.

## Adapting to your class

The following procedures can be used for every teaching unit, but be flexible! Use your professional knowledge of your pupils and adapt it to the timetable of your school. If the ideas do not fit into one lesson, be ready to move some steps into the next lesson. Or you may be able to cover more than suggested in a double period, so read the unit notes for the following lesson before you come to school. In some units, the order of procedures may be altered to fit the theme.

## Preparing to teach a new unit

Before you start a unit, read it all the way through, alongside the notes specific to that unit. Consider how you can relate it to the experience of your pupils. Are there any pictures or objects you can bring in to make it come more alive? How can you adapt the ideas to the experiences of your own pupils? Prepare for the extension activities suggested at the beginning of the notes for the unit. If activities or trips are suggested, make the plans well before you need them.

## Daily phonic practice

Start every lesson with 5-10 minutes of phonic practice (Section C) even if your main focus is Section A, B, D, or E. There are two phonic tables in each unit (**Table 1: C1** and **Table 2: C3 or C4**). Each phonic table has two to four 'word ladders', focusing on a different phonic pattern. Table 1 contains only phonic words. Practise these thoroughly before you move on to Table 2. Table 2 contains additional phonic word ladders and also the tricky words that must be learnt as a whole.

## Lesson 1

### Learning outcomes

#### Students should be able to:

- apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- read accurately words of two or more syllables by blending the sounds in words that contain the graphemes taught so far, especially recognizing alternative sounds for graphemes.
- read words containing common suffixes.
- develop pleasure in reading, motivation to read, vocabulary, and understanding by listening to, discussing, and expressing views about a wide range of contemporary and classic poetry, stories, and non-fiction at a level beyond that at which they can read independently OR be introduced to non-fiction texts that are structured in different ways.
- draw on what they already know or on background information and vocabulary provided.

- predict what might happen on the basis of what has been read so far.
- participate in discussion, taking turns and listening to what others say.
- discuss their favourite words and phrases.

### C1: Phonic practice (Table 1, Ladder 1)

1. Tell the children to turn to the first phonic table of the unit: **Word Reading and Spelling: C1**.
2. On the board, write the first phonic ladder of C1. Write the words under each other so that the key phonic pattern is lined up vertically as in the book e.g.

out  
shout  
loud  
round  
mouth

3. Ask different children to read aloud the words after you or the audio-recording, noting the common phoneme in the phonic ladder. Now that they are in Class 2, encourage them to read the word WITHOUT sounding out the phonemes. However, if they hesitate, encourage them to sound out each phoneme, then blend the phonemes into a word, e.g. *sh-ou-t: shout*. They may also underline the key phoneme.



4. Ask all the children to repeat the words after you or the audio-recording.
3. Ask different children to make up sentences to clarify the meaning of each word, for example: *We can shout in the playground, but we mustn't shout in class.*
5. To turn this into a game, you can divide the class into two teams and ask a member of each team to read and make up a sentence in turn. Record the marks on the board and clap the winning team at the end.

### A: First reading of text

7. Read aloud the title of the unit and ask the children to guess what the text is about.
8. Teach the meanings of the key words and talk about the children's experience of them. You may wish to use the mother tongue to clarify the meanings. If possible, bring in pictures and related objects to add interest.
9. Before you read the text, discuss the pre-reading task for A.
10. Talk about the theme of the text before you read it aloud or play the audio-recording. Ask the children to discuss their understanding of the theme in pairs, talking about their related experiences and the pictures on the page.



11. Read the text aloud to the children or play the audio-recording. Do not ask the children to read aloud yet, as they need to hear it read correctly and expressively.
12. Stop or pause the audio-recording frequently to talk about the pictures and predict what will happen next, for example:

*What can you see beside/in front of/behind the ?*

*What's doing? Why? What colour is the Is it bigger or smaller than the ?*

*What do you think will happen next?*

13. As you read, draw on what children already know by asking questions about their own experiences. When reading **fiction**, ask questions like:

*Has this happened to you? Tell us what happened. How did you feel?*

*How do you think ... felt in the story? Why?*

*What do you think will happen next?*

14. Check understanding and responses to **non-fiction** with questions like:

*Have you seen a ...? Where did you see it? What did it look like?*

*Have you got a ...? What does it look like?*

*Have you visited a ...? Where is it? Tell us about it.*

15. Check understanding and responses to **poetry** with questions like:  
*How does this poem make you feel? (Frightened? Excited? Sad? Like laughing?)*  
*Is it easy to clap to the poem? How many times do we clap in one line?*  
*Which is your favourite line? Why do you like it?*  
*Does the poem rhyme? What word rhymes with ...?*
16. Take time to talk about the questions in the Talk boxes. Try to avoid *yes/no* questions. Ask questions that require the children to talk in full sentences.
17. When you finish reading, ask a few questions to check understanding. Then ask the children if they liked the text and why.
18. **Setting homework:** Explain that the children should first listen to an adult reading the text. Then they should talk about it. Finally, the child should read the text aloud to the adult. When the children understand the homework, write it on the board and ask them to copy it into their homework diaries, if they have them.

**Homework:** *Read the text to an adult. Talk about it.*

## Lesson 2

### Learning outcomes

#### Students should be able to:

- apply phonic knowledge and skills as the route to decode words, applying spelling rules and guidance.
- become familiar with the text, considering its particular characteristics.
- discuss the sequence of events in books and how items of information are related.
- recognize simple recurring literary language in stories and poetry.
- discuss and clarify word meanings, linking new meanings to those already known.
- re-tell stories or explain clearly their understanding of non-fiction texts.
- ask and answer questions about the text.
- learn poems by heart when they are taught, appreciating and reciting some, with appropriate intonation to make the meaning clear.

#### C1: Phonic practice: (Table 1, Ladders 1 and 2)

1. Tell the children to turn to the first phonic table of the unit: Word Reading and Spelling: C1.



2. As in Lesson 1 Steps 1 - 5, take five or ten minutes to revise the first phonic ladder and practise the second phonic ladder.

#### A: Second reading of text

3. Ask the children to tell you about the text you read in the previous lesson. If it is clear that they have not understood something, ask them to listen to it again and try to find the answers to unsolved questions.



4. Read aloud the text or play the audio-recording a second time. This time, do not pause so often, so that the children get into the flow of the text. As you read, ask them to follow with a ruler below the line.
5. Check understanding of the parts they did not understand the first time. Ask them to explain clearly what you have read to them.
6. Discuss word meanings, linking them to words the children already know.
7. Discuss the meaning of literary language (such as metaphors and similes) that you read in stories and poems.
8. Ask the children to think beyond the text, making inferences about the situations and characters. Encourage them to discuss their favourite words and phrases.

### B: Comprehension questions

9. Read aloud each instruction and explain it. Ask different children to do the exercises orally, correcting errors where they occur. Make sure that the less able children have a chance to answer questions.
10. Ask the children to complete the comprehension tasks in their notebooks.
11. **Extension:** Those who finish early can copy the exercises into their notebooks.
12. You may correct in class the questions with closed answers (in other words, those which have only one right answer). You should correct all open-ended questions yourself. (See Introduction 6.3).
13. **Setting homework:** Explain to the children that they should read aloud the text to an adult again and then retell it. Tell them not to worry about making mistakes. The purpose of this is to improve fluency and confidence in speaking English.

**Stories:** They should shut the book and tell the story in their own words.

**Non-fiction:** They should shut the book and explain the text in their own words.

**Poetry:** They may learn the poem by heart, preferably by listening to the audio-recording at home. The next day, ask the children to recite the poem for their classmates with lots of expression.

14. Write the homework on the board and ask the children to copy it into their homework diaries.

**Homework:** *Read the reading text again to an adult. Retell it in your own words.*

*[If there is a poem in the unit:] Learn to recite the poem by heart, using lots of expression.*

## Lesson 3

### Learning outcomes

#### Students should be able to:

- apply phonic knowledge and skills as the route to decode words, applying spelling rules.
- segment spoken words into phonemes and represent these by graphemes, spelling many correctly.
- check that the text makes sense to them as they read, correcting inaccurate reading.
- make inferences on the basis of what is being said and done.
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically, and without undue hesitation.
- re-read texts to build up their fluency and confidence in word reading.
- explain clearly and discuss their understanding of books, poems, and other material, both those that they listen to and those that they read for themselves.

### C1: Phonic Practice (Table 1, all word ladders)



1. Revise the first two phonic ladders in C1.
2. As in Lesson 1 Steps 1-5, take five or ten minutes to teach the third phonic ladder (and the fourth if there is one).
3. Play a phonic game, such as *Phonic bingo* or *Run and match* (Chapter 6 nos. 1 and 2) to practise the phonic patterns in the table.

### Setting spelling homework

4. Ask the children to learn the spellings of all words in C1 for homework. (You will give them a spelling test in the next lesson.)
5. Train the children to learn by the read,cover,write,check process in their notebooks, as follows.
  - a) Read the word.
  - b) Cover the word with a book or pencil case.
  - c) Write the word without looking at the book.
  - d) Take away the cover and check the spelling. If a word is wrong, mark a cross and rewrite the word correctly.

## A: Third reading of text



6. Play the audio-recording or read the text aloud a third time without stopping. As you read, ask the children to follow with a ruler below the line.
7. Ask them to join in, copying your intonation, or the intonation of the audio-recording. They should read in a whisper so that they do not drown out the correct model.
8. Afterwards, ask the least able children some extra oral comprehension questions to check that all the children have understood the text.

## Paired reading

9. Tell the children to read aloud the text to each other in pairs. Ensure that there is one good reader in each pair so that they can help the less able.
10. Afterwards, the children should explain what the text is about to their partners.
11. It is very important that children should get into the habit of working with a partner because this gives them a chance to practise their speaking skills. Do not worry if they make mistakes! In speaking exercises, what matters is fluency.
12. Remind the children to talk in 'partner voices', whispering so that the noise levels of the class do not rise.
13. Go round and listen to as many children as you can, correcting mistakes as necessary. Ask different children to tell you what the text is about.
14. **Setting homework:** Explain that the children should practise the spellings in C1 at home with an adult, using the read, cover, write, check method. Tell them to copy the homework from the board.

**Homework:** *Learn the spellings in C1 for a spelling test.*

## Lesson 4

### Learning outcomes

#### Students should be able to:

- learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including common homophones in some units.
- use phonic words in context.
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- re-read texts to build up their fluency and confidence in word reading.
- participate in discussion about what is read to them, taking turns and listening to what others say.

#### C1: Spelling test (Table 1, all ladders)

1. Give the children a spelling test from the first phonic table of the unit, which the children should have learnt for homework. Number each word, saying it clearly and repeating it twice. Tell the children to write the number, followed by the word.
2. For each word, make up a sample sentence so that the word is used in context and the meaning is clear to the children. For example,
  - a. Number 1: way... way... *Salim asked his sister to tie his laces, but she said, 'No **way!**' way*
  - b. Number 2: day... day... *The sun shines in the **day**... day*
  - c. Number 3: today... today... ***Today** is a school day... today*
  - d. Number 4: okay... okay... *Salim asked his mother to tie his laces, and she said, '**Okay!**' okay*
  - e. Number 5: play... play... *Salim went out to **play** football... play*
  - f. Number 6: Sunday... Sunday... ***Sunday** is not a school day... Sunday*
3. When all the children have stopped writing one word, move on to the next word.
4. Afterwards, write the spellings on the board and get the children to self-check. It is important that they begin to take responsibility for checking their own work and for writing the correct spelling alongside.

5. Encourage them to be honest about the words they got wrong, explaining that they should learn from their mistakes.
6. Check the spellings yourself afterwards and write the correct spelling in the margin alongside mistakes if they have not done so. Praise children who have already written the correct spellings beside mistakes.
7. **Setting homework:** Explain that the children should write the corrected spellings three times for homework. Ask them to copy the homework from the board.

### **C1: Find and underline the words in the reading text**

8. Tell the children to read through the reading text and underline all the words that appear in the phonic box.
9. To add fun to the lesson, turn this into a timed race to see who can underline most key phonic words! Give the children a starting time. Stop after five minutes.
10. Ask the children to show on their fingers the number of words they found in the text in the Textbook.
11. Check that the children with the highest number have in fact underlined them all Give them a clap!
12. Ask different children to read aloud the whole sentence in which a word occurs. Note that some words do NOT occur in the reading text.
13. If some children find it difficult to win, ask the children to work in pairs – one more able child with one less able child. They should not get a clap unless **both** children have underlined the phonic words.

### **C2-3: Spelling and vocabulary practice**

14. Orally, practise the phonic exercises, asking different children to complete the words or sentences aloud. Take time to correct mistakes orally before the children start writing.
15. If children are asked to **label** pictures, they should write a word from the box in the space provided.
16. If the children are asked to **complete** a sentence or word, show them how to complete missing letters or words on the board. Children then complete the exercises in their books.
17. If the vocabulary work is a **word-search**, they should circle the target words from the box above. The words can go from left to right or from top to bottom.
18. If the vocabulary work is a **crossword**, they should complete the numbered clues and then fill in the numbered empty spaces. They words can go from left to right or from top to bottom. Tell them to follow the example in deciding whether to use upper or lower case.

**Extension:** Those who complete their spelling exercise early may write whole sentences with the target words or draw labelled pictures in their notebooks.

### **A: Paired reading practice**

19. The children take turns to read aloud the text to a partner in a whisper.
20. When they finish, they tell their partner what the text is about and say what they like best.
21. Walk round the class and check the weaker readers. Ask different pairs to discuss what they have read with you.

**Homework:** *Correct spelling mistakes three times.*

## **Lesson 5**

### **Learning outcomes**

#### **Students should be able to:**

- apply phonic knowledge and skills as the route to decode words, applying spelling rules.
- form lower-case letters of the correct size relative to one another.
- start using some of the diagonal and horizontal strokes ('exit flicks') needed to join letters.
- identify which letters, when adjacent to one another, are best left unjoined.
- use spacing between words that reflects the size of letters.
- become increasingly familiar with and retell a wide range of stories, fairy stories, and traditional tales, or discuss non-fiction texts.
- participate in discussion or drama, taking turns and listening to what others say.
- recite poems when they are learnt, with appropriate intonation to make the meaning clear.

**C3-4: Phonic practice (Table 2, Ladders 1 and 2)**

1. As in Lesson 1, Steps 1-6, take five or ten minutes to teach the first and second word ladder in the second table of the unit.
2. Do not teach the tricky words yet.

**Workbook, page 1 of unit: Handwriting and setting homework**

3. See Workbook notes at the end of the unit.
4. Go through Workbook 2, page 1 of the unit, orally, explaining what to do.
5. Demonstrate how to complete page 1 of the Workbook unit in class, ensuring the children know how to set out their handwriting correctly between the quadruple ruled lines, starting at the dot.
6. Draw quadruple lines on the blackboard. If possible use a different colour for the two middle 'tramlines'. Write the target words correctly between the quadruple ruled lines.
7. Start teaching the 'exit flicks' needed to join letters, and which letters, when adjacent to one another, are best left unjoined.
8. Remind the children of the key graphemes (spelling patterns) and the phonemes (sounds) they represent.
9. Show how to write the key letters in the correct position and direction, starting and finishing in the right places. Ask all the children to draw each letter in the air, in the correct direction. Model the letter with your back partially to the class, so that your left is the same as their left, demonstrating exit flicks where necessary.
10. Ask different children to come up and copy the words on new quadruple lines near the bottom of the board. Correct them when they start at the wrong point, position their letters incorrectly on the lines, or put exit flicks in the wrong places.
11. Do the first line of handwriting practice in class. Remind the children to leave big spaces between words.

**A: Drama / Discussion**

12. If you have just read a **fiction** text, ask some children to come to the front of the class and act out the story, using their own words.
13. Then get the children to act it out in groups.
14. Note: This could be noisy! If possible, do it in a hall where the children can move around without disturbing other classes. If not, ensure that the children use quiet 'partner voices'.
15. If the text is **non-fiction**, take time to discuss it, taking turns and listening to what others say. Encourage them to think critically about it, taking turns to express their own opinions and experiences politely.
16. Ask the children to tell you in their own words what they have learnt from the non-fiction text.
17. If the text is **poetry**, encourage the children to recite it clearly and expressively, with appropriate intonation. You may ask each child to recite one or two lines, or train the children to recite the poem chorally, if possible in an assembly so that they have an audience.

Ask the children to copy their homework from the board.

**Homework:** Complete Workbook 2, page 1 of the unit.

**Lesson 6****Learning outcomes****Students should be able to:**

- apply phonic knowledge and skills as the route to decode words.
- read and spell common exception words (tricky words), noting unusual correspondences between spelling and sound where these occur in the word.
- learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling.
- in some units, learn the spellings of common homophones, distinguishing between homophones and near homophones.

- apply spelling rules.
- use words in the context of sentences.

### C3-4: Phonic practice and tricky words (Table 2, Ladders 1 and 2 and tricky words)



1. Take five or ten minutes to revise the phonic ladders on the second table of the unit as before. Write all of them on the board, lining up the key graphemes.
2. Ask different children to tell you about each word, using it in the context of a meaningful sentence.
3. Next, teach the children to read the tricky words as a whole. Remind them that in English, some words do not fit a phonic pattern, so we call them tricky words. In the UK National Curriculum, these are known as **common exception words** because they are used a lot, but are exceptions to a rule. With the children, we suggest using the simpler term, tricky words.
4. Do not ask the children to sound out tricky words, as they do not follow phonic patterns that you have taught so far.
5. Ask different children to make up sentences orally to show the meanings of the tricky words.
6. Ask the children to learn the spellings of the phonic and tricky words for homework. (You will give them a spelling test in the next lesson.)
7. Train the children to learn by the 'read, cover, write, check process in their notebooks, as follows.
  - a) Read the word.
  - b) Cover the word with a book or pencil case.
  - c) Write the word without looking at the book.
  - d) Take away the cover and check the spelling. If a word is wrong, mark a cross and rewrite the word correctly.

### C4-6: Spelling and vocabulary practice

8. Orally, practise the phonic exercises in C4-6, asking different children to complete the tasks. Take time to correct mistakes orally before the children start writing.
9. Discuss the meaning of each word or sentence, focusing on new words.
10. Show the children how to complete missing letters and words on the board.
11. Walk round the class as children complete the task, checking that they have understood.

### Table 2 and A: Find the words!

12. The children may go through the reading text and underline all the words that appear in the phonic box in the second table of the unit.
13. To add fun to the lesson, turn this into a race to see who can underline most words, as you did in Lesson 4, Steps 13-17.

**Setting homework:** Explain that the children should practise the spellings in C4 at home with an adult, using the read, cover, write, check method.

**Homework:** *Learn the phonic and tricky words in Table 2 for a spelling test.*

## Lesson 7

### Learning outcomes

#### Students should be able to:

- read and write common exception words (tricky words), noting unusual correspondences between spelling and sound where these occur in the word.
- learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling.
- in some units, learn the spellings of common homophones, distinguishing between homophones and near homophones.
- apply spelling rules.

- learn the grammar and punctuation rules.
- learn how to use sentences with
  - \* different forms: statement, question, exclamation, command
  - \* expanded noun phrases
  - \* the present and past tenses including the progressive form
  - \* subordination and co-ordination.

### **C3-4: Spelling test**

1. Give a spelling test for the second table, including phonic words and tricky words, as you did in Lesson 4, Steps 1-6.
2. Mark the spellings in class and ask the children to correct their mistakes three times.

### **D1-2: Grammar and punctuation teaching**

3. Explain the grammar or punctuation rule that is being taught, giving practical examples. Discuss the 'wise owl' box if there is one.
4. Play one of the grammar games in Chapter 6, preferably one that practises the grammatical item being taught. Ideas are given in the introduction to the unit.
5. Ask the children questions that enable them to practise the target grammar.
6. Go through D1-2 orally, asking the children to say out loud what they are going to write about. Encourage them to compose sentences orally before writing them.
7. Ask the children to write the answers to D 1-2 in their books.
8. **Extension:** Children who complete their exercise early may write whole sentences in their notebooks.

### **Setting homework:**

1. Before the lesson, correct the children's homework in the Workbook, page 2.
2. Discuss any common problems in the previous homework.
3. Go through Workbook 2 page 2 orally, explaining what to do. See Workbook notes at the end of the unit. Ask the children to copy their homework from the board.

**Homework:** *Complete Workbook 2, page 2 of the unit.*

## **Lesson 8**

### **Learning outcomes**

#### **Students should be able to:**

- write from memory simple sentences dictated by the teacher.
- learn the grammar and punctuation rules for Year 2.
- learn how to use familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists, and apostrophes for contracted forms and the possessive (singular).
- say out loud what they are going to write about and compose sentences orally before writing them.
- apply spelling and grammar rules.
- listen and respond appropriately to adults and their peers.

### **C or D: Phonic practice: Dictation**

1. Tell the children to study for five minutes the spellings in complete sentences from an exercise that they have already completed in Section C or D.
2. Then ask them to shut their textbooks and open their notebooks. The children should already have completed these sentences once, so ensure that they are writing on a clean page in their notebook.
3. Dictate each sentence slowly, repeating each phrase twice, giving the slowest children time to write.
4. After you have dictated all the sentences, tell the children to open their Textbooks and check their own work.

5. They should correct every spelling mistake, writing the correct spelling three times.
6. Check that they have corrected their own work accurately.

### D3-4: Grammar and Punctuation teaching

7. Explain the grammar or punctuation rule that is being taught, giving practical examples. Discuss the 'wise owl' box if there is one.
8. Play one of the grammar games in Chapter 6, preferably one that practises the grammatical item being taught.
9. Ask the children questions that enable them to practise the target grammar or punctuation.
10. Do each exercise orally before you ask the children to write the answers. Demonstrate punctuation rules on the board.
11. Encourage children to say out loud what they are going to write before they write the answers in their books.
12. **Extension:** Ask the children to circle examples of the target grammar or punctuation rule in the reading text.

### E1: Listening task



13. If possible, use the audio-recording for the listening task. If not, read it aloud from the text in this book. Read it slowly and clearly, repeating each sentence twice.
14. Ask the children to complete the listening task on their own and try to prevent them from copying each other.
15. Play the audio-recording or read the text a second time so that they can check their answers. Then get them to compare their answers with their classmates' answers.
16. Walk round the class and check the children's answers. Do not worry about the quality of the drawing, spelling, or handwriting so long as you are sure that they have understood the listening text.

### Setting homework and individual research

17. Before the lesson, correct the children's homework in the Workbook, page 2.
18. Discuss any common problems in the previous homework.
19. Go through Workbook 2 page 3 orally, explaining what to do. See Workbook notes at the end of the unit.
20. Encourage the children to do individual research into the topic at home. They can ask adults for their opinions of the stories and poems. After non-fiction units, they can use the internet with a responsible adult to find out more. They can also find relevant pictures in suitable books and magazines with the help of a parent.
21. Ask the children to copy the homework from the board.

**Homework:** Complete Workbook 2, page 3 of the unit. Learn more about the topic of the unit.

## Lesson 9

### Learning outcomes

#### Students should be able to:

- apply phonic knowledge and skills as the route to decode words.
- participate in discussions and debates.
- practise the target grammar for the unit in the context of the composition task.
- develop positive attitudes towards, and stamina for, writing by: writing narratives about personal experiences and those of others (real and fictional), writing about real events, writing poetry, writing for different purposes.
- consider what they are going to write before beginning by: planning or saying out loud what they are going to write about, writing down ideas, including key vocabulary, encapsulating what they want to say, sentence by sentence.
- evaluate their writing with the teacher and other pupils.
- re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- proof-read to check for errors in spelling, grammar, and punctuation.

**C: Phonic practice**

1. Play a phonic game (such as *Phonic bingo* or *Run and match*) to revise the phonic patterns that you have taught in this unit.

**E2: Speaking task**

2. If the children have done some individual research, ask them to feed back to the class on what they have found out.
3. Encourage the children to ask each other questions about their research.
4. With an 'open pair' (two children acting in front of the class), demonstrate the dialogue modelled in Section E of the textbook.
5. Correct any mistakes and then ask a second 'open pair' to model the dialogue.
6. When you are sure that most students know what to do, let all the children in the class work in 'closed pairs' (working together without anyone else listening).
7. Remind the children to talk in 'partner voices' (very quietly) so that the class does not get too noisy.
8. Go round the class and monitor them as they talk in closed pairs. Try not to interfere too much as this will distract from fluency.
9. Note common mistakes and explain how to rectify them at the end of the closed pair activity.

**E3: Composition**

10. Go through the composition task orally, giving all children a chance to practise saying out loud what they are going to write (first in class, then in pairs).
11. Ask the children to do the writing task in their notebooks. Remind them to start sentences with a capital letter and end with a full stop, and to use the target punctuation of the unit.
12. As they write, walk round the class, asking different children to read aloud to you what they have written, checking that it makes sense.
13. Walk round and discuss what individual children have written.
14. After they finish, ask them to re-read what they have written to a partner, checking that it makes sense.
15. Help the children to answer each other's questions about what they have written.
16. Mark the compositions yourself before the next lesson, correcting mistakes in spelling, grammar, and punctuation. Try not to change any of the children's own ideas. See Chapter 1, Sections 6.3 and 10 for correction strategies.
17. While reading the compositions, note examples of good practice and imaginative ideas to read aloud in the following lesson.

**Setting homework:**

1. Before the lesson, correct the children's homework in the Workbook, page 3.
2. Discuss any common problems in the previous homework.
3. Go through Workbook 2 page 4 orally, explaining what to do. See Workbook notes at the end of the unit.

**Homework:** *Complete Workbook 2, page 4 of the unit.*

**Lesson 10****Learning outcomes****Students should be able to:**

- sing songs or learn poetry by heart.
- evaluate their writing with the teacher and other pupils.
- re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- proof-read to check for errors in spelling, grammar, and punctuation.
- read aloud what they have written with appropriate intonation to make the meaning clear.
- revise what they have already learnt in the unit.

### Singing and recitation of poems

1. Sing all songs and recite poems from this and previous units.
2. If possible, put actions to each poem or rhyme.

### E3: Composition

3. Read aloud some examples of good practice and imaginative ideas from the compositions you marked. Remember to choose the work of all children from time to time, even that of the least able. It is important to praise children for achieving within their capability range. Also explain common problems, without naming the children who made the mistakes.
4. Ask the children to re-draft their compositions with the correct spellings, grammar, and punctuation. You may wish to set this for homework.
5. Display completed second drafts when they are finished. Remember to praise the less able and display their work if they have tried hard.
6. Ask the children to read their own work loudly and clearly to the class, so that everyone can hear. Encourage them to use expressive intonation.
7. If possible, give the other children a chance to say what they like, encouraging positive criticism.

### Setting homework:

1. Before the lesson, correct the children's homework in the Workbook, page 4.
2. Discuss any common problems in the previous homework.
3. Go through Workbook 2 page 5 orally, explaining what to do. See Workbook notes at the end of the unit.

**Homework:** *Complete Workbook 2, page 5 of the unit.* [If the children have not finished re-writing their compositions in class:] *Re-write your composition neatly.*

## How to Teach a Workbook Unit

### A note about the use of the Workbook

The Workbook has been written to revise and reinforce the Textbook. It is left to the discretion of the teacher when she/he completes each Workbook page. The Workbook pages can be done after the children have completed the whole Textbook unit OR after the matching pages in the Textbook have been taught.

Teachers may wish to set the Workbook units for homework. If they do, they should make sure that they go through the work orally in class first. Some teachers may wish to do all of Workbook 2, Unit 1 in class so as to establish with the children how to set out their handwriting. Before children complete Workbook pages for homework, they should practise how to set out handwriting between the quadruple ruled lines, starting at the dot. In Year 2, we teach exit flicks from some letters, in preparation for joined handwriting, which will be introduced in Year 3.

## Workbook, page 1 of unit

### Learning outcomes

#### Students should be able to:

- apply phonic knowledge and skills as the route to decode and spell words, applying spelling rules and guidance as listed in English Appendix 1.
- form lower-case letters of the correct size relative to one another.
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- use spacing between words that reflects the size of letters.

[Children should have completed the first page of C. Word Reading and Spelling in the Textbook before attempting the first page of the Workbook.]

### Handwriting practice

1. Draw sets of quadruple lines on the board in a different colour from the colour in which you normally write. Make sure that they are low enough for the children to write on. If possible, draw the middle 'tram lines' in a different colour.

2. In each lesson, focus on one word family of letters, taken from the key phoneme you are practising, for example, in Unit 1, focus on letters that fit between the two middle tramlines: *a, e, i, o, u*.
3. One-by-one, copy the words in the phonic table onto the board as they are set out in the book, leaving generous space for the children to copy the word alongside.
4. Point out to the children how you form each letter, copying the dot from the book to show where to start writing.
5. After you have written each word, read it aloud together.
6. Ask different children to come up to the board, and trace over the word you have written, starting at the dot. They should then copy the word alongside.
7. Help them where they misplace their letters or start at the wrong place.
8. Ask more able children to do this first and then ask children who are less good at handwriting once the correct model has been established.
9. Standing with your back partially to the class, demonstrate how to draw the letter in the air. Ask all the children to practise drawing the letter in the air, following your direction and saying the phoneme aloud.
10. Ask the children to trace the words in their notebooks. Show them how to keep within the quadruple lines, starting at the dot.
11. Check that the children are holding their pencils correctly with thumb and two fingers. It is very important to establish good habits early.
12. Check that they are sitting correctly at the table, their bodies are facing the table, not turned to the side.
13. Ensure that left-handed children are allowed to write with the left hand. You may need to seat left-handed children so that they are sitting to the left of right-handed children. Then their elbows will not knock into each other!
14. When they write the word a second time, encourage them to start at the right place and keep within the lines.

### Writing exercise

15. **Missing words or letters** Using the alphabetic letter names (e.g. *Aye, Bee*, not the sounds *a, buh*) to refer to each exercise, ask the children to name each picture or read the sentence. Each time, ask what sound or word is missing.
16. Write each word on the board, with a simple picture and a dash for the missing letter or word e.g.



(  ) a \_ an

17. Ask different children to come to the front and write the missing letters or words.
18. **Matching words or pictures** Copy the words on the board and ask the children to sound the words out and then blend them.
19. Write the matching words or draw simple matching pictures in a different order.
20. Ask different children to come to the board and match the words to the pictures.
21. To add to the fun, you can turn oral practice into a team game, dividing the class into two teams.
22. Ask the children to complete the exercise in their notebooks. Go round the class and check that the children are placing their letters correctly between the quadruple ruled lines.
23. Also check that they are holding their pencils correctly between two fingers and a thumb.

## Workbook, page 2 of unit

### Learning outcomes

#### Students should be able to:

- apply phonic knowledge and skills as the route to decode and spell words, applying spelling rules.
- form lower-case letters of the correct size relative to one another.

- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- use spacing between words that reflects the size of letters.

[Children should have completed the second page of C. Word Reading and Spelling in the Textbook before attempting the second page of the Workbook.]

### Handwriting practice

1. Teach this as in the first page of the Workbook unit.

### Exercises

2. Teach these as in the first page of the Workbook unit.

## Workbook, page 3 of unit

### Learning outcomes

#### Students should be able to:

- apply phonic knowledge and skills as the route to decode and spell words.
- read and spell common exception words (tricky words), noting unusual correspondences between spelling and sound where these occur in the word.
- learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling
- in some units, learn the spellings of common homophones, distinguishing between homophones and near homophones.

[Children should have studied the tricky words in the Textbook unit.]

### Look, cover, write, and check the tricky words

1. Before the lesson, draw rows of quadruple ruled lines across the board in a different colour from the colour you write in. Make sure that they are low enough for the children to write on.
2. Write the tricky words, one at a time, asking the children to read them aloud and use them in a sentence of their own.
3. As you write, show where to place each letter on the quadruple lines. For each word, demonstrate where to start each letter with a dot.
4. Ask different children to come to the board and trace over the words, starting at the correct place. They should then copy the word, placing their letters correctly.
5. Rub out the word and ask the child to write it again.
6. Write the correct word alongside and then say, *Check your word*. Help the child to self-check. If there is a mistake, get the child to copy what you have written correctly.
7. Rub out all versions of the word and ask the child to write it for a third time.
8. Again, write the word correctly alongside and then say, *Check your word again*. Help the child to self-check. If there is a mistake, get the child to copy what you have written correctly.
9. Using their notebooks to cover the words (one word at a time), show the children how to read the tricky words, cover them, write them in the space, and then check the spelling. When they have done this once, they can practise in the second blank. Finally they should do it a third time, by which time, they should have learnt to spell it correctly!
10. They should follow the *read, cover, write, check* process every time they practise the spellings of the tricky words.
11. If you have a parents' evening, explain how this should be done whenever children are learning spellings.

## Workbook, page 4 of unit

[Children should have studied all the grammar and punctuation exercises in the Textbook.]

### Learning outcomes

#### Students should be able to:

- complete the Year 2 requirements for grammar and punctuation.

### Exercises

1. Always go through the grammar and punctuation exercises orally in class before you set them for homework.
2. Refer back to the 'wise owl' teaching boxes in the Textbook where necessary.
3. To reinforce correct usage of the grammatical patterns, play appropriate grammar games from Chapter 6.
4. Show the children how to create their own sentences from substitution tables.
5. Mark all grammar and punctuation exercises yourself.

## Workbook, page 5 of unit

[Children should have completed the whole of the Textbook unit, including the Composition.]

### Learning outcomes

#### Students should be able to:

- complete the Year 2 requirements for grammar and punctuation
  - understand the composition genre taught in the Textbook.
1. Remind the children of the composition they wrote in the Textbook.
  2. The composition task in the Workbook meets the same learning objectives, but asks the children to do a slightly different task.
  3. Always mark compositions yourself. Use your professional judgement whether to ask the children to draft compositions for a second time.
  4. If the children have written a second draft, encourage them to draw an illustration. Display the work beautifully on a display board so that others can read it.
  5. Encourage the children to read aloud their compositions to a classmate or the whole class.
  6. Encourage the listeners to clap after a good reading.

This chapter suggests lesson plans for each revision unit entitled *How am I doing?* (Units 5, 10, 15, and 20 of the Textbook and Workbook). The sample lesson procedures assume that it will take you about one week to complete a revision unit. You will revise the listening, phonic, grammar, punctuation, and composition skills taught in the previous four units. You will need the photocopyable assessment tasks in Appendix 2 and 3 of this Teaching Guide.

## Lesson 1

### Learning outcomes

#### Students should be able to:

- apply phonic knowledge and skills as the route to decode words.
- read accurately by blending sounds containing spelling patterns that have already been taught.
- listen and respond appropriately to adults and peers.
- learn to appreciate rhymes and poems, learning some by heart.
- use grammar in a meaningful context.

### Phonics revision

1. Play a game, dividing the class into two teams.
2. One word at a time, write all the phonic ladders on the board from the **first** unit of the four units you have just taught.
3. As you write each word, ask different children to read each word in a word ladder. If they have difficulty in reading, help them to sound out and then blend the phonemes.
4. Ask different children to make up sentences to clarify the meaning of each word. You can also add a mark to the team for each correct sentence.

### Listening revision



5. Play the audio-recording or read aloud the listening task in **Exercise 1**.
6. Encourage the children to complete the task by themselves as a test.
7. Note the children who have found the listening task difficult and help them to understand their mistakes.
8. If particular children are regularly finding the listening task difficult, check their hearing and consider sitting them nearer the front of the class.

### Singing and poetry

9. Practise reciting the poetry or singing the rhymes that you have taught in the previous four units. Where possible, add actions to the rhymes.
10. Encourage the children to recite by heart, without their books, so that they can concentrate on good expression, actions, and intonation.

### Grammar game

11. Play a grammar game from the **first** unit of the four units you have just studied.
12. Revise the grammar rule orally.

**Homework:** Read again to an adult the text from Unit *x* (the first unit of the four units you have just studied) OR a different reading book of your choice.

## Lesson 2

### Learning outcomes

#### Students should be able to:

- apply phonic knowledge and skills as the route to decode words
- read accurately by blending sounds containing spelling patterns that have already been taught.
- use the spelling rules.
- form capital and lower case letters in the correct direction, starting and finishing at the right place.
- use grammar in a meaningful context.

### Phonics revision

1. As in Phonic revision for Lesson 1 of the Revision Unit, practise the phonic ladders on the board from the **second** unit of the four units you have just taught.

### Spelling revision

2. Orally, go through **Exercises 2 and 3** in the Revision Unit.
3. Ask the children to complete the exercises without help from others.
4. Note which spelling patterns are giving difficulty to the majority of children. Plan to revise these problem areas again in the next quarter of the year.
5. Note which children are struggling with spelling patterns. Consider giving them extra spelling practice in the next quarter.

### Workbook page 1

6. Orally, go over page 1 of the Revision Unit in the Workbook.
7. Remind the children how to write between the quadruple-ruled lines. Check that they are writing letters in the correct direction, starting and finishing at the right place.
8. Ask the children to complete page 1 in class (or for homework if you are short of time).
9. Walk round and check that the children are completing it correctly and note common mistakes so that you can rectify them later.
10. Discuss common mistakes with the children in class, without naming individual children.

### Grammar game

11. Play a grammar game from the **second** unit of the four units you have just studied.
12. Revise the grammar rule orally.

**Homework:** Read again to an adult the text from Unit *x* (the second unit of the four units you have just studied) OR a different reading book of your choice.

## Lesson 3

### Learning outcomes

#### Students should be able to:

- apply phonic knowledge and skills as the route to decode words.
- read accurately by blending sounds containing spelling patterns that have already been taught.
- use the grammar and punctuation rules.
- learn to appreciate rhymes and poems, learning some by heart.
- use grammar in a meaningful context.

### Phonics revision

1. As in Phonic revision for Lesson 1 of the Revision Unit, practise the phonic ladders on the board from the **third** unit of the four units you have just taught.

### Grammar and punctuation revision

2. Orally, go through **Exercises 4 and 5** in the Revision Unit.
3. Ask the children to complete the exercises without help from others.
4. Note which grammar rules are giving difficulty to the majority of children. Plan to revise these problem areas again in the next quarter of the year.
5. Note which children are struggling with grammar. Consider giving them extra grammar practice in the next quarter.

### Singing and poetry

6. Practise reciting or singing the rhymes that you have taught in the previous four units. Where possible, add actions to the rhymes.
7. Encourage the children to recite without their books so that they can concentrate on good expression, actions, and intonation.

### Grammar game

8. Play a grammar game from the **third** unit of the four units you have just studied.
9. Revise the grammar rule orally.

**Homework:** *Read again to an adult the text from Unit x (the third unit of the four units you have just studied) OR a different reading book of your choice.*

## Lesson 4

### Learning outcomes

#### Students should be able to:

- apply phonic knowledge and skills as the route to decode words.
- read accurately by blending sounds containing spelling patterns that have already been taught.
- write sentences, composing sentences orally before writing them.
- re-read what they have written to check that it makes sense.
- use grammar in a meaningful context.

### Phonics revision

1. As in Phonic revision for Lesson 1 of the Revision Unit, practise the phonic ladders on the board from the **fourth** unit of the four units you have just taught.

### Composition

1. Orally, go through the composition exercise in the Revision Unit. Ask the children to say the sentences out loud before they write them.
2. Encourage the children to complete the exercises without help from others.
3. Ensure that they re-read what they have written to check that it makes sense.
4. Note which composition tasks are giving difficulty to the majority of children. Plan to revise them again in the next quarter of the year.
5. Note which children are struggling with composition. Consider giving them extra composition practice in the next quarter.

### Workbook page 2

6. Orally, go over page 2 of the Revision Unit in the Workbook.
7. Ask the children to complete it in class (or for homework if you are short of time).
8. Walk round and check that the children are completing it correctly and note common mistakes so that you can rectify them later.
9. Discuss common mistakes with the children in class, without naming individual children.

## Grammar game

1. If there is time, play a grammar game from the **fourth** unit of the four units you have just studied.
2. Revise the grammar rule orally.

**Homework:** *Read again to an adult the text from Unit x (the fourth unit of the four units you have just studied) OR a different reading book of your choice.*

## Lesson 5

### Learning objectives

#### Students should be able to:

- learn from mistakes.
- perform songs or rhymes with good expression, intonation, and actions.

**Before the lesson:** photocopy the revision test for this unit so that each child has a test.

### Revision Text

1. At the start of the lesson, make sure that the children are not sitting close to each other and explain that they are going to do a test, so they should work in silence without copying.
2. Tell them that you will not be angry if they make mistakes. You only want to know what they are finding difficult, so that you can help them to get it right.
3. Make sure that each child has a sharp pencil and colour pencils before the test.
4. Tell them not to start until you tell them to.
5. Give out the papers. Then make sure that every child knows where to write his/her name at the top right.
6. Show them the mark boxes at the right side of each text and explain that the children must not write in these.
7. Tell the children to start, following the assessment procedure outlined in Appendix 3.
8. As Question 1 is a spelling test, you may dictate words for the children to write.
9. For the other questions, you may read aloud the rubric for each question, but should not help the children to complete the answers.
10. Do not time the test too strictly. Those who finish first can draw a beautiful coloured pattern or picture on the back of the test paper, but they should not talk until every child has finished.

### Marking the tests

1. Mark the tests after the lesson.
2. Follow the marking guidance in Appendix 3.
3. Every test totals to 20 marks, divided as follows:  
Spelling: 5, Word reading: 4, Grammar: 8, Punctuation 2, Handwriting: 1
4. Record the results in the Assessment Tracking Sheet in Appendix 4. This will help you to keep a check on how individual children are progressing and which areas the children are finding difficult so that you can revise them in the next quarter.
5. Some teachers will not want young children to compare their marks with each other because it may dishearten children who are performing badly. In this case, do not return tests to children and only share marks with colleagues and parents.
6. If you would like to return the tests to the children, do so in a later lesson and explain that they should not compare marks with each other or boast if they got a good mark as this may make others feel sad.

### Singing and poetry

11. Have a concert, performing all the rhymes and songs (with actions and expression).
12. If possible, invite another class to come and listen. We all perform better with an audience!

## A note about the unit plans

### Unit 1 plans

Please note that Unit 1 is planned in detail as this is the first teaching unit. Once you are familiar with the 10-lesson pattern, later unit plans are briefer. They follow the order of the Textbook and Workbook, referring to *Sample Procedures for a 2-week Teaching Unit* in Chapter 3 of the Teaching Guide.

### Unit 5 plans

Likewise, Unit 5 (*How am I doing?*) is planned in detail as this is the first revision unit. Once you are familiar with the revision week format, later units follow the order of the Textbook and Workbook, referring to *Sample Procedures for a 1-week Revision Unit* in Chapter 4 of the Teaching Guide.

### Where to find the answers

In all unit plans, answers are given at the end of Textbook and workbook page notes.

### Page references

Page numbers refer to Textbook 1 unless a Workbook page number is specified.

### Adapt these notes!

Use your professional judgement when using these notes and feel free to adapt them. Every class of children is different, and different schools have different lesson timings. Some activities may need to be carried over to the next lesson. At other times, you may be able to cover two lessons in one period. Please use your own ideas too!

## Adapt your lesson plans to your situation!



X

✓

**Theme of the unit:** Learning to do new things

**Reading genre:** A modern story in a familiar setting

**Phonics:**

- Table 1: *ace* as in *face*; *ice* as in *nice* (soft *c* and split digraph or 'magic *e*')
- Table 2: *ay* as in *way*; *ai* as in *rain*; *a\_e* as in *game* (different graphemes - same phoneme)

**Vocabulary:**

- Family relationships as in *mother, father, brother, sister*
- Time: *Friday/Saturday morning/afternoon*
- Adverbs of frequency: *once a day / twice a day*

**Grammar:**

- Short answers to questions: *Yes, I can/will/do. No, I can't/won't/don't.*
- Possessive adjectives: *my, your, his, her, their, our*
- Present progressive tense: *He is going to school.* (Note that this is sometimes called the present continuous tense.)
- Present simple tense: *I go to school ...*

**Punctuation:**

- Apostrophe for missing letters or contractions: *we'll – we will*

**Suitable games (Chapter 6):**

- *Phonic bingo* (to practise the phonic patterns of this unit: Game 1)
- *Mime and guess* (to practise the present progressive tense and the possessive adjective: Game 3.)

**Listening and Speaking:**

- Listen and do: Mime common actions such as *brushing teeth, drinking hot milk.*

**Composition:**

- Write about daily routines using the present simple tense: *I go to school once a day. I brush my teeth twice a day.*

**Homework**

- Read and discuss the story with a parent.
- Learn the spellings of key phonic patterns and tricky words of the unit.
- Workbook pages 2-6

**Teaching Aids**

- (essential) whiteboard + markers or blackboard + chalk
- (essential) a ruler to hold under the line as children read a text
- (advisable) audio equipment and audio-recording for Textbook 2
- (advisable) matching picture/word flashcards for the phonic words of the unit
- (advisable) colour pencils
- (advisable) materials for games chosen to support teaching points
- (optional) other modern stories about families from the library, such as the *Happy Families* series by Allan Ahlberg (pub Puffin, 1980)

### Extension activities (optional)

#### Drama

- Ask the children to act out the story in class.
- If possible, provide them with simple props or costumes, such as a pair of shoes with laces for Salim, an umbrella for his mother, a cricket bat for his father, a football for his brother, and a purse for his sister. Otherwise, the children can mime without props.

#### Drama practice 1

1. Ask five children to come to the front. Give each one a role from the story (Salim, his mother, his father, his brother, and his sister).
2. Read aloud the story again, asking the actors to mime the parts of the characters as you speak.
3. Tell all the children to join in at the repeated parts, such as, *Do it yourself*, and *Just this once*.

#### Drama practice 2

1. Choose five different children to come up and take the parts. Choose articulate pupils for the speaking roles.
2. The actors should mime the actions and say their own lines (with prompting if necessary). All the children can join in with repeated phrases such as *Salim's mother/father/brother tied his laces*. They can also say in chorus, *Just this once! ALL BY HIMSELF*.
3. If you have access to a large hall, get the children into groups of five and let them all practise the drama in their groups.

#### Performance

1. When the children know the play by heart, perform it in an assembly for other children. Make sure that all your pupils speak slowly, loudly, and expressively so that their voices carry to the back of the hall.
2. You can decide whether to be the narrator yourself or whether to choose 4-8 children with loud, clear voices to narrate the story. Choose five children to act in front of the others, making sure to give some parts to the least able in the class.
3. All the children in the class can join in with *Salim's mother/father/brother tied his laces*, *Just this once*, and *ALL BY HIMSELF*.

## Textbook page notes

### A. Reading text

#### Learning outcomes for the whole text

##### Students should be able to:

- read, understand, and enjoy a contemporary story in a familiar setting.

#### Pre-reading learning outcomes

##### Students should be able to:

- draw on what they already know or on background information and vocabulary provided in Key words.
- link what they read to their own experiences.

#### During-reading learning outcomes

##### Students should be able to:

- participate in discussion about what is read to them, taking turns and listening to what others say.
- predict what might happen on the basis of what has been read so far.
- discuss word meanings, linking new meanings to those already known.
- check that the text makes sense to them as they read, and correct inaccurate reading.
- make inferences on the basis of what is being said and done.

- explain clearly their understanding of what is read to them.
- discuss the significance of the title and events.

**For detailed procedure for teaching a reading text, see plans given in Chapter 3, for**

- First reading of the text: Lesson 1, Steps 7-18
- Second reading of the text: Lesson 2, Steps 3-8
- Third reading of the text: Lesson 3, Steps 6-13
- Reading practice: Lesson 4, Steps 19-21
- Drama or Discussion: Lesson 5, Steps 12-17

## Reading notes for the teacher

### Pre-reading

- Talk about the features of a contemporary story in a familiar setting. Explain that it is about modern life and that it is set in a place like where we live – it is not in a fairy tale world or in outer space.
- To relate the text to the experiences of children, ask how their mothers, fathers, elder brothers, and elder sisters help them.

**Suitable questions:** *Can you multiply a number by two? What about three? Which tables do you find difficult? What do you find difficult when you are writing? What do you find difficult at home? Making a bed? Putting away your toys? Eating everything on your plate? Can you tie your shoe-laces?*

### During the first reading

- As you play the audio-recording or read the text for the first time, ask the children to predict what the next member of the family will do. Will they or won't they tie Salim's laces?
- Ask, *Do you think his mother/father/brother is right to tie his laces?* Tell them to explain their views, accepting a variety of opinions.
- As you read, elicit the meanings of difficult words like *late* and *race*.
- Ask how Salim makes each member of his family do what he wants. (He smiles at his mother, makes a sad face for his father, and pretends he has a pain to his brother. An adult might call him a manipulative child!)
- Elicit that his sister really gives him more help than the others because she is ready to wait for him while he tries and tries again. We learn by doing things for ourselves, even if it is difficult at first.
- Discuss things the children find difficult to do.
- **Talk box 1:** When you ask the children if they can tie their shoe-laces, be careful not to laugh at the children who still find it difficult.
- **Talk box 2:** Ask the children to re-tell the story in pairs.

### During the second reading

- Read the text more quickly so that the story flows.
- Ask questions to check understanding.
- Ask the children to make inferences on the basis of what is being said and done, for example, *Why do you think Salim's mother/father/brother didn't wait for him to tie his laces?* Praise children who say, *They are not patient.*

### During the third reading

- The children whisper along with the audio-recording or with you, copying the intonation.
- When they take turns to read the text aloud to a partner, walk round the class, checking that the text makes sense to them as they read, and correcting inaccurate reading.
- Ask different children to retell the story in their own words.

### Paired reading practice

- The children take turns to read the text to each other in a whisper. Then they retell the story in their own words.
- The teacher walks round the class to monitor reading, checking the children are on task and reading correctly.

### Drama / Discussion

- The children act out the story. (See Extension activities at the beginning of this unit.)

## B. Comprehension

### Learning outcomes

#### Students should be able to:

- **B1-2:** explain their understanding of the text.
- **B2:** make inferences on the basis of what is said and done.
- **B3:** draw on vocabulary provided.  
(Lesson 2, Steps 9-14)

### Comprehension notes for the teacher

- **B1:** Discuss the features of a story set in a familiar setting. Elicit that Salim lives in a family like your pupils' families and that he does similar things.
- **B2:** This exercise helps the children to **infer** or understand what the text suggests, but does not actually say. Elicit that although Salim's mother, father, and brother tied his laces, they were not really helping him, because he was not learning to tie his own laces. They were in too much of a hurry to show him how to do it. Even though Salim's sister did not tie his laces for him, she was really helping him. By waiting patiently for him to tie his own laces, she was teaching him to be independent.
- **B3:** Talk about the ways Salim's feelings changed through the story.

**Extension:** Ask the children to search in the text for the words and phrases in B3 and to underline them.

## C. Word reading and spelling

For detailed procedure for Word Reading and Spelling pages, see the start of every lesson plan, since you should do phonic practice at the beginning of every lesson.

### Learning outcomes

#### Students should be able to:

- **C1:** read words with **ace** and **ice** and learn the spellings. (Lesson 1, Steps 1-6) Pronounce *c* as *s* before *e* and *i* as in *face*. Read split digraphs (magic 'e' words).
- **C2:** write words with **ace** and **ice** in a context. (Lesson 4, Steps 14-18)
- **C3:** read words with **ay, ai,** and **a\_e** and learn the spellings. (Lesson 1, Steps 1-6)
- read the tricky words as a whole. (Lesson 6, Steps 3-7)
- **C4:** write words with **ay, ai,** and **a\_e** in context. (Lesson 6, Steps 8-11)
- **C5:** identify rhyming words.

### Spelling notes for the teacher

- **C1:** The children repeat the words after you or the audio-recording. In Class 1, the children sounded out and then blended each new word. In Class 2, they should be ready to read the words as a whole. Only sound out the phonic words if they children have difficulty reading them. Ask the children to join pictures to the words with a line. Note that not all words have pictures.
- In the next five units, we revise the **split digraph** (which was taught in Level 1). This is often called the 'magic e' because it changes the sound of the vowel before the previous single consonant. For example, *sam* becomes *same* and *bit* becomes *bite*. Explain that when we add *e* to a word with a single consonant after a single vowel, it changes the phoneme before – like magic.

- The children learn that the letter *c* changes from a *k* sound to a *s* sound before the letters *e* (e.g. *race*) and *i* (e.g. *racing*).
- Set **spelling homework**: (Lesson 3, Steps 4-5) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C2**: Talk about the pictures on the page and ask different children to complete the sentences orally before they write the answers.
- **Test the spellings** in C1 after the children have learnt them for homework. (Lesson 4, Steps 1-7)
- **C3**: Remind the children that different graphemes (spelling patterns) can make the same phonemes (sounds). The words in C3 all make the *ay* sound. The children repeat the words after you or the audio-recording. Only sound out the words if they children have difficulty reading them.
- Remind the children that we do not sound out tricky words, but read them as a whole. Revise the apostrophe for contractions on the board (don't = do not, can't = cannot, won't = will not)
- Set **spelling homework**: (Lesson 3, Steps 4-5) Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson. (Lesson 4, Steps 1-7)
- **C4**: Talk about the picture and ask different children to complete the sentences orally before they write the answers.
- **C5**: Ask different children to write the rhyming words on the board before they match them in their books. Point out that two words may rhyme but end in different spellings, as in *late* and *wait*.

### Extension activities

- Ask the children to underline the words from C3 in the reading text. Give them five minutes. Then ask different children to read aloud the whole sentence for each word. If you make this into a race to find the greatest number of words, the children will enjoy the challenge! (Lesson 4, Steps 8-13)
- Dictate all the sentences in C4. (Lesson 8, Steps 1-6.)
- Ask children who finish early to think of other words with the same spelling pattern and to write their own sentences with them.

## D. Grammar and punctuation

### Learning outcomes

#### Students should be able to:

- **D1, 2, 5**: use the apostrophe for contractions. (Lesson 7, Steps 3-8)
- **D3**: answer questions with short answers.
- **D4**: use possessive adjectives *my, your, his, her, their, our*. (Lesson 8, Steps 7-12)

#### Grammar notes for the teacher

- **D1**: Explain that when we talk, we take the short cut of using apostrophes to shorten words. It sounds odd to say the complete words, so we usually only write them in full. Before asking the children to use apostrophes, give plenty of practice on the board, crossing out letters and replacing them with apostrophes like this:  
a) we ~~will~~-we'll    b) I ~~will~~- I'll    c) we ~~are~~-we're    d) I ~~have~~-I've    e) ~~cannot~~-can't
- **D2**: Before they write, remind the children that all sentences begin with a capital letter and end with a full stop.
- **D3**: Remind the children that when we speak, we usually shorten words. We only say *cannot* or *will not* in formal situations. It's more natural to say *can't* and *won't*.
- **D4**: The game *Mime and guess* will give practice in common verbs with possessive adjectives *your, his, her*

### Extension

- Ask the children to write other sentences with apostrophes in their own words.
- Dictate the sentences in D4. (Lesson 8, Steps 1-6)

## E. Listening, speaking, and composition

### Learning outcomes

#### Students should be able to:

- **E1:** respond correctly to an oral stimulus. (Lesson 8, Steps 13-16)
- **E2:** retell and act out a story in their own words. (Lesson 9, Steps 2-9)
- **E3:** describe pictures in the present progressive tense.
- **E4:** use a writing frame to plan and write about daily habits in the simple present tense. (Lesson 9, Steps 10-17)

How to give feedback (Lesson 10, Step 3)

How children edit, redraft, display, and perform writing (Lesson 10, Steps 4-7).

#### Listening, speaking, and composition notes for the teacher

- **E1:** Read aloud the listening exercise or play it on the audio-recording. Think of other early morning tasks for the children to mime, e.g. *Put on your school tie*. Encourage the children to mime expressively. For example, make sure that they blow their hot milk and sip it. They will burn their tongues if they gulp it down!
- **E2:** See the Extension activities at the beginning of this unit for ideas on acting out the story. Ensure the children use their own words and do not worry if they use different words from those in the story.
- **E3:** After they have had plenty of practice orally, they can do the task in their books, using the present progressive tense. Encourage them to use apostrophes to shorten *He is – He's... She is – She's...* Note for the teacher: The present progressive is often called the present continuous tense. Both terms are correct.
- **E4:** Ask different children to tell you about their school day. When you talk through the writing frame, encourage them to give different answers. For example, some children may brush their hair once a day and others may brush their hair twice a day.
- After you have marked the compositions, give feedback on common mistakes (without mentioning names, to avoid humiliating children publicly).

**Extension:** Ask the children to write about other things they do every day.

### Answers

- **B1:** b) *Salim's father was in a hurry to play cricket.*      c) *Salim's brother was in a hurry to play football.*  
d) *Salim's sister was in a hurry to get an ice-cream.*      e) *Salim was not in a hurry to tie his laces.*
- **B2:** b) ✓    c) ✗    d) ✗    e) ✓    f) ✓
- **B3:** b) 1    c) 2    d) 3
- **C1:** Children learn the spellings for homework.
- **C2:** a) *ice cream*    b) *mice, race*    c) *laces*    d) *ice, nice*
- **C3:** Children learn the spellings for homework. They underline as many words as they can find in the reading text.
- **C4:** a) *raining, today*    b) *play, Okay*    c) *gate*    d) *pain*    e) *waiting, again*    f) *late, game*
- **C5:** b) *same-game*    c) *late-wait*    d) *rain-pain*    e) *face-race*
- **D1:** b) *I'll – 3) I will*    c) *we're – 4) we are*    d) *I've – 2) I have*    e) *can't – 5) cannot*
- **D2:** a) *We'll wait for him.*    b) *We're waiting at the gate.*    c) *He can't tie his laces.*  
d) *I'll go to the shop today.*    e) *I've a pain in my hand.*
- **D3:** Answers will depend on the children.
- **D4:** b) *your*    c) *her*    d) *their*    e) *my*    f) *our*
- **D5:** b) *It is*    c) *She is*    d) *They are*    e) *I have*    f) *We are*
- **E1:** The children mime what you tell them to do.
- **E2:** The children act out the play in their own words.

- **E3:** b) He's having a shower.      c) She's brushing her teeth.      d) He's brushing his hair.  
e) She's eating her dinner.      f) She's watching TV.
- **E4:** Answers will depend on the children.

## Workbook page notes

### Learning Outcomes in the Workbook

#### 1. Phonics, Vocabulary, Grammar, Punctuation, and Composition

See the summary at the beginning of this unit plan.

#### 2. Learning Outcomes for Handwriting

Students should be able to:

- practise writing words with the key phonic patterns for the unit.
- form lower-case letters of the correct size relative to one another, within quadruple-ruled lines.
- use exit flicks from the bottom of a letter (to be used later in joined handwriting).

### Detailed lesson notes

See *Chapter 3: How to Plan a Teaching Unit*

## Answers

- **Ex 1:** The children trace over the first word. They then copy the same word between the lines to the right, following the same direction. Finally, they match the words to the pictures.
- **Ex 2:** a) race      b) Mice      c) face      d) rice      e) laces      f) Ice

r	a	c	e	l
i	c	e	f	a
c	k	z	a	c
e	m	i	c	e
d	f	h	e	s

- **Ex 3:** The children trace over the first word. They then copy the same word between the lines to the right, following the same direction.
- **Ex 4:** a) a train      b) a snail      c) a cake      d) a snake
- **Ex 5:** a) today      b) Sunday      c) take, rainy      d) pay      e) bake
- **Ex 6:** The letters and word should be copied several times with exit flicks,  
e.g. c c c c c    a a a a a    t t t t t  
cat cat cat cat cat cat
- **Ex 7:** The children should write the tricky words three times each. They should write the words correctly between the quadruple lines.
- **Ex 8:** Salim says he can't tie his laces. In fact, he does not want to tie them. His mother, father, and brother do tie his laces, but they don't really help him. His sister won't tie his laces, so he learns to do it himself.
- **Ex 9:** a) He is tying his laces.      b) She is writing her name.      c) They are clicking their fingers.  
d) She is brushing her hair.      e) He is making his bed.
- **Ex 10:** a) He's tying his laces.      b) She's writing her name.      c) They're clicking their fingers  
d) She's brushing her hair.      e) He's making his bed.
- **Ex 11:** Answers will differ according to the children's skills.
- **Handwriting Practice:** Children can copy into their handwriting copybooks all exercises that are in handwriting font and on quadruple ruled lines.

**Theme of the unit:** Descriptions of people

**Reading genre:** Non-fiction information

**Phonics:**

- Table 1: *j* as in *jam*; *ge* as in *cabbage*; *gi* as in *giraffe*; *dge* as in *badge*
- Table 2: *ee* as in *see*; *ea* as in *read*; *e\_e* as in *these*

**Vocabulary:**

- Appearance: *tall, short, long/short/straight/curly hair*
- Clothes: *T-shirt, jacket, shalwar kameez, trousers, jeans, shorts*
- Food: *chicken, meat, vegetables, peas, beans, cabbage, ice cream, fudge*
- Hobbies: *playing, reading, gardening, sports, football, cricket, jogging*
- Skills: *ride a bicycle, do sums, add four digit numbers, read/write stories, dodging and passing in football*

**Grammar:**

- Verbs: doing words
- Present progressive tense: *She is eating...* (sometimes called the present continuous tense)
- Present simple tense: *She eats...* (sometimes called the present habitual tense)

**Punctuation:**

- Capital letters at the beginning of sentences, names, and days

**Suitable games (Chapter 6):**

- *Run and match* (to practise the phonic patterns of this unit: Game 2)
- *Simon says* (to practise verbs with an object, hobbies, and sports: Game 4)
- *Mime and guess* (to practise the present progressive tense: Game 3)

**Listening and speaking:**

- Play *Simon says* with the verbs in this unit.

**Composition:**

- Write a description of yourself and your interests.

**Homework**

- Read and discuss the text with a parent or adult.
- Learn the spellings of key phonic patterns and tricky words of the unit.
- Workbook pages 7-11

**Teaching aids**

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) a ruler to hold under the line that they are reading in a text
- (advisable) audio equipment and audio-recording for Textbook 2
- (advisable) flashcards for the phonic and tricky words of the unit (see Word List in Appendix 1)
- (advisable) materials for games chosen to support teaching points
- (optional) magazines with pictures of people to describe

## Extension activities (optional)

### Make a photograph exhibition

1. Collect pictures of people from colour magazines – at least one photo for each child in the class. Try to find a variety of old/young people, men/women, boys/girls. If possible, find pictures of people doing things – running, cooking, playing sports, driving, cycling etc.
2. After you have taught the unit, give each child one of the pictures, so each child will write about a different photo. Write a writing frame on the board that will help them to write about their own pictures. For example:

This man		is	tall. / short. / thin. / well-built.
This woman		has	long / short / curly / straight hair.
This girl		likes	cooking. / reading. / sports. / smart clothes. ...
This boy		can	ride a bicycle. / drive a car. / play cricket. ...
He	is wearing a	red / blue / green / yellow	shirt. / jacket. / shalwar kameez.
She	is wearing	brown / black / orange	trousers. / shorts. / shoes. / socks.

3. Every child should describe his/her own picture.
4. After the lesson, correct each child's grammar, punctuation, and spelling. Ask them to copy their corrected descriptions neatly on a fresh sheet of paper.
5. Ask each child to read aloud his/her description clearly and loudly so that everyone can hear. Call another child to hold up the photograph that is being described.
6. Display the pictures and descriptions on a board so that everyone can read them.

## Textbook page notes

### A. Reading text

#### Learning outcomes for the whole text

##### Students should be able to:

- read, understand, and enjoy a non-fiction text.
- appreciate a modern, realistic poem and recite it by heart.

#### Pre-reading learning outcomes

##### Students should be able to:

- draw on what they already know and on vocabulary provided in Key words.

#### During-reading learning outcomes

##### Students should be able to:

- participate in discussion about what is read to them, taking turns and listening to what others say.
- discuss word meanings, linking new meanings to those already known.
- check that the text makes sense to them as they read; correct inaccurate reading.
- explain clearly their understanding of what is read to them.

## Unit 2: Who are they?

- infer unstated meaning in a poem.
- learn and recite a poem by heart, using appropriate intonation to make the meaning clear.

**For detailed procedure for teaching a reading text, see plans, given in Chapter 3, for**

- First reading of the text: Lesson 1, Steps 7-18
- Second reading of the text: Lesson 2, Steps 3-8
- Thirdreading of the text: Lesson 3, Steps 6-13
- Paired reading practice: Lesson 4, Steps 19-21

### Reading notes for the teacher

- Talk about the features of a description. Elicit that a good description is detailed and clear.

### Pre-reading

- To relate the text to the experiences of children, elicit that we are all different. Describe different children in the class and ask the class to guess which child you are describing.
- Explain that in this unit, we will learn how to describe people exactly, so that we recognize them from the description.
- Discuss children's hobbies.
- **Suitable questions:** *What do you do in your free time? What are your skills (or what are you good at doing)? What are your aims (or what do you want to do)?*

### During the first reading of the information text on pages 10-11

- Play the audio-recording or read the text for Child 1 in a mysterious voice.
- When you have finished, ask the children to guess which of the illustrated children it could be. Ask them to explain their views, accepting a variety of opinions. (It is Rashid.)
- As you read, elicit the meanings of difficult words like *jacket* and *giraffe*.
- Elicit that hobbies are activities we do in our spare time, skills are things we are good at doing, aims are things we want to be able to do in the future.
- When they have labelled the child described in the first box, do the same for the other three boxes.
- Ask questions to check comprehension of each box.

**Talk box 1:** Ask the children to tell you what they can do now. (Ride a cycle? Make a cup of tea? Multiply by two?)

### During the second reading of pages 10-11

- Read the text more quickly and check that the children have written the correct person's name at the top of each box.
- Ask questions regularly to check understanding.
- Then ask the children about their own clothes, food likes, hobbies, skills, and aims.

### During the third reading of pages 10-11

- The children whisper along with the audio-recording or with you, copying the intonation.
- When they take turns to read the text aloud to a partner, walk round the class, checking that the text makes sense to them as they read, and correcting inaccurate reading.
- Ask different children to retell the story in their own words / to explain their understanding of the text.

### During the first reading of the poem on page 12

- Play the audio-recording or read the text for the poem, *Papa*. Discuss all the things Siv's father can do.
- Help the children to **infer** meaning with questions like:  
*What job do you think Siv's father does?* (Perhaps he is a car mechanic?)  
*How do we know that Papa is strong?* (Because he can carry heavy things.)  
*Who do you think Uncle Carl is?* (Probably Papa's brother.)  
*When is Siv's father kind?* (When Siv cries and his father comforts him.)

*When is Siv's father unkind?* (When he quarrels with Uncle Carl.)

*Is Siv's father good at cooking?* (Probably, because he can fry beef with onions, but we don't know if he can cook anything else.)

*Do you think he ever cries?* (Probably, because we all feel sad sometimes, but perhaps he does it secretly because he wants people to think he is strong.)

**Talk box 2:** Ask the children to imagine what makes their fathers sad, for example, perhaps when they lose or break things. Allow the children to express their own ideas.

### During the second reading of the poem on page 12

- Read the poem or play the audio-recording all the way through.
- Ask questions at the end to check understanding.

### During the third reading of the poem on page 12

- The children whisper along with the audio-recording or with you, copying the intonation.
- Ask different rows of the class to read each line of the poem. They can all say, *I don't know* together, slowly and thoughtfully.

### Paired reading practice

- The children take turns to read the text to each other in a whisper.
- The teacher walks round the class to monitor reading, checking the children are on task and reading correctly.

### Learning the poem

- The children learn to recite the poem by heart. You may ask them to recite one or two lines individually, or the whole class may recite chorally. Encourage correct intonation and lively expression, putting actions to the words as appropriate. If possible, give them an audience by performing the poem to parents or to other children in an assembly.

## B. Comprehension

### Learning outcomes

#### Students should be able to:

- **B1:** explain their understanding of the text.
- **B2:** make inferences on the basis of what is said and done. (Lesson 2, Steps 9-14)

#### Comprehension notes for the teacher

- **B1:** discuss the features of a non-fiction information text. Elicit that it is true and gives us detailed descriptions so we can recognize which child is which. Show the children how to complete the table.
- **B2:** Remind the children of the inferences you made when you read the poem.

**Extension:** Ask the children to write a similar poem about what their own fathers can do. Each line should begin: *My Papa can ...*

## C. Word reading and spelling

For detailed procedure for Word Reading and Spelling pages, see the start of every lesson plan, since you should do phonic practice at the beginning of every lesson.

### Learning outcomes

#### Students should be able to:

- **C1:** read words with *j*, *ge*, *gi*, and *dge* and learn the spellings. (Lesson 1, Steps 1-6)
- **C1:** identify the target words in the reading text. (Lesson 4, Steps 8-13)
- **C2:** write words with *j*, *ge*, *gi*, and *dge* in context. (Lesson 4, Steps 14-18)

- **C3:** read words with **ee**, **ea**, and **e\_e** and learn the spellings. (Lesson 1, Steps 1-6) read the tricky words as a whole. (Lesson 6, Steps 3-7)
- **C4:** words with **ee**, **ea**, and **e\_e** in context. (Lesson 6, Steps 8-11)

### Spelling notes for the teacher

- **C1:** The children repeat the words after you or the audio-recording. Only sound out the words if the children have difficulty reading them. Ask the children to join pictures to the words with lines. Note that not all words have pictures.
- For the teacher's information: *j* is never used at the end of English words and *dge* is never used at the beginning. At the end of a word, the *dge* sound is spelt *-dge* straight after short vowel sounds. After all other sounds, whether vowels or consonants, the *dge* sound is spelt as *-ge* at the end of a word. In other positions in words, the *dge* sound is often (but not always) spelt as *g* before *e*, *i* and *y*. The *dge* sound is always spelt as *j* before *a*, *o* and *u*.
- Set **spelling homework:** (Lesson 3, Steps 4-5) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C2:** Talk about the pictures on the page and ask different children to complete the sentences orally before they write the answers.
- **Test the spellings** in C1 after the children have learnt them for homework. (Lesson 4, Steps 1-7)
- **C3 :** The children repeat the words after you or the audio-recording. Only sound out the words if the children have difficulty reading them.
- Remind the children that we do not sound out tricky words, but read them as a whole.
- **C3:** Give the children five timed minutes to find and underline the target words in the reading text. When the time is up, ask the children to hold up the number of fingers matching the number of words they have underlined. Ask different children to read aloud the whole sentence in which a word occurs. Remember to include the less able. Note that some words do NOT occur in the reading text.
- Set **spelling homework:** (Lesson 3, Steps 4-5) Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson (Lesson 4, Steps 1-7)
- **C4:** Ask different children to complete the sentences orally before they complete the crossword in lower case letters, as in the example.

### Extension activities

- Dictate all the sentences in C2 (Lesson 8, Steps 1-6).
- Ask children who finish early to think of other words with the same spelling pattern and to write their own sentences with them.

## D. Grammar and punctuation

### Learning outcomes

#### Students should be able to:

- **D1:** use the present progressive tense in the singular (*is ...ing*) and plural (*are ...ing*).
- **D2:** classify verbs and understand the adverb *usually*. (Lesson 7, Steps 3-8)
- **D3:** contrast the present progressive tense with the present simple, using the adverb *usually*.
- **D4:** use capital letters at the beginning of sentences, names of people, and names of days. (Lesson 8, Steps 7-12)

### Grammar notes for the teacher

- **D1:** Discuss the 'wise owl' teaching box. Ask the children to tell you some other **verbs** or 'doing words'. Ask them to identify some verbs in the reading texts, e.g. in the first description: *wear, eat, play, ride, fly*.
- The game *Mime and guess* will give practice in using verbs. Give some slips of paper to TWO children so that the rest of the class can practise saying *They are ...ing* in the plural.

- Enjoy the humour of the pictures and discuss whether they have ever seen sheep playing cricket?! Explain that we use *is* for **one** animal and *are* for **more than one** animal. If necessary, write the spellings of *bird* and *elephant* on the board. The children should be able to spell *giraffe* because they have just learnt it.
- **D2:** Point out that the word **usually** is in bold because it is important. We could jog inside, but we **usually** jog outside. Discuss each activity and agree on which activities usually take place inside and outside.
- **D3:** Discuss the 'wise owl' teaching box. Explain that we use *ing* (the present progressive) if something is happening NOW, for example, when someone is miming an action as in the game *Mime and guess*. We do not add *ing* if we do something **usually** (in the present simple).
- For the teacher's information: The present simple tense is sometimes called the present habitual tense because it describes habits, not what we are doing now.
- Help the children to see the difference between what Papa **usually does** (using the present simple) and what he **is doing** in the picture (using the present progressive).
- Give the children plenty of oral practice before you ask them to write the present progressive tense in D3. Write the spellings *fixing*, *carrying*, *quarrelling*, and *frying* on the board.
- **D4:** Ask different children to write their names on the board, beginning with a capital letter.
- Write the name of the seven days of the week on the board, pointing out that each one begins with a capital letter. Ask the children to copy the names of the days into their books. From today, ask them to write the name of the day at the top of the page every day, before they start work. Check that they start with a capital letter.
- Then ask them to go through the text, underlining all capital letters that begin sentences and circling all capital letters that begin names.

### Extension

- Dictate the sentences in D1. (Lesson 8, Steps 1-6)

## E. Listening, speaking, and composition

### Learning outcomes

#### Students should be able to:

- **E1:** respond correctly to simple verbs as commands. (Lesson 8, Steps 13-16)
- **E2:** speak with a classmate. Say out loud what they are going to write. (Lesson 9, Steps 2-9)
- **E3:** plan and write a guided composition. (Lesson 9, Steps 10-17)

How to give feedback (Lesson 10, Step 3)

How children edit, redraft, display, and perform writing (Lesson 10, Steps 4-7).

#### Listening, speaking, and composition notes for the teacher

- **E1:** Play the game, *Simon says*, as outlined in the listening exercise. More ideas are given in Chapter 6.
- **E2:** Practise the dialogue orally. First ask two confident children to describe their own hobbies, skills, and aims as an open pair. (Lesson 9, Steps 2-9)
- When the children have observed a correct model from an 'open pair' of children, they should practise describing themselves, as 'closed pairs'. Remind them to use 'partner voices' and talk in a whisper.
- Walk round the class and monitor their conversation, helping where necessary.
- **E3:** Talk through the composition task with the whole class, asking different children to use the writing frame to help them frame sentences. After they have had plenty of practice orally, they can do the task. (Lesson 9, Steps 2-9)
- Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas, e.g. *I enjoy building castles with boxes*. Write spellings of difficult words on the board as the children request them.

## Unit 2: Who are they?

- After the lesson, correct the spelling, punctuation, and grammar in the children's writing.
- After you have marked the compositions, read aloud examples of good writing. Also give feedback on common mistakes (without mentioning names, to avoid humiliating children publicly).
- Then ask the children to rewrite their descriptions in their best handwriting and with correct spelling. Explain that other children will have to read what they have written. This will motivate them to write neatly. Stress that they **must not** write their names on the piece of paper or they will spoil the game.
- **Game:** Follow the instructions in the Textbook. The children should enjoy guessing who each person is from the description. After the children have guessed each description, return the piece of paper to the child who wrote it. THEN they can write their names on their paper before you display it on a display board.

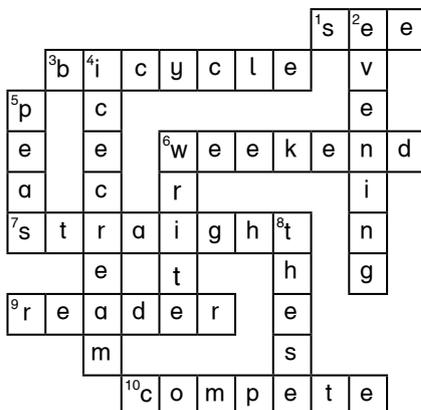
**Extension:** Ask the children to draw portraits of themselves to display beside their writing.

### Answers

- **A:** 1. Rashid    2. Sana    3. Asma    4. Hasan
- **B1:**

	Sana	Hassan	Asma	Rashid
a) are tall	✓		✓	✓
b) have short, straight hair	✓	✓		
c) wear a T-shirt at the weekend		✓		✓
d) like at least one vegetable			✓	✓
e) can play at least one sport		✓		✓

- **B2:** *Siv's father can drive a car, fix electric motors, carry heavy things, fry beef with onions.* (Quarrelling with Uncle Carl is not a skill!)  
*I think strong men can/can't cry.* (Answers will differ. Some children may add when strong men might cry, for example, *when they feel sad/when their children can't see them.*)
- **C1:** Children match the pictures to words. Children learn the spellings for homework.
- **C2:** a) *vegetables, cabbage*    b) *giraffe, jeans, orange, jacket, jam*    c) *badge, jogging, dodge*  
d) *fudge, fridge*
- **C3:** Children learn the spellings for homework. They underline as many words as they can find in the reading text.
- **C4:**



**Clues Across:** 3. *bicycle* 6. *weekend* 7. *straight* 9. *reader* 10. *compete*

**Clues Down:** 2. *evening* 4. *ice cream* 5. *peas* 6. *write* 8. *these*

- **D1:** b) *The sheep are playing cricket* c) *The bird is watching TV.* d) *The elephant is sleeping.*  
e) *The cats are cooking.* f) *The giraffe is riding a bicycle.*
- **D2:**

Things we <b>usually</b> do outside	Things we <b>usually</b> do inside
<i>jogging, playing cricket, riding a bicycle</i>	<i>watching TV, sleeping, cooking</i>

- **D3:** b) *but today he is fixing a clock.* c) *but today he is carrying a flower.*  
d) *but today he is quarrelling with a cow* e) *but today he is frying fish.*
- **D4:** The children should underline all capital letters in the reading texts that begin sentences (e.g. *I am tall... At the weekend, ...*). They should circle all capital letters that begin names (e.g. *Sana, Hasan*).
- **E1:** Play *Simon says* as explained in the listening exercises.
- **E2:** The children talk about themselves, following the speaking/writing frame.
- **E3:** Answers will depend on the children's own ideas. When children have finished their descriptions, and when you have corrected them, they copy the descriptions neatly on paper. Then they each pick a description from the pile, read it aloud, and guess whom it describes.

## Workbook page notes

### Learning Outcomes in the Workbook

#### 1. Phonics, Vocabulary, Grammar, Punctuation, and Composition

See the summary at the beginning of this unit plan.

#### 2. Learning Outcomes for Handwriting

Students should be able to:

- practise writing words with the key phonic patterns for the unit.
- form lower-case letters of the correct size relative to one another, within quadruple-ruled lines.
- use exit flicks from the **bottom** of a letter (to be used later in joined handwriting).

### Detailed lesson notes

See *Chapter 3: How to Plan a Teaching Unit*

## Answers

- **Ex 1:** The children practise copying the key letters as often as they can in the space provided. They should form the letters correctly within the quadruple ruled lines. They then copy the key word as often as they can, keeping the letters the correct size relative to each other.
- **Ex 2:** The children trace over the first word, whispering it as they write. They then copy the same word between the quadruple ruled lines to the right.
- **Ex 3:** a) *Once an old woman lived in a cottage. It was on the edge of a small village. Her house was near a bridge and on the other side was a jungle. One day she was drinking some orange juice when she saw a jaguar on her window ledge. It was huge! She threw her juice at it and it jumped off and ran away!*
- **Ex 4:** The children trace over the first word, whispering it as they write. They then copy the same word between the quadruple ruled lines to the right.
- **Ex 5:** a) *Pete, seeds* b) *evening* c) *peep* d) *green leaves* e) *weeks, each*

- **Ex 6:** The children should write the tricky words three times each, following the *look, cover, write, check* process.
- **Ex 7:** Answers will depend on the children.
- **Ex 8:** Children should colour the picture as instructed and write the following sentences in their notebooks:
  - a) *The giraffe is wearing an orange jacket.*
  - b) *The giraffe is wearing blue jeans.*
  - c) *The giraffe is wearing a yellow bandage.*
  - d) *The giraffe is wearing a purple badge.*
- **Extension:** Answers will depend on the children. Here are possible examples:
  - I think it's wearing a badge because it has won a race.*
  - I think it's wearing a bandage because it has broken its leg.*
- **Ex 9:** cat X rat X eat ✓ animal X  
play ✓ go ✓ car X drink ✓
- **Ex 10:** a) *I am playing with animals.*  
b) *We are going to the park.*  
c) *They are brushing their teeth.*  
d) *She is drinking milk.*  
e) *It is eating leaves.*
- **Ex 11:** Answers will depend on the children. Sample answers:
  - (fish) *It is huge/big/long. It has no legs. It swims. It eats fish. It lives in the sea or a river.*
  - (mouse) *It is small. It has four legs. It walks/crawls and runs. It eats vegetables, seeds, or fruit. It lives in a hole/house/farm.*
  - (spider) *It is very small. It has eight legs. It crawls or walks. It eats flies. It lives in a house/jungle/tree.*
  - (parrot or bird) *It is small/quite small. It has two legs. It walks and flies. It eats fruit and seeds. It lives in a tree/jungle/nest.*
  - (cow) *It is big/huge. It has four legs. It walks and runs. It eats grass and leaves.*
- **Ex 12:** Answers will depend on the children.
- **Handwriting Practice:** Children can copy into their handwriting copybooks all exercises that are in handwriting font and on quadruple ruled lines.

**Theme of the unit:** Helping others

**Reading genre:** A traditional tale

**Phonics:**

- Table 1: *kn* as in *knot*; *gn* as in *gnat*; *wr* as in *wrong*; *le* as in *little*
- Table 2: *oa* as in *road*; *ow* as in *slow* ; *o\_e* as in *rope*; *old* as in *gold*

**Vocabulary:**

- Animal vocabulary as in *elephants*, *mice*, *gnat*
- Alternative words for *said*: *moaned*, *groaned*, *whispered*, *told*, *asked*,

**Grammar:**

- Questions with *which*, *who*, *when*, *where*, *why*
- Questions and statements in the past simple tense: *What did he say? He said ...*

**Punctuation:**

- Question marks and full stops

**Suitable games (Chapter 6):**

- *Phonic bingo / Run and match* (to practise the phonic patterns of this unit: Games 1 and 2)
- *Elephants and mice* (to practise comprehension questions and statements in the past simple tense: Game 5)
- *Alibis* (to practise questions and statements in the past simple tense: Game 6)

**Listening and speaking:**

- Listen and respond to a traditional Pakistani story

**Composition:**

- Re-tell a traditional story in the past tense, using predictable storytelling 'chunks'

**Homework**

- Read and discuss the text with a parent or adult.
- Learn the spellings of key phonic patterns and tricky words of the unit.
- Workbook pages 12-16

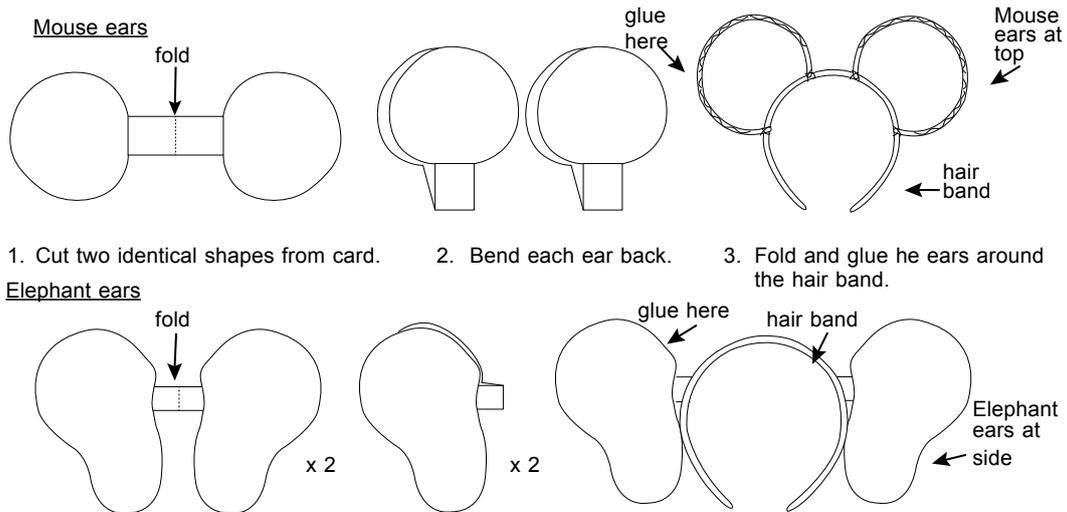
**Teaching aids**

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) a ruler to hold under the line they are reading in a text
- (advisable) audio equipment and recording for Textbook 2
- (advisable) flashcards for the phonic and tricky words of the unit (see Word List in Appendix 1)
- (advisable) card, scissors, colour pencils and a plastic hairband for each child for elephant and mouse ears (see Extension Activities)
- (advisable) materials for games chosen to support teaching points
- (optional) books of other traditional tales from the library

## Extension activities (optional)

### Drama

- Ask the children to act out the story in class.
- If possible, provide them with simple props or costumes, such as ears for the elephants and mice.
- Making the ears in class can be a good craft activity giving plenty of opportunities for informal talk in English and following simple instructions. See diagram below.



### Drama practice 1

1. If possible, take the children into a hall or into the playground. If not, act out the story in class, asking six children to come to the front. Assign the roles of the king and queen of the elephants, the gnat, the wise old mouse, and at least two hunters. Half of the rest of the class can be elephants. The other half of the class can be mice.
2. Read aloud the story again, asking the actors to mime the parts of the characters as you speak.
3. Tell all the mice to squeak and the elephants to trumpet whenever they are mentioned.

### Drama practice 2

1. Choose six different children to come up and take the main parts. Choose articulate pupils for the speaking roles.
2. The actors should mime the actions and say their own lines (with prompting if necessary). All the children can join in the sounds of the animals as you tell it. Whenever the narrative introduces mice, they can squeak. Whenever the narrative introduces elephants, they can trumpet.

### Performance

1. When the children know the play by heart, perform it in an assembly for other children. Make sure that all your pupils speak slowly, loudly, and expressively so that their voices carry to the back of the hall.
2. You can decide whether to be the narrator yourself or whether to choose 4-8 children with loud, clear voices to narrate the story. Choose six children to act the main roles, making sure to give some parts to the least able in the class.
3. All the children in the class can join in with the animal noises.

## Textbook page notes

### A. Reading text

#### Background

The two stories in this unit are taken from a collection of ancient traditional tales from Pakistan and India. They come from a collection of animal fables often called the Panchatantra. This was translated from Sanskrit into Middle

Persian in 570 CE by Borziya and into Arabic in 750 CE by Persian scholar Abdullah Ibn al-Muqaffa. A New Persian version from the 12th century became known as *Kalīleh o Demneh* (Persian and this was the basis of Kashefi's 15th century *Anvār-e Soheylī* (Persian: 'The Lights of Canopus'). The book in different form is also called *The Fables of Bidpai* in various European languages.

### Learning outcomes for the whole text

#### Students should be able to:

- read, understand, and enjoy a traditional tale.

### Pre-reading learning outcomes

#### Students should be able to:

- consider the particular characteristics of a traditional tale.

### During-reading learning outcomes

#### Students should be able to:

- participate in discussion about what is read to them, taking turns and listening to what others say.
- predict what might happen on the basis of what has been read so far.
- discuss word meanings, linking new meanings to those already known.
- check that the text makes sense to them as they read; correct inaccurate reading.
- make inferences on the basis of what is being said and done.
- retell a story and explain clearly their understanding of what is read to them.
- discuss the significance of the title and events.

### For detailed procedure for teaching a reading text, see plans given in Chapter 3, for

- First reading of the text: Lesson 1, Steps 7-18
- Second reading of the text: Lesson 2, Steps 3-8
- Third reading of the text: Lesson 3, Steps 6-13
- Paired reading practice: Lesson 4, Steps 19-21
- Drama or discussion: Lesson 5, Steps 12-17

### Reading notes for the teacher

#### Pre-reading

- Discuss traditional tales that the children know already. For example, in Level 1, they read *The Big Pot*, *The Three Billy Goats Gruff*, *The Tiger and the Fox*, and *Nasreddin and the Fur Coat*.
- Explain the vocabulary provided in Key words.
- Elicit that a traditional tale is an old story. We do not know who wrote it first. People have often told the story for hundreds of years. Often animals behave like people in traditional tales. For example, in this story, animals can speak.

**Suitable questions:** *What is a traditional tale? What can you see on the pictures on this page? What do you think the story is going to be about?*

#### During the first reading

- Ask the children to tell you what the *title* of the story is. Ask, *Who do you think the main characters will be?*
- As you play the audio-recording or read the text for the first time, ask the children to predict what will happen before they read on. Ask, *Do you think people will come back to the city? Have you ever seen a ruined city? Do you think the mice/elephants will die in the drought? What happens to the weather during droughts? What happens to people, plants, and animals?*

- Tell the children to explain their views, accepting a variety of opinions.
- As you read, elicit the meanings of difficult words like *battle* and *advice*.
- **Talk box 1:** Accept different answers. Some children may think the elephants will not care about the mice.
- **Talk box 2:** Do not worry if the children make mistakes while re-telling the story. This task is to practise fluency in expressing themselves in English. Accept different ideas about the moral of the story. For example, some may think that it is *If you help others, they will help you*. Others may think it is *Small people can be as powerful as big people*.

### During the second reading

- Read the text more quickly so that the story flows.
- Ask questions regularly to check understanding.
- Ask the children to make inferences on the basis of what is being said and done, for example, *Why do you think the mice/the queen of the elephants kneeled?* (Because they were asking for help.)

### During the third reading

- The children whisper along with the audio-recording or with you, copying the intonation.
- When they take turns to read the text aloud to a partner, walk round the class, checking that the text makes sense to them as they read, and correcting inaccurate reading.
- Ask different children to retell the story in their own words / to explain their understanding of the text.

### Paired reading practice

- The children take turns to read the text to each other in a whisper, explain the text in their own words, and identify their favourite passages or words.
- The teacher walks round the class to monitor reading, checking the children are on task and reading correctly.

### Drama / Discussion

- The children act out the story. (See Extension activities at the beginning of this unit)

## B. Comprehension

### Learning outcomes

#### Students should be able to:

- **B1:** recognize key vocabulary.
- **B2:** retell a story by acting it out.
- **B3:** check that the text makes sense to them.  
(Lesson 2, Steps 9-14)

#### Comprehension notes for the teacher

- **B1:** Discuss how you can tell the king from the queen. (They have different crowns.)
- **B2:** See Extension activities at the beginning of these unit notes.
- **B3:** Ask one child to read aloud each question and a different child to answer it.

## C. Word reading and spelling

For detailed procedure for Word Reading and Spelling pages, see the start of every lesson plan, since you should do phonic practice at the beginning of every lesson.

### Learning outcomes

#### Students should be able to:

- **C1:** read words with silent letters and learn the spellings. (Lesson 1, Steps 1-6)
- identify the target words in the reading text. (Lesson 4, Steps 8-13)

- **C2:** write words with silent **k, g, w,** and **e** in a context. (Lesson 4, Steps 14-18)
- **C3:** read words with **oo, ow, o\_e,** and **old** and learn the spellings. Recognize that they make the same phoneme 'o' (Lesson 1, Steps 1-6) read the tricky words as a whole. (Lesson 6, Steps 3-7)
- **C4-5:** write words with **oo, ow, o\_e,** and **old** in context. (Lesson 6, Steps 8-11)

### Spelling notes for the teacher

- **C1:** The children repeat the words after you or the audio-recording. Only sound out the words if the children have difficulty reading them.
- Give the children five timed minutes to find and underline the target words in the reading text. When the time is up, ask the children to hold up the number of fingers matching the number of words they have underlined. Ask different children to read aloud the whole sentence in which a word occurs. Remember to include the less able. Note that some words do NOT occur in the reading text.
- Set **spelling homework:** (Lesson 3, Steps 4-5) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C2:** Talk about the pictures in C1 and ask different children to complete the sentences orally before they write the answers.
- **Test the spellings** in C1 after the children have learnt them for homework. (Lesson 4, Steps 1-7)
- **C3:** The children repeat the words after you or the CD. Only sound out the words if the children have difficulty reading them.
- Remind the children that we do not sound out tricky words, but read them as a whole.
- Set **spelling homework:** (Lesson 3, Steps 4-5) Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson (Lesson 4, Steps 1-7)
- **C4-5:** Talk about the pictures and ask different children to complete the words and sentences orally before they write the answers.

### Extension activities

- Dictate all the sentences in C5 (Lesson 8, Steps 1-6).
- Ask children who finish early to think of other words with the same spelling pattern and to write their own sentences with them.

## D. Grammar and punctuation

### Learning outcomes

#### Students should be able to:

- **D1-3:** use the past simple tense. (Lesson 7, Steps 3-8)
- **D4:** use question starters with question marks in questions, and full stops at the end of answers. (Lesson 8, Steps 7-12)
- **D5:** form questions in the past simple tense.

### Grammar notes for the teacher

- The game *Alibis* will give practice in the past simple tense. (Chapter 6)
- **D1:** Discuss the 'wise owl' teaching box.  
Ask the children to go through the reading text again and note all the regular past tenses that end with *ed*. **Extension:** They can circle all the irregular past tenses that do not end with *ed*.
- **D2-3:** Go through the exercises orally before the children write the answers.
- **D4:** Discuss the 'wise owl' teaching box. Ask different children to answer a few questions beginning *Which, Who, When, Where, Why*. Tell the children to scratch their heads after each question. This is where they put a question mark. Tell the children to punch the air after each answer. This is where they put a full stop.

- For the teacher's information: Both long and short answers should end in a full stop.
- **D5:** It is usually difficult for children to learn this rule. Just as they get used to using the past tense, they find they have to use the present form in questions and negatives. Give the children plenty of practice in using the present form after *did* by playing the Game *Alibis*. The game may take a few lessons, but it is worth taking the time because it cements the past tense rules in an enjoyable situation.
- Encourage the children to imagine what the hunters said.

### Extension

- Ask the children to write about what they did yesterday in the past simple tense.
- Dictate the sentences in D3. (Lesson 8, Steps 1-6)

## E. Listening, speaking, and composition

### Learning outcomes

#### Students should be able to:

- **E1:** Follow an oral story. (Lesson 8, Steps 13-16)
- **E2:** Retell a story, first orally, then in writing. (Lesson 9, Steps 10-17)

How to give feedback (Lesson 10, Step 3)

How children edit, redraft, display, and perform writing (Lesson 10, Steps 4-7).

#### Listening, speaking, and composition notes for the teacher

- **E1:** Read aloud the story or play it on the audio-recording.
- **E2:** Talk through the composition task with the whole class, asking different children to use the writing frame to help them frame sentences. After they have had plenty of practice orally, they can do the task in their books. (Lesson 9, Steps 2-9)
- Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas.
- Encourage the children to proof-read their work. Stress that you will not be angry if they cross out work and replace it with better spelling, grammar, or punctuation. On the contrary! You will be pleased that they are thinking critically about their own writing.

## Answers

- **B1:** a) *the king of the elephants*    b) *the queen of the elephants*    c) *the gnat*  
d) *the wise old mouse*    e) *the hunters*
- **B2:** Children act out the play.
- **B3:** b) *In a jungle.*    c) *Because they needed water.*    d) *They trampled on them.*  
e) *They went home another way.*    f) *Many years later.*    g) *Some hunters.*  
h) *They gnawed the ropes.*
- **C1:** Children learn the spellings for homework. They match the pictures to words. They underline as many words as they can find in the reading text.
- **C2:** b) *know, wrong*    c) *gnat*    d) *trampled, little*    e) *knees*    f) *wrapped*    g) *knotted*  
h) *gnawed*
- **C3:** Children learn the spellings for homework.
- **C4:** b) *a goat*    c) *a rope*    d) *a hole*
- **C5:** a) *(holes), below*    b) *golden*    c) *old, told*    d) *home, road*    e) *moaned, groaned*  
f) *ropes, broke*    g) *shows*
- **D1:** *(died), moved, lived, dried, (lived), moaned, buzzed, rushed, trampled, killed, asked, whispered, bowed, begged, wanted, needed, wrapped, tied, knotted, groaned, wrestled, (moaned), (lived), (begged), (rushed), gnawed, (lived)*

- **D2:** b) said    c) *whispered*    d) *moaned*    e) told    f) *groaned*
- **D3:** b) *told*    c) *whispered*    d) *asked*    e) *groaned*    f) *said*
- **D4:** b) *Why ...? ...* . c) *Where ...? ...* . d) *When ...? ...* . e) *Which ...? ...* .
- **D5:** Note: Do not expect the children to use speech marks as we have not yet taught them. Accept any of the speeches made by the named characters.
  - b) *What did the wise old mouse say? He said, 'Go to the king of the elephants.' or 'Kneel down.'*
  - c) *What did the king of the elephants say? He said, 'Don't be afraid.' or 'We'll go along a different road. We won't hurt you and you can live in peace.'*
  - d) *What did the queen of the elephants say? She said, 'I know. I'll ask the mice to help us.' or 'Please help us.'*
  - e) *What did the hunters say? They said, 'The elephants are in the trap.'* (Or encourage the children to imagine what the hunters said.)
- **E1:** Children point to the pictures while you read or play the listening text.
- **E2:** Children should complete the story in their own words. Here is an acceptable example:
 

*Once upon a time, some geese lived in a huge tree.*

*One day, a wise old goose saw a small creeper at the bottom of a tree.*

*'Help me to kill this small creeper,' said the wise old goose.*

*But the other geese did not listen. 'It won't hurt us,' they said.*

*Years later the geese went out to find food from the lake.*

*Now a hunter climbed up the tree put a net over the tree.*

*When the geese came back, they got stuck in the net and said, 'What shall we do?'*

*'When the hunter takes you out, pretend you are dead,' said the wise old goose.*

*Some time later, the hunter threw all the geese on the ground.*

*Then the wise old bird said, 'Fly away!'*

*So the birds escaped from the hunter and lived happily ever after.*
- **Extension:** Ask the children to add extra details to the story as they write.

## Workbook page notes

### Learning Outcomes in the Workbook

#### 1. Phonics, Vocabulary, Grammar, Punctuation, and Composition

- See the summary at the beginning of this unit plan.

#### 2. Learning Outcomes for Handwriting

Students should be able to:

- practise writing words with the key phonic patterns for the unit.
- form lower-case letters of the correct size relative to one another, within quadruple-ruled lines.
- use exit flicks from the bottom of a letter (to be used later in joined handwriting).

### Detailed lesson notes

See *Chapter 3: How to Plan a Teaching Unit*

## Answers

- **Ex 1:** The children practise copying the key letters as often as they can in the space provided, forming the letters correctly within the quadruple ruled lines.  
They then copy the key words as often as they can, focusing on keeping the letters the correct size relative to each other.
- **Ex 2:** The children trace over the first word, whispering it as they write. They then copy the same word between the quadruple ruled lines to the right.

- **Ex 3:** a) *an apple*    b) *a table*    c) *a bottle*
- **Ex 4:** a) *write, wrote*    b) *knock, knocked*    c) *know, knew*
- **Ex 5:** The children trace over the first word, whispering it as they write. They then copy the same word between the quadruple ruled lines to the right.
- **Ex 6:** (Any order): *road, boat, stones, window, crow, smoke*
- **Ex 7:** The children colour the picture as instructed.
- **Ex 8:** The children should write the tricky words three times each, following the *look, cover, write, check* process.
- **Ex 9:** Answers will depend on the children.
- **Ex 10:** a) *Usually Rahim cleans his teeth at 6 o'clock, but yesterday he cleaned his teeth at 7 o'clock.*  
b) *Usually he brushes his hair in the bedroom, but yesterday he brushed his hair in the bathroom.*  
c) *Usually he plays with his sister, but yesterday he played with his brother.*  
d) *Usually he helps his mother, but yesterday he helped his father.*  
e) *Usually he watches cartoons on TV, but yesterday he watched a film.*
- **Ex 11:** Children do the experiment.
- **Ex 12:** Likely answers are:
  - a) *Did the stones float? No, they did not float.*
  - b) *Did the flowers float? Yes, they floated.*
  - c) *Did the potatoes float? No, they did not float.*
  - d) *Did the leaves float? Yes, they floated.*
  - e) *Did the tomatoes float? No, they did not float. / Yes, they floated.*Note that answers about tomatoes may differ as they sometimes float and sometimes sink. This is because they have approximately the same density as water. Tomatoes are a good way to introduce the idea that experiments may have unexpected results.
- **Ex 13:** Oral work. The children tell the story in their own words.
- **Ex 14:** a) *Once upon a time, a fierce lion lived in a jungle.*  
*'I want to eat one animal every day,' he said.*  
*As time went by, he ate many of the animals in the jungle.*  
b) *One day, it was the rabbit's turn to go to the lion.*  
*'Why are you late?' roared the lion.*  
*'Another lion tried to eat me,' said the rabbit.*  
*'I will take you to his fort,' said the rabbit.*  
c) *So the rabbit took the lion to a deep well.*  
*Then the lion looked down and saw another big lion.*  
*'I'll kill you!' he roared.*  
*The angry lion jumped into the well and died.*  
d) *Then all the other animals lived happily ever after.*
- **Handwriting Practice:** Children can copy into their handwriting copybooks all exercises that are in handwriting font and on quadruple ruled lines.

**Theme of the unit:** Family life

**Reading genre:** A modern story in a familiar setting

**Phonics:**

- Table 1: *er* as in *mother, teacher*
- Table 2: *oo* as in *too*; *ew* as in *blew*; *ue* as in *blue*, *u\_e* as in *rule*

**Vocabulary:**

- Members of a family: *mother, father, brother, sister*
- Workers as in *teacher, builder, , carpenter, painter*
- Objects in the kitchen: *fridge, cooker, sink, saucepan*
- Objects in the living room: *TV, sofa, armchair, showcase*
- Ordinal numbers: *first, second, third, fourth*

**Grammar:**

- *-er* suffix in nouns: *mother, teacher*
- Distinguish between verbs and nouns
- Pronouns: *I, you, he, she, it, we, they, me, you, him, her, us, them*

**Punctuation:**

- Capital letter for the names of months
- Commas in lists

**Suitable games (Chapter 6):**

- *Phonic bingo / Run and match* (to practise the phonic patterns of this unit: Games 1 and 2)
- *Guess the worker* (to practise vocabulary about workers: Game 8)
- *Run a race* (to practise ordinal numbers: Game 9)

**Listening and speaking:**

- Listen and respond to an information text.

**Composition:**

- Write an information text using dates and ordinal numbers

**Homework**

- Read and discuss the text with a parent or adult.
- Learn the spellings of key phonic patterns and tricky words of the unit.
- Workbook pages 17-21

**Teaching aids**

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) a ruler to hold under the line they are reading in a text
- (advisable) audio equipment and recording for Textbook 2
- (advisable) flashcards for the phonic and tricky words of the unit (see Word List in Appendix 1)
- (advisable) materials for games chosen to support teaching points
- (optional) books of contemporary poems from the library
- (optional) pictures of workers to stimulate discussion and writing

## Extension activities (optional)

### Interview workers

- If possible, arrange a visit to the school from two or three parents. Alternatively, ask different people who work in the school (e.g. a teacher, a cleaner, an office worker) to spare the time to visit your classroom.
- Encourage the children to prepare questions to ask the adults about their jobs. Write the questions on the board.
  - Ask the children to copy the questions and leave room in their notebooks for the answers. Sample questions might be:  
*What job do you do?* \_\_\_\_\_  
*Where do you work?* \_\_\_\_\_  
*What clothes do you wear to work?* \_\_\_\_\_  
*When do you start work?* \_\_\_\_\_  
*When do you finish work?* \_\_\_\_\_  
*Do you enjoy your job? Why* \_\_\_\_\_
- After the visit, ask the children to write about each visitor's job. For example \_\_\_\_\_ works as a \_\_\_\_\_. He/She works in a \_\_\_\_\_. He/She wears \_\_\_\_\_ to work. He/She starts work at \_\_\_\_\_ and finishes at \_\_\_\_\_. He/She enjoys/does not enjoy his/her work because \_\_\_\_\_
- Mark the children's work for spelling and punctuation.
- Ask the children to do neat drafts of their writing.
- Display their writing in the classroom, if possible with a photo of the person they have written about.

## Textbook page notes

### A. Reading text

#### Learning outcomes for the whole text

##### Students should be able to:

- read, understand, and enjoy a free verse poem and non-fiction text.

##### Pre-reading learning outcomes

##### Students should be able to:

- draw on what they already know and vocabulary provided in Key words.
- link what they read to their own experiences.
- consider the particular characteristics of a genre.

##### During-reading learning outcomes

##### Students should be able to:

- participate in discussion about what is read to them, taking turns and listening to what others say.
- check that the text makes sense to them as they read; correct inaccurate reading.
- make inferences on the basis of what is being said and done.
- explain clearly their understanding of what is read to them.
- learn and recite a poem by heart, using appropriate intonation to make the meaning clear.

### For detailed procedure for teaching a reading text, see plans given in Chapter 3, for

- First reading of the text: Lesson 1, Steps 7-18
- Second reading of the text: Lesson 2, Steps 3-8
- Third reading of the text: Lesson 3, Steps 6-13
- Paired reading practice: Lesson 4, Steps 19-21
- Drama or Discussion: Lesson 5, Steps 12-17

## Reading notes for the teacher

### Pre-reading

- To relate the text to the experiences of children, discuss what they do at dinner time. Do all members of the family eat together or do they eat at different times?
- **Suitable questions:** *Who do you usually eat with? What do you do if the food is too hot? What do you think the text is going to be about?*

### During the first reading

- Do not stop to ask questions when you play the audio-recording or read the text for the first time. Afterwards, ask the children to tell you what each member of the family does when they eat their hot potato. Explain that people in the UK eat a lot of potatoes because they are cheap there.
- As you read, elicit that *whooph* represents the sound we make when we blow on food to make it cool. Say *nice* really slowly, smiling, with closed eyes. Make a long ssss sound at the end of the words. Lick lips to appreciate the nice potato.
- Elicit that everyone in the family blows their potato and waits patiently until it is cool, whereas the father is impatient to eat his food and burns his mouth.
- Discuss how the poem is a memory of the poet, Michael Rosen. The box tells us a few details of his life.
- **Talk box:** Discuss the children's favourite foods.

### During the second reading

- Read the text more quickly, asking the children to join in with the repeated lines *whooph* and *into the mouth – nice*. They all say *nice* really slowly, smiling, with closed eyes. They lick their lips to appreciate the nice potato.
- Ask questions afterwards to check understanding.
- Ask the children to make inferences about the characters of the people in the family. For example, the father has not noticed the wise behaviour of his family, but still wants to advise them how to eat!

### During the third reading

- The children whisper along with the audio-recording or with you, copying the intonation.
- When they take turns to read the text aloud to a partner, walk round the class, checking that the text makes sense to them as they read, and correcting inaccurate reading.

### Paired reading practice

- The children take turns to read the text to each other in a whisper, very expressively, with lots of actions.
- The teacher walks round the class to monitor reading, checking the children are on task and reading correctly.

### Drama

- The children act out the story chorally with lots of expression, taking their time over the blowing and licking of lips! They mime the actions of the father when he flaps his hands etc.
- The children learn to recite the poem by heart. You may ask them to recite one or two lines individually, or the whole class may recite chorally. Encourage correct intonation and lively expression, putting actions to the words as appropriate. If possible, give them an audience by performing the poem to parents or to other children in an assembly.

## B. Comprehension

### Learning outcomes

#### Students should be able to:

- **B:** check that the text makes sense to them. (Lesson 2, Steps 9-14)

#### Comprehension notes for the teacher

- **B1:** Discuss the features of a free verse poem. Elicit that it does not rhyme. Point out that this poem has a lot of repetition until the surprise of the father's explosive reaction to the potato!

## C. Word reading and spelling

For detailed procedure for Word Reading and Spelling pages, see the start of every lesson plan, since you should do phonic practice at the beginning of every lesson.

### Learning outcomes

#### Students should be able to:

- **C1:** recognize that a suffix is added to the end of a word. Read words with the suffix **er** and learn the spellings. (Lesson 1, Steps 1-6)
- **C2:** write words with the suffix **er** in a context. (Lesson 4, Steps 14-18)
- **C3:** read words with **oo**, **ew**, **ue**, and **u\_e** and learn the spellings. Recognize that they can all make the same phoneme. (Lesson 1, Steps 1-6)
- read the tricky words as a whole. (Lesson 6, Steps 3-7) Identify the target words in the reading text. (Lesson 4, Steps 8-13)
- **C4:** write words with **oo**, **ew**, **ue**, and **u\_e** in context. (Lesson 6, Steps 8-11)
- **C5:** identify rhyming words.

#### Spelling notes for the teacher

- **C1:** Explain, with the help of the 'wise owl' box, that we can sometimes add a suffix to the end of a word. Suffixes include *er*, *ing*, and *ed*.
- The children repeat the words after you or the audio-recording. Only sound out the words if the children have difficulty reading them.
- Set **spelling homework:** (Lesson 3, Steps 4-5) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- The game *Guess the worker* will give practice in the names and actions of different kinds of worker.
- **C2:** Talk about the pictures on the page and ask different children to complete the sentences orally before they write the answers.
- **Test the spellings** in C1 after the children have learnt them for homework. (Lesson 4, Steps 1-7)
- **C3:** The children repeat the words after you or the audio-recording. Only sound out the words if the children have difficulty reading them.
- Remind the children that we do not sound out tricky words, but read them as a whole.
- Set **spelling homework:** (Lesson 3, Steps 4-5) Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson. (Lesson 4, Steps 1-7)
- Give the children five timed minutes to find and underline the target words in the reading text. When the time is up, ask the children to hold up the number of fingers matching the number of words they have underlined. Ask different children to read aloud the whole sentence in which a word occurs. Remember to include the less able. Note that some words may NOT occur in the reading text.
- **C4:** Talk about the picture and ask different children to complete the sentences orally before they write the answers.
- **C5:** Point out that the same phoneme can be spelt in different ways.

### Extension activities

- Dictate all the sentences in C2. (Lesson 8, Steps 1-6)
- Ask children who finish early to think of other words ending with the suffix *er* (e.g. *driver*, *cleaner*) and to write their own sentences with them.

## D. Grammar and punctuation

### Learning outcomes

#### Students should be able to:

- **D1:** use commas in lists. Identify objects in different rooms of the house. (Lesson 7, Steps 3-8)
- **D2:** distinguish between a verb and a noun. (Lesson 7, Steps 3-8)

#### Grammar notes for the teacher

- **D1:** Discuss the 'wise owl' teaching box about commas in lists. Show the children how the voice stays up after commas in a list. Demonstrate how the voice goes down after a full stop.
- For the teacher's information: As this is an Oxford University Press book, we use the 'Oxford comma.' This means that we put a comma before *and* in a list. In many other books, there is no comma before *and*. Both forms are correct.
- **D2:** Discuss the 'wise owl' teaching box about nouns and verbs. Ask the children to identify nouns and verbs in the poem and non-fiction text about Michael Rosen.

### Extension

- Ask the children to list other nouns and verbs.
- Dictate the sentences in D1. (Lesson 8, Steps 1-6)

## E. Listening, speaking, and composition

### Learning outcomes

#### Students should be able to:

- **E1:** identify correct information from a listening text. (Lesson 8, Steps 13-16)
- **E2:** complete a brief information text. (Lesson 9, Steps 2-9)
- **E3:** write an information text by asking an adult for information and writing a paragraph, following a writing frame. (Lesson 9, steps 10-17)

How to give feedback (Lesson 10, Step 3)

How children edit, redraft, display, and perform writing (Lesson 10, Steps 4-7).

#### Listening, speaking, and composition notes for the teacher

- **E1:** Read aloud the listening exercise or play it on the audio-recording.
- The game *Run a race* (Chapter 6) will give practice in the use of ordinal numbers when you use these in dates. Explain that we can WRITE dates two ways: 1 May, or 1<sup>st</sup> May. However, we always SAY *the first of May*. On the board show that we can shorten first to 1<sup>st</sup>, second to 2<sup>nd</sup>, third to 3<sup>rd</sup>, fourth to 4<sup>th</sup>, fifth to 5<sup>th</sup>, and so on.
- **E2:** Discuss the difference between a table, like that in E1, and a paragraph of sentences, like those in E2.
- **E3:** Talk through the composition task with the whole class, asking different children to use the writing frame to help them frame sentences. If they do not know their date and year of birth, they should check with their parents. Discuss types of housing (house, bungalow, flat/apartment) and common landmarks near their homes (e.g. park, shop, main road, river, canal, post office, station, hospital). After they have had plenty of practice orally, they can do the task in their books. (Lesson 9, Steps 2-9)
- Walk round the class, checking children's spelling and punctuation. Praise them for adding their own ideas.

- All writers need an audience. Make a decision whether you want the children to re-draft their writing for display or to read aloud. In this case, mark their work fully so that their second drafts are as perfect as possible. (See Chapter 1, Section 6.3 and 10 for correction strategies.)
- After you have marked the compositions, read aloud examples of good writing. Also give feedback on common mistakes (without mentioning names, to avoid humiliating children publicly).
- If the children are to read aloud or display their work, encourage them to write a neat second draft, illustrating it if appropriate.

**Extension:** Ask the children to write an information text about a friend, following this writing frame: \_\_\_\_\_  
 was born on \_\_\_\_\_ in the year \_\_\_\_\_. He/She has \_\_\_ sister(s) and \_\_\_ brother(s). He/She lives in a  
 \_\_\_\_\_ near a \_\_\_\_\_.

## Answers

- **B:** b) *they enjoyed eating them.*      c) *he burned his mouth.*      d) *they cooled their food.*  
           e) *teachers.*                                      f) *builders.*
- **C1:** Children learn the spellings for homework.
- **C2:** b) *teacher*    c) *mother*    d) *father*    e) *carpenter*    f) *painter*
- **C3:** Children learn the spellings for homework. They underline as many words as they can find in the reading text.
- **C4:** b) *blew, Whooph!*    c) *knew*    d) *Soon, grew, cool*    e) *chewed*    f) *food, too*
- **C5:** b) *food-rude*    c) *blue-true*    d) *rule-cool*    e) *knew-grew*
- **D1:** Note: In Oxford books, we use the ‘Oxford comma’ before ‘and’ in all lists. However, it is also correct NOT to use a comma before ‘and’ in a list.
  - a) ... *pink, red, blue, yellow, and orange flowers.*
  - b) ... *a bed, bookcase, table, and cupboard*
  - c) ... *a TV, sofa, armchair, and showcase.*
  - d) ... *a fridge, cooker, sink, and saucepan.*

• **D2:**

Nouns	Verbs
<i>potato, fork, mouth, eyes, hands</i>	<i>eat, put, pop, flap, blows</i>

- **E1:** b) *2009*    c) *no sisters*    d) *two brothers*    e) *a bungalow*    f) *a shop*
- **E2:** *Nasreen was born on 2<sup>nd</sup> March in the year 2009. She has no sisters and two brothers. She lives in a bungalow near a shop.*
- **E3:** Answers will depend on the children’s personal information.

## Workbook page notes

### Learning Outcomes in the Workbook

#### 1. Phonics, Vocabulary, Grammar, Punctuation, and Composition

See the summary at the beginning of this unit plan.

#### 2. Learning Outcomes for Handwriting

Students should be able to:

- practise writing words with the key phonic patterns for the unit.
- form lower-case letters of the correct size relative to one another, within quadruple-ruled lines.
- use exit flicks from the bottom of a letter (to be used later in joined handwriting).

## Answers

- **Ex 1:** The children practise copying the key letters as often as they can in the space provided, forming the letters correctly within the quadruple ruled lines. They then copy the key words as often as they can, focusing on keeping the letters the correct size relative to each other.
- **Ex 2:** The children trace over the first word, whispering it as they write. They then copy the same word between the quadruple ruled lines to the right.
- **Ex 3:** a) *weather*    b) *summer*    c) *winter*    d) *November*    e) *October*    ) *after*
- **Ex 4:** The children trace over the first word, whispering it as they write. They then copy the same word between the quadruple ruled lines to the right.
- **Ex 5:** a) *two*    b) *June*    c) *room*    d) *food*    e) *spoon*    f) *flew*    g) *broom*    h) *Soon*
- **Ex 6:** The children should write the tricky words three times each, following the *look, cover, write, check* process.
- **Ex 7:** Answers will depend on the children.
- **Ex 8:** a) *January is the first month.*    b) *February is the second month.*    c) *March is the third month.*  
           d) *April is the fourth month.*    e) *May is the fifth month.*    f) *June is the sixth month.*  
           g) *July is the seventh month.*    h) *August is the eighth month.*  
           i) *September is the ninth month.*    j) *October is the tenth month.*  
           k) *November is the eleventh month.*  
           l) *December is the twelfth month.*
- **Ex 9:** *January, February, March, April, May, June, July, August, September, October, November, December* [Check that the children have used commas.]
- **Ex 10:** Children should circle: a) *sister*    c) *spoon*    e) *broom*    h) *ruler*    i) *food*  
           Children should underline: b) *threw*    d) *grew*    f) *blew*    g) *flew*
- **Ex 11:** a) *Farwa's birthday is on the second.*  
           b) *Ali's birthday is on the fifth.*  
           c) *Rahim's birthday is on the eleventh.*  
           d) *Abdul's birthday is on the fifteenth.*  
           e) *Rehana's birthday is on the twenty-first.*  
           f) *Yasmin's birthday is on the twenty-third.*  
           g) *Samina's birthday is on the twenty-seventh.*
- **Ex 12 and 13:** Answers will depend on the children.
- **Handwriting Practice:** Children can copy into their handwriting copybooks all exercises that are in handwriting font and on quadruple ruled lines.

This unit revises the listening, phonic, grammar, punctuation, and composition skills taught in the previous four units. Please see **Chapter 4, How to Plan a Revision Unit**. It is suggested that you take a week to revise the previous four units.

### Answers: Textbook 2 Unit 5

• **Ex 1:**

	likes reading	likes cricket	likes singing
Asma	✓	✗	✓
Salim	✓	✓	✗
Sana	✗	✓	✓
Hassan	✓	✓	✓

- **Ex 2:** a) a huge flower    b) two mice    c) a blue badge    d) an orange snake  
e) three leaves    f) a knotted rope
- **Ex 3:** b) gate-wait    c) complete-eat    d) too-true    e) chewed-food
- **Ex 4:** b) *The giraffe is wearing its yellow trousers.*    c) *The girl is wearing her blue kameez.*  
d) *The elephant is wearing its orange jacket.*    e) *The boy is wearing his purple T-shirt.*  
f) *The geese are wearing their pink caps.*
- **Ex 5:** Note that the children should answer in their own words. These answers are suitable, but could be answered differently. a) *Where are the children? They are in the park.*    b) *Who is playing with the children? The elephant is playing with them.*    c) *Why are the children running? They are running because the elephant is squirting water at them.*    d) *Which birds are swimming? The geese are swimming.*    e) *What is the giraffe doing? It is playing football....*
- **Extension:** Note that the children should answer in their own words. These answers are suitable, but could be answered differently. *The boy is wearing black trousers. The girl is wearing yellow shalwar. The elephant is standing in the water. The football is black and white. The water is blue and the grass is green.*

### Answers: Workbook 2 Unit 5

- **Ex 1:** The children practise copying the key letters as often as they can in the space provided, forming the letters correctly within the quadruple ruled lines.
- **Ex 2:** The children label the picture with the words in the box.
- **Ex 3:** Many possible answers, such as *I can see a stream, trees, leaves, a roof, a rope, and the goat's tail.*
- **Ex 4:** *Once upon a time, a woman and her child lived in a cottage near a bridge. One day, the little girl went outside. Just then, a jaguar rushed out of the jungle and jumped on their goat. 'Help!' cried the girl's mother.*
- **Ex 5:** *The girl threw a stone. It landed on the jaguar's head. So the jaguar went back to the jungle. The woman ran out of the house. They lived happily ever after.*
- **Ex 6:** The children should write the tricky words three times each, following the *look, cover, write, check* process.

**Themes of the unit:** Farming and food from animals

**Reading genre:** A cartoon with speech bubbles

**Phonics:**

- Table 1: Suffixes added to words ending with *y*: remove *y* and add *ies* as in *copies*; *ied* as in *copied*; *ier* as in *copier*; no change to the root word before *ing* as in *copying*
- Table 2: *igh* as in *night*; *ould* as in *would*; *oor* as in *poor*

**Vocabulary:**

- Irregular plurals as in *women*, *children*, *geese*
- Adjectives of degree as in *cross*, *angry*, *furious*
- Spellings of numbers

**Grammar:**

- Adjectives as in *a dark night*
- Comparative adjectives as in *happier than... the happiest ...*

**Punctuation:**

- Capital letters at the beginning of names of people and animals
- Speech bubbles to denote what people say

**Suitable games (Chapter 6):**

- *Phonic bingo / Run and match* (to practise the phonic patterns of this unit: Games 1 and 2)
- *Simon says* (to practise irregular plurals: Game 4)
- *Mime the adjective* (to practise adjectives describing degrees of feeling, Game 14)

**Listening and speaking:**

- Listen and respond to a description of a miniature painting.

**Composition:**

- Imagine what people are saying inside speech bubbles.
- Express opinions about what characters are saying.

**Homework**

- Read and discuss the text with a parent or adult.
- Learn the spellings of key phonic patterns and tricky words of the unit.
- Workbook pages 24-28

**Teaching aids**

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) a ruler to hold under the line they are reading in a text
- (advisable) audio equipment and recording for Textbook 2
- (advisable) flashcards for the phonic and tricky words of the unit (see Word List in Appendix 1)
- (advisable) colour pencils for colouring the cartoon.
- (advisable) materials for games chosen to support teaching points
- (optional) photos of people talking, taken from magazines and newspapers, paper, scissors, and gum.

## Extension activities (optional)

### Writing speech bubbles for a magazine picture

1. If possible, collect and cut out pictures of people talking to each other in magazines and newspapers.
2. Give each child, or each pair of children, a different picture.
3. Ask the children to imagine what each person in their picture is saying or thinking (as they imagined what the women and peacock are saying on page 43 of the Textbook). Encourage them to be funny!
4. First ask them to draft their ideas in their notebooks. Check their spelling, grammar, and punctuation carefully.
5. Show them how to find parts of the picture where they can place their speech bubbles. They should not cover important details or faces.
6. Help them to copy the corrected texts on a clean piece of paper.
7. Help them to draw a bubble and arrow on each one (like those on pages 36-38 or p 43 of the Textbook).
8. They cut out their speech bubbles and stick them on the magazine pictures with the arrow coming from the head of the person who is talking.
9. Display the pictures, with speech bubbles, on the wall for others to read and enjoy.

## Textbook page notes

### A. Reading text

#### Learning outcomes for the whole text

##### Students should be able to:

- read, understand, and enjoy a cartoon.

#### Pre-reading learning outcomes

##### Students should be able to:

- draw on what they already know and vocabulary provided in Key words.
- link what they read to their own experiences.
- consider the particular characteristics of a cartoon

#### During-reading learning outcomes

##### Students should be able to:

- participate in discussion about what is read to them, taking turns and listening to what others say.
- predict what might happen on the basis of what has been read so far.
- discuss word meanings, linking new meanings to those already known.
- check that the text makes sense to them as they read; correct inaccurate reading.
- make inferences on the basis of what is being said and done.
- explain clearly their understanding of what is read to them.
- discuss the significance of the title and events.

#### For detailed procedure for teaching a reading text, see plans given in Chapter 3, for

- First reading of the text: Lesson 1, Steps 7-18
- Second reading of the text: Lesson 2, Steps 3-8
- Third reading of the text: Lesson 3, Steps 6-13
- Paired reading practice: Lesson 4, Steps 19-21
- Drama or Discussion: Lesson 5, Steps 12-17

## Reading notes for the teacher

### Pre-reading

- To relate the text to the experiences of children, discuss what kinds of meat children like to eat. Then elicit that it comes from animals – even some cute animals!  
**Suitable questions:** *Where does meat come from? Which animals do we get meat from? Which animals do we get eggs/milk/curd from? Can you see any of those animals in the pictures on this page? (cow, hens, goat). How do you think the animals feel about it? (Probably not very happy!)*

### During the first reading

- As you play the audio-recording or read the text for the first time, ask the children to predict what will happen before they move on to the next picture. Ask, *Do you think the farmer will eat Gidda? What is mutton kofta made of?*
- Tell them to explain their views, accepting a variety of opinions.
- As you read, elicit the meanings of difficult words like *crept* and *cottage*.
- Talk box 1:** Ask the children to discuss why Chook is angry (because the farmer takes her eggs). Then ask what Chook says will happen. (The farmer will make Gidda into mutton kofta.) Allow the children to express their own opinions. Perhaps some children think the farmer loves the goat so much that he will not make her into mutton kofta. Others may disagree.
- Talk box 2:** Ask the children to guess whether the old women are friendly or not BEFORE they turn the page. Ask, *Do you think the old women will make Gidda into mutton kofta?*

### During the second reading

- Read the text more quickly so that the story flows.
- Ask questions regularly to check understanding, for example, *What does Gidda give to the old women? (Her milk.) What do the old women give to Gidda? (A home.)*
- Ask the children to make inferences on the basis of what is being said and done, for example, *Why do you think Hobby the horse does not run away to the jungle? (The children may infer that Hobby stays with the farmer because he does not eat horse-meat.)*

### During the third reading

- The children whisper along with the audio-recording or with you, copying the intonation.
- When they take turns to read the text aloud to a partner, walk round the class, checking that the text makes sense to them as they read, and correcting inaccurate reading.
- Ask different children to retell the story in their own words.

### Paired reading practice

- The children take turns to read the text to each other in a whisper.
- The teacher walks round the class to monitor reading, checking the children are on task and reading correctly.

### Drama

- The children act out the story in the same way that they acted *The Elephants and the mice* in Unit 3.

## B. Comprehension

### Learning outcomes

#### Students should be able to:

- B:** retell a story.  
(Lesson 2, Steps 9-14)

### Comprehension notes for the teacher

- B:** Elicit that these sentences retell the story, but use fewer words. They should understand that we can retell a story by summarizing the most important events.

## C. Word reading and spelling

For detailed procedure for Word Reading and Spelling pages, see the start of every lesson plan, since you should do phonic practice at the beginning of every lesson.

### Learning outcomes

#### Students should be able to:

- **C1:** read words that end with **y** and learn the spelling rules for adding the suffixes *s*, *ed*, *er*, and *est*. Recognize that we do not change the spelling of words ending in *y* before the suffix *ing*. (Lesson 1, Steps 1-6)
- **C2:** write words with **ing**, **ies**, and **ied** in a context. (Lesson 4, Steps 14-18)
- **C3:** read words with **ight**, **ould**, and **oor** and learn the spellings. (Lesson 1, Steps 1-6)
- read the tricky words as a whole. (Lesson 6, Steps 3-7)
- **C4:** write words with **ight**, **ould**, and **oor** in context. (Lesson 6, Steps 8-11)
- **C5:** form regular plurals by adding *s*; form plurals of words ending with *y* by adding *ies*; form irregular plurals. (Lesson 6, Steps 3-7)

#### Spelling notes for the teacher

- **C1:** Discuss the spelling rule in the 'wise owl' box. On the board, demonstrate how we change the final letter *y* to *i* in *ies*, *ied*, *ier*, and *iest*. Point out that we do not change the spelling of words ending with *y* when we add the suffix *ing*.
- Set **spelling homework**: (Lesson 3, Steps 4-5) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C2:** Talk about the pictures on the page and ask different children to complete the sentences orally before they write the answers.
- **Test the spellings** in C1 after the children have learnt them for homework. (Lesson 4, Steps 1-7)
- **C3:** The children repeat the words after you or the audio-recording. Only sound out the words if the children have difficulty reading them.
- Remind the children that we do not sound out tricky words, but read them as a whole.
- Give the children five timed minutes to find and underline the target words in the reading text. When the time is up, ask the children to hold up the number of fingers matching the number of words they have underlined. Ask different children to read aloud the whole sentence in which a word occurs. Remember to include the less able.
- Set **spelling homework**: (Lesson 3, Steps 4-5) Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson. (Lesson 4, Steps 1-7)
- **C4:** Ask different children to complete the sentences orally before they write the answers.
- **C5:** Remind the children that the word *plural* means *more than one*. Elicit that we usually form a plural by adding the letter *s*.
- Point out that the rule we learned in C1 also applies to adding a plural *s* to nouns that end with *y*. We remove the *y* and add *ies*.
- Explain that some plurals, like *people* and *geese*, are tricky words. We just have to learn them.
- Talk about the pictures and ask different children to complete the numbers and nouns orally before they write the answers. Remind them to write the numbers as words, not figures. Ask different children to write the numbers in words on the board first and correct their spelling if necessary.

#### Extension activities

- Dictate all the sentences in C4. (Lesson 8, Steps 1-6)
- Ask children who finish early to list other plural words.

## D. Grammar and punctuation

### Learning outcomes

#### Students should be able to:

- **D1:** use adjectives to describe nouns. (Lesson 7, Steps 3-8)
- **D2:** use different adjectives to describe degrees of feeling. (Lesson 7, Steps 3-8).
- **D3:** use comparatives and superlatives with adjectives ending with *y*. (Lesson 8, Steps 7-12)
- **D4:** use capital letters for names of people and animals.

#### Grammar notes for the teacher

- **D1:** Discuss the 'wise owl' teaching box. Elicit that adjectives describe nouns. Ask the children to tell you other adjectives and write them on the board.
- **D2:** Point out that adjectives can explain how we feel and sometimes the same feeling has many different adjectives. For example *cross*, *angry*, and *furious* describe the same feeling. The difference is that when we are cross, we are only a little bit angry. When we are furious, we are very angry indeed!
- The game *Mime the adjective* will give practice in using adjectives to show different degrees of feeling.
- **D3:** Discuss the 'wise owl' teaching box. The children have already learnt how to use comparatives (*happier than...*) and superlatives (*the happiest...*). In this lesson, they revise comparatives and superlatives. They also learn that the spelling rule in C1 applies to adjectives too.
- Stress that they can express their own opinions about the animals in the picture. One child may think that the prettiest animals are the chicks. Another may think that the prettiest animals are the horses. There are no 'right answers' but the grammar must be correct. Remind them to put *than* after *...er*. Remind them to put *the* before *...est*.
- **D4:** Ask several children to write their names on the board. Check that they are beginning their names with a capital letter.

#### Extension

- Ask the children to write other sentences with comparatives and superlatives e.g. *Maryam is taller than Rehana. Zenab is the tallest girl in the class.*
- Dictate the sentences in D3. (Lesson 8, Steps 1-6)

## E. Listening, speaking, and composition

### Learning outcomes

#### Students should be able to:

- **E1:** respond correctly to an oral stimulus. (Lesson 8, Steps 13-16)
- **E2:** speak with a classmate in pairs or groups. (Lesson 9, Steps 2-9)
- **E3:** write sentences by saying out loud what they are going to write about, plan and write a guided composition. (Lesson 9, Steps 10-17)

How to give feedback (Lesson 10, Step 3)

How children edit, redraft, display, and perform writing (Lesson 10, Steps 4-7)

#### Listening, speaking, and composition notes for the teacher

- **E1:** Read aloud the listening exercise or play it on the audio-recording. Note that the reader expresses an **opinion** in E4. Remind the children that an opinion is just one person's viewpoint and others can agree or disagree with it.
- **E2:** Ask different children to express different opinions about what the women and peacock are saying. For example, one child may think that the woman in blue is saying, 'Let's dance.' Another might think that she is saying, 'Don't take my bangles!' (Lesson 9, Steps 2-9)

- When the children have listened to several ideas, they tell a classmate what they think each character in the picture is saying in 'closed pairs'. Remind them to use 'partner voices' and talk in a whisper.
- Walk round the class and monitor their conversation, helping where necessary.
- After they have had plenty of practice orally, they can complete the speech bubbles in their books. (Lesson 9, Steps 2-9)
- After you have marked the compositions, read aloud examples of good writing, especially the amusing speech bubbles. Also give feedback on common mistakes (without mentioning names, to avoid humiliating children publicly).
- If the children are to read aloud or display their work, encourage them to write a neat second draft, illustrating it if appropriate.

**Extension:** Ask the children to add speech bubbles to magazine photos. See detailed ideas in Extension activities at the beginning of the unit.

### Answers

- **B:** *b) eggs c) mutton kofta d) jungle e) did not like her f) women g) milk*
- **C1:** Children learn the spellings for homework.
- **C2:** *a) flying, fry, fried b) dries, drying, dried dry*
- **C3:** Children learn the spellings for homework. They underline as many words as they can find in the reading text.
- **C4:** *a) poor b) night c) should d) floor e) would*
- **C5:** *b) three women c) four babies d) five geese e) six chickens f) seven puppies*
- **D1:** *b) a small cottage c) two poor women d) strange noises e) sweet milk*
- **D2:** *b) a pretty (or beautiful) flower c) a beautiful (or pretty) flower d) a cross man  
e) an angry man f) a furious man g) a big whale  
h) a huge whale i) an enormous whale*
- **D3:** (Note: Accept different ideas, but the grammar should be as shown.)  
*b) The chicks are prettier than the horses. c) The geese are happier than the horses.  
d) The goats are naughtier than the geese. e) I think the naughtiest animals are the goats.  
f) I think the prettiest animals are the chicks. g) I think the angriest animals are the horses.  
h) I think the happiest animals are the goats.*
- **D4:** *b) c) d) e) f) g) h) Reza i) Sameera j)*
- **E1:** *a) ii) Karachi Museum b) i) miniature c) i) small d) iii) That peacock bites!*
- **E2:** Answers will depend on the children's own ideas. They write the imagined words inside the speech bubbles.
- **Extension:** Answers will depend on the children's own ideas.

## Workbook page notes

### Learning Outcomes in the Workbook

#### 1. Phonics, Vocabulary, Grammar, Punctuation, and Composition

See the summary at the beginning of this unit plan.

## 2. Learning Outcomes for Handwriting

### Students should be able to:

- practise writing words with the key phonic patterns for the unit.
- form lower-case letters of the correct size relative to one another, within quadruple-ruled lines.
- use exit flicks from the **top** of a letter (to be used later in joined handwriting).

### Detailed lesson notes

See *Chapter 3: How to Plan a Teaching Unit*

## Answers

- **Ex 1:** The children practise copying the key letters as often as they can in the space provided, forming the letters correctly within the quadruple ruled lines. They then copy the key word as often as they can, focusing on moving from the top (not the bottom) of *r* and *o* to the *w*.
- **Ex 2:** The children trace over the first word, whispering it as they write. They then copy the same word between the quadruple ruled lines to the right.
- **Ex 3:** a) *crying*    b) *died, cried*    c) *dies, replied*    d) *crying*
- **Ex 4:** The children trace over the first word, whispering it as they write. They then copy the same word between the quadruple ruled lines to the right.
- **Ex 5:** a) *three sheep's tails*    b) *four babies' feet*    c) *two women's ears*    d) *four lorries' wheels*  
e) *three ponies' teeth*    f) *five fish's eyes*
- **Ex 6:** The children should write the tricky words three times each, following the *look, cover, write, check* process.
- **Ex 7:** Answers will depend on the children.
- **Ex 8:** a) *hot – cold*    b) *long – short*    c) *rich – poor*    d) *open – shut*    e) *happy - sad*
- **Ex 9:** a) *Gidda is happy.*    b) *The snake is long.*    c) *The two women are poor.*  
d) *The door is open.*    e) *The kettle is hot.*
- **Ex 10:** a) *The lion is taller than the fox.*  
b) *The giraffe is heavier than the snake.*  
c) *The snake is longer than the beetle.*  
d) *I think the lion is the heaviest.* (Giraffe is also an acceptable guess.)  
e) *The giraffe is the tallest.*
- **Ex 11:** Answers will depend on the names of the children's friends.
- **Ex 12 and 13:** Answers will depend on the children's ideas. Suitable ideas:  
Picture a) *Oh dear. The farmer is going to eat me.*  
Picture b) *Come back to the farm with me.*  
Picture c) *Give me that goat. It's mine.*  
Picture d) The child could draw a picture of Sameena saying in a speech bubble, *She is my goat now. Go away!*
- **Handwriting Practice:** Children can copy into their handwriting copybooks all exercises that are in handwriting font and on quadruple ruled lines.

**Theme of the unit:** Mughal history

**Reading genres:** Information text and rhyming poem

**Phonics:**

- Table 1: Adding suffixes to words ending with a single consonant, followed by *e*: *hope + ing* as in *hoping*; *shine + y* as in *shiny*; *e + s/d* as in *hopes/hoped*
- Table 2: *-ass* as in *grass* ; *-ast* as in *past*; *-ind* as in *kind*

**Vocabulary:**

- Family relationships: *son, grandson, great grandson*
- Building materials: *sandstone, marble, brick*

**Grammar:**

- Compound words as in *bedroom, courtyard*
- Prepositions: *in front of, behind, through, on, past*

**Punctuation:**

- Apostrophe for singular possession as in *Akbar's son*
- Capital letters for names of places

**Suitable games (Chapter 6):**

- *Phonic bingo / Run and match* (to practise the phonic patterns of this unit: Games 1 and 2)
- *Where is it?* (to practise prepositions and yes/no questions: Game 7)
- *Compound word charades* (Game 12)

**Listening and speaking:**

- Complete a form from telephone information.

**Composition:**

- Write a tourist brochure.
- Proof-read for errors in punctuation.

**Homework**

- Read and discuss the text with a parent or adult.
- Learn the spellings of key phonic patterns and tricky words of the unit.
- Workbook pages 29-33

**Teaching aids**

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) a ruler to hold under the line children are reading in a text
- (advisable) audio equipment and recording for Textbook 2
- (advisable) flashcards for the phonic and tricky words of the unit (see Word List in Appendix 1)
- (advisable) materials for games chosen to support teaching points
- (optional) books about the Mughals from the library
- (optional) Mughal miniatures and photos of Mughal buildings to stimulate discussion and writing

## Extension activities (optional)

### Visit to a place of historical interest

#### Preparation

1. If you live near a place of historical interest (especially if it was built in the Mughal period), try to organize a day out to visit it. There is a wealth of interesting monuments to choose from near most Pakistani cities. It is good for children to learn outside the school environment and to be stimulated by the living history of buildings.
2. It is essential to make a preparatory visit. Check out how to get to there, and which parts of the monument are suitable for your children. Find out how much entrance costs and whether you can get a reduced price for a group.
3. Check out a central, safe place where children can go if they get lost.
4. Check out the health and safety implications and draw up a risk assessment so that you are prepared for all eventualities such as illness or an accident. Note potential dangers like steps and sudden drops.
5. Before the visit, discuss what the children know about the place, what they can expect to do, and how they can keep safe. Make sure that they know the importance of staying with an adult at all times.
6. Put out a call to parents so that you have plenty of adult helpers on the day.
7. You may wish to prepare questions to ask about the place and make a small worksheet for children to do, e.g. *List the names of all the gates. Draw one of the patterns on the window.*
8. In advance, give each adult helper a clear plan for the day with a list of which children are to go in each group.
9. Send a letter home, telling the parents clear timings, what clothes the children should wear, what food and drink to bring, and how much money to send (if any). Include a permission slip at the bottom of the letter to be returned before you set off.

#### On the day

1. Ensure every adult has a list of which children are in his/her group and has a clear plan of the day.
2. Remind the children to stay with their assigned group leader at all times. Point out that the better they behave, the more they will enjoy the day.
3. Bring plenty of extra drinking water.
4. If possible, take a camera so that you can make a classroom display or assembly presentation of what you did on the day.

#### After the trip

1. Plan a worksheet with a writing frame enabling children to write a report of what they did in the past tense.
2. Ask the children to draw pictures of their memories of the trip in their own ways.
3. Get the children to write beautiful second drafts of their reports after you have corrected their mistakes.
4. Display the reports, pictures, and photos on a display board.
5. If possible, plan an assembly so that the children can read their reports loudly and clearly to children in other classes.

#### Individual research

1. Encourage the children to do individual research into the Mughals on the internet with the help of a responsible adult. Visit the school library to find out more.
2. If you have access to a computer suite at school, book it so that the children do individual research under your supervision.
3. Bring in pictures of Mughal monuments and art (printed from the internet or cut out of magazines).
4. Ask the children to choose a subject for individual research, e.g. Shalimar Gardens, Badshahi Mosque. Encourage them to write their own sentences about it and illustrate it.
5. Re-draft corrected descriptions and display them in the classroom.

## Textbook page notes

### A. Reading text

#### Learning outcomes for the whole text

##### Students should be able to:

- read, understand, and enjoy a non-fiction information text.

#### Pre-reading learning outcomes

##### Students should be able to:

- draw on what they already know or on background information and vocabulary provided in Key words.
- link what they read to their own experiences.
- consider the particular characteristics of an information text.

#### During-reading learning outcomes

##### Students should be able to:

- participate in discussion about what is read to them, taking turns and listening to what others say.
- discuss word meanings, linking new meanings to those already known.
- check that the text makes sense to them as they read; correct inaccurate reading.
- explain clearly their understanding of what is read to them.
- make inferences while reading a poem.

#### For detailed procedure for teaching a reading text, see plans given in Chapter 3, for

- First reading of the text: Lesson 1, Steps 7-18
- Second reading of the text: Lesson 2, Steps 3-8
- Third reading of the text: Lesson 3, Steps 6-13
- Paired reading practice: Lesson 4, Steps 19-21
- Drama or Discussion: Lesson 5, Steps 12-17

### Reading notes for the teacher

#### Pre-reading

- To relate the text to the experiences of children, discuss old buildings (for example, forts, palaces, mosques, tombs) that the children have visited. Explain that this is an information text. It tells us facts about real places.

**Suitable questions:** *What old places have you visited? What did you see there? Do you know when it was built? What can you see on the pictures on this page? What do you think the text is going to be about?*

#### During the first reading

- As you play the audio-recording or read the text for the first time, ask the children to follow the reading by holding a ruler under the correct line. Talk about each photograph. Ask questions to check understanding of each paragraph.
- As you read, elicit the meanings of difficult words like *magic* and *enemies*.
- Elicit that the Mughals were not really magical. This is a way of saying that Mughal buildings are very beautiful. Explain that the Mughals were kings who ruled over much of what is now Pakistan and India from 1526-1857. Explain that they were real kings, unlike the kings and queens of fairy stories.
- **Talk box 1:** Ask the children to describe other old buildings. Discuss whether or not they are Mughal buildings. For example if they have seen Taxila and Mohenjo-daro, point out that they are much older. If they have seen Quaid-e-Azam's tomb, point out that it is much more modern.

- **Talk box 2:** Elicit that when the poet goes into Shish Mahal, she feels scared because it all goes dark when the guide shuts the door. It's very quiet and the hair on her head stands on end with fright. But when the guide lights a match, the light is reflected in all the mirrors in the walls. It is very beautiful and looks like a starry sky at night. Her feelings change from fear to happiness.

### During the second reading

- Read the text more quickly so that the story flows.
- Ask questions regularly to check understanding.
- Ask the children to make inferences on the basis of what is being said and done, for example, *Why do you think the guide shuts the doors of Shish Mahal?* (To shut out the light so that the flame reflects better.)

### During the third reading

- The children whisper along with the audio-recording or with you, copying the intonation.
- Ask different children to tell you about each picture of Lahore Fort in their own words or to explain their understanding of the poem.

### Paired reading practice

- The children take turns to read the text to each other in a whisper, explain the text in their own words, and identify their favourite passages or words in the poem.
- The teacher walks round the class to monitor reading, checking the children are on task and reading correctly.

### Discussion

- The children discuss what they have learned, taking turns to listen to what others say.
- The children learn to recite the poem by heart. You may ask them to recite one or two lines individually, or the whole class may recite chorally. Encourage correct intonation and lively expression, putting actions to the words as appropriate. If possible, give them an audience by performing the poem to parents or to other children in an assembly.

## B. Comprehension

### Learning outcomes

#### Students should be able to:

- **B1:** complete a fact file about a non-fiction text.
- **B2:** draw on background information or vocabulary provided.
- **B3:** ask and answer questions about a text.
- **B4:** identify rhyming words.
- predict what might happen.  
(Lesson 2, Steps 9-14)

### Comprehension notes for the teacher

- **B1:** Discuss the way the table is set out with a different aspect of each building in each column. Elicit that the table is structured to tell us a lot of information in a small space.
- Talk about dates. Ask the children to tell you the year now. If the children can do 4-digit subtraction, demonstrate how to subtract each year from the present year to find out how long ago each building was made.
- Discuss other building materials. For example, ask, *What is our school made of? What is the school gate / the door of the classroom / the window made of?*
- **B2:** Give the children 30 seconds each to find the answer to each question by scanning the text.
- **B3:** Ask different children to read aloud and answer each question.
- **B4:** Elicit that rhymes make the same sound but may have a different spelling (like *white* and *light*).

**Extension:** Ask the children to find out what they can about the Mughals (see Extension activities at the beginning of the unit).

## C. Word reading and spelling

For detailed procedure for Word Reading and Spelling pages, see the start of every lesson plan, since you should do phonic practice at the beginning of every lesson.

### Learning outcomes

#### Students should be able to:

- **C1:** read words ending with a single consonant, followed by *e*, followed by a suffix e.g. *hoping, shiny, hopes, hoped* (Lesson 1, Steps 1-6)
- **C2-3:** write words with the suffixes *ing, es, ed* in a context. (Lesson 4, Steps 14-18)
- **C4:** read words with **-ass, -ast, and -ind** as in *kind* and learn the spellings. (Lesson 1, Steps 1-6)
- read the tricky words as a whole. (Lesson 6, Steps 3-7)
- identify the target words in the reading text. (Lesson 4, Steps 8-13)
- **C5:** write words in C4 in context, particularly as prepositions. (Lesson 6, Steps 8-11)

### Spelling notes for the teacher

- **C1:** The children repeat the words after you or the audio-recording. Only sound out the words if the children have difficulty reading them.
- Set **spelling homework:** (Lesson 3, Steps 4-5) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C2-3:** Talk about the picture on the page and ask different children to complete the sentences orally before they write the answers. Demonstrate on the board how to delete the *e* in *take* before adding *ing*.
- **Test the spellings** in C1 after the children have learnt them for homework. (Lesson 4, Steps 1-7)
- **C4:** The children repeat the words after you or the audio-recording. Only sound out the words if the children have difficulty reading them.
- Remind the children that we do not sound out tricky words, but read them as a whole.
- Give the children five timed minutes to find and underline the target words in the reading text. When the time is up, ask the children to hold up the number of fingers matching the number of words they have underlined. Ask different children to read aloud the whole sentence in which a word occurs. Remember to include the less able. Note that some words may NOT occur in the reading text.
- Set **spelling homework:** (Lesson 3, Steps 4-5) Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson. (Lesson 4, Steps 1-7)
- **C5:** Talk about the picture and ask different children to complete the sentences orally before they write the answers. Elicit that all the sentences answer the question *where?* (Do not teach the term *preposition* yet, but be aware that you are introducing prepositions of place.) Play the game *Where is it?* to practise the use of prepositions.

### Extension activities

- Dictate all the sentences in C2. (Lesson 8, Steps 1-6)
- Ask children who finish early to think of other words that end with *e*, and then add *ing*, e.g. *baking, making, liking, cycling, writing*.

## D. Grammar and punctuation

### Learning outcomes

#### Students should be able to:

#### objectives

- **D1:** use compound nouns. (Lesson 7, Steps 3-8)
- **D2:** use the apostrophe to show belonging and express family relationships. (Lesson 7, Steps 3-8)
- **D3:** use capital letters before names of people and places. (Lesson 8, Steps 7-12)

### Grammar notes for the teacher

- **D1:** Discuss the 'wise owl' teaching box about compound nouns. Play *Compound word charades* to practise the use of compound words.
- **D2:** Discuss the 'wise owl' teaching box about apostrophes. On the board, practise using the apostrophe to show belonging with objects around the room, e.g. *Jahan's lunch box*. Explain the family tree and introduce the term *great grandfather*.
- **D3:** Discuss the 'wise owl' teaching box about capital letters for the names of people and places.

### Extension

- Ask the children to list the belongings of people in the class, e.g. *the teacher's desk*, *Shahana's bag*, *Mastan's pencil*.
- Dictate the sentences in the D2 example. (Lesson 8, Steps 1-6)

## E. Listening, speaking, and composition

### Learning outcomes

#### Students should be able to:

- **E1:** respond correctly to a telephone message. (Lesson 8, Steps 13-16)
- **E2:** write sentences by saying out loud what they are going to write about. Plan and write a guided composition. (Lesson 9, Steps 10-17)

How to give feedback (Lesson 10, Step 3)

How children edit, redraft, display, and perform writing (Lesson 10, Steps 4-7)

### Listening, speaking, and composition notes for the teacher

- **E1:** Read aloud the listening exercise or play it on the audio-recording. Explain that sometimes one can ring an information telephone number and that a recording gives information like this.
- **E2:** Practise completing the leaflet orally.
- After the children have had plenty of practice orally, they can do the task in their books. (Lesson 9, Steps 2-9)
- Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas.
- **Extension:** Ask the children to write a leaflet for a Safari Park with descriptions of each attraction and what visitors can see there. They can follow the same writing frame.

## Answers

- **B1:**

Place	Date	Built by	Made of
Akbari Gate	<u>1566</u>	<u>Akbar</u>	<u>red sandstone</u>
Jahangir's Courtyard	1617	<u>Jahangir</u>	<u>red sandstone</u>
Shish Mahal	<u>1631</u>	<u>Shah Jahan</u>	white marble, <u>jewels, and glass</u>
Alamgiri Gate	1673	<u>Aurangzeb</u>	brick and plaster

- **B2:** a) *Jahangir's Courtyard*    b) *Akbari*    d) *Alamgiri*    c) *Shish Mahal*
- **B3:** b) *October to March are marked as winter months.*    c) *The snack bar is behind the Shish Mahal.*  
d) *The tickets are available in front of Hathi Gate.*    e) *In verse 1, the poet is in the Shish Mahal.*  
f) *In verse 2, it is dark because the doors are shut.*    g) *The poet feels frightened.*  
h) *In verse 3, the stars are really mirrors that reflect the light.*

- **B4:** *tight, night, fright, white, light*
- **C1:** Children learn the spellings for homework.
- **C2:** a) *lives*      b) *bristling*      c) *using*      d) *hoping, bristle*
- **C3:** a) *taking*      b) *looking*      c) *ruling*      d) *shining*      e) *protecting*      e) *coming*      f) *starting*.  
*Examples will differ according to each child. Sample sentences could be:*  
 b) *In the picture, the hedgehog is looking at us.*  
 c) *Akbar was ruling over Lahore when he built Akbari Gate.*  
 d) *In the poem, the mirrors were shining with light.*  
 e) *The fort had big walls protecting the people inside.*  
 f) *My aunt is coming to visit us at the weekend.*  
 g) *I am starting to feel tired.*
- **C4:** Children learn the spellings for homework. They underline as many words as they can find in the reading text.
- **C5:** b) *grass*      c) *in front of*      d) *behind*      e) *last*
- **D1:** b) *courtyard*      c) *bedroom*      d) *grandfather*      e) *sunset*
- **D2:** b) *Jahangir was Akbar's son. He was Shah Jahan's father. He was Aurangzeb's grandfather.*  
 c) *Shah Jahan was Akbar's grandson. He was Jahangir's son. He was Aurangzeb's father.*  
 d) *Aurangzeb was Akbar's great grandson. He was Jahangir's grandson. He was Shah Jahan's son.*
- **D3:**

Names of people	Names of places
<i>Shah Jahan, Akbar, Jahangir, Aurangzeb</i>	<i>Lahore Fort, Akbari Gate, Alamgiri Gate, Shish Mahal</i>

- **E1:**

Entrance	117 Main Road
Adult ticket price	<i>Rs 200</i>
Child ticket price	<i>Rs 100</i>
Opening times	<i>nine in the morning to sunset</i>
Train times	<i>every half hour</i>
Snack bar	<i>behind the entrance</i>

- **E2:** Note: These are some possible responses, but accept anything that makes sense.  
***Insect House***  
*Here, you can see many kinds of insects like flies and beetles. In the Butterfly Garden, the butterflies are free to feed on flowers (or nectar). But be careful! One could land on your head (or hair)!*  
***Jungle Giants***  
*Here, you can see elephants. In the Elephant Swamp, you will find elephants walking through muddy water. But be careful! One could squirt water at you.*
- **Extension:** Answers will depend on the children's own ideas.

## Workbook page notes

### Learning Outcomes in the Workbook

#### 1. Phonics, Vocabulary, Grammar, Punctuation, and Composition

See the summary at the beginning of this unit plan.

#### 2. Learning Outcomes for Handwriting

Students should be able to:

- practise writing words with the key phonic patterns for the unit.
- form lower-case letters of the correct size relative to one another, within quadruple-ruled lines.
- write letters without exit flicks because they do not join.

### Detailed lesson notes

See *Chapter 3: How to Plan a Teaching Unit*

## Answers

- **Ex 1:** The children practise copying the key letters as often as they can in the space provided, forming the letters correctly within the quadruple ruled lines.  
They then copy the key words as often as they can, focusing on keeping the letters the correct size relative to each other.
- **Ex 2:** The children trace over the first word, whispering it as they write. They then copy the same word between the quadruple ruled lines to the right.
- **Ex 3:** a) *riding*    b) *drives, driving*    c) *makes, making*
- **Ex 4:** The children trace over the first word, whispering it as they write. They then copy the same word between the quadruple ruled lines to the right.
- **Ex 5:** Last week I had a strange dream. I was on the way home. I went down a long winding road. I went past some strange shops. I was lost. So I began to walk faster. Then I saw some old things behind the glass window of a shop. Inside, an old man gave me a kind smile. I went in. 'Would you help me?' I said. 'I can't find my way home.' He gave me a brass pot. 'Rub this pot,' he said. I rubbed the pot and .... at last I woke up!
- **Ex 6:** The children should write the tricky words three times each, following the *look, cover, write, check* process.
- **Ex 7:** a) *great, break*    b) *front*    c) *after*    d) *half*
- **Ex 8:** a) *paintbrush*    b) *football*    c) *handbag*    d) *sunflower*
- **Ex 9:** The children should underline: *waterpot, saucepan, football, lunchbox* and *tablecloth*. They should cross out the first lower case letter and replace it with a capital letter in the names *Rehana, Salim, Afia, Tariq, Maryam, and Hassan*.
- **Ex 10:** [in any order] a) *Maryam's waterpot*    b) *Tariq's saucepan*    c) *Hassan's football*  
d) *Afia's lunchbox*    e) *Rehana's tablecloth*    f) *Salim's bottle*
- **Ex 11-12:** Answers will depend on places that the children have visited.
- **Handwriting Practice:** Children can copy into their handwriting copybooks all exercises that are in handwriting font and on quadruple ruled lines.

# Zap the Zoom-zapper

**Theme of the unit:** Strangers

**Reading genre:** a science fiction story

**Phonics:**

- Table 1: adding *ing*, *ed*, *er*, *est*, *y* to words of one syllable, ending in a single consonant letter after a single vowel letter; double the consonant as in *snapping*, *snapped*, *snapper*, *snappy*
- Table 2: *sh* as in *shadow*; *ch* as in *check*; *tch* as in *fetch*

**Vocabulary:**

- Vowels and consonants
- Alternative words for *said*: *muttered*, *cried*
- Alliteration as in *Zap the Zoom-zipper*

**Grammar:**

- Use *an* before a vowel, *a* before a consonant.
- Countable and uncountable nouns: *is + much*, *are + many*

**Punctuation:**

- Exclamation marks after loud words and noises

**Suitable games (Chapter 6):**

- *Phonic bingo / Run and match* (to practise the phonic patterns of this unit: Games 1 and 2)  
*Elephants and mice* (to practise using *ing* and *ed* in comprehension questions about the reading text: **Game 5**)
- Listening and Speaking:
- Listen and label, using *a* or *an*.

**Composition:**

- Write a science fiction story.

**Homework**

- Read and discuss the text with a parent or adult.
- Learn the spellings of key phonic patterns and tricky words of the unit.
- Workbook pages 34-38

**Teaching Aids**

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) a ruler to hold under the line children are reading in a text
- (advisable) audio equipment and recording for Textbook 2 (advisable) flashcards for the phonic and tricky words of the unit (see Word List in Appendix 1)
- (advisable) materials for games chosen to support teaching points
- (optional) science fiction stories from the library
- (optional) pictures of aliens and space travel to stimulate discussion and writing

## Extension activities (optional)

### Drama

- Ask the children to act out the story in class, in the playground, or hall.
- If possible, provide them with simple props or costumes. For example, children might bring in plastic science fiction toys from home. If you do the drama in the playground, you could use a climbing frame as the stranger's spaceship.

### Drama practice 1

1. Ask four children to come to the front. Give each one a role from the story: Zap, Whip, Chump, and the monster.
2. Read aloud the story again, asking the actors to mime the parts of the characters as you speak.
3. Tell all the children to join in at the noises of the weapons: *ZZEEEOW! WHEEEOW! CH-CH-CH-CH-CH!*

### Drama practice 2

1. Choose four different children to come up and take the parts. Choose articulate pupils for the speaking roles.
2. The actors should mime the actions and say their own lines (with prompting if necessary). All the children can join in the sounds of the weapons as you tell it.
3. If you have access to a large hall or playground, get the children into groups of four and let them all practise the drama in their groups.

### Performance

1. When the children know the play by heart, perform it in an assembly for other children. Make sure that all your pupils speak slowly, loudly, and expressively so that their voices carry to the back of the hall.
2. You can decide whether to be the narrator yourself or whether to choose 4-8 children with loud, clear voices to narrate the story. Choose four children to act in front of others, making sure to give some parts to the least able in the class.
3. All the children in the class can join in with the noises of the weapons.

## Textbook page notes

### A. Reading text

#### Learning outcomes for the whole text

##### Students should be able to:

- read, understand, and enjoy a science fiction text.

#### Pre-reading learning outcomes

##### Students should be able to:

- draw on background information and vocabulary provided in Key words.
- consider the particular characteristics of a science fiction story.

#### During-reading learning outcomes

##### Students should be able to:

- participate in discussion about what is read to them, taking turns and listening to what others say.
- predict what might happen on the basis of what has been read so far.
- discuss word meanings, linking new meanings to those already known.
- check that the text makes sense to them as they read; correct inaccurate reading.
- make inferences on the basis of what is being said and done.
- explain clearly their understanding of what is read to them.
- discuss the significance of the title and events.

For detailed procedure for teaching a reading text, see plans given in Chapter 3, for

- First reading of the text: Lesson 1, Steps 7-18
- Second reading of the text: Lesson 2, Steps 3-8
- Third reading of the text: Lesson 3, Steps 6-13
- Paired reading practice: Lesson 4, Steps 19-21
- Drama or Discussion: Lesson 5, Steps 12-17

### Reading notes for the teacher

#### Pre-reading

- Discuss the meaning of the term *science fiction*. Elicit that it is often about new inventions, space, or life in the future.
- Remind the children of the science fiction story they read in Level 1, *Plink and Plonk*.
- Explain that space is beyond the world. Other planets, like our own Earth, go round a star, but most have no water, so people cannot live on them. Elicit that we cannot go far into space so we do not know what happens on other planets. Science fiction stories, like this one, imagine what life is like in deep space.
- Suitable questions: *What is science fiction usually about? What is the title of this science fiction story? What can you see in the pictures on this page? What do you think the story is going to be about?*

#### During the first reading

- As you play the audio-recording or read the text for the first time, ask the children to predict what will happen next each time Zap's friends fail to stop the alien space ship. Ask, *Do you think the strange space ship will hurt Zap and his friends? Do you think Zap and his friends will defeat the monster?*
- Tell them to explain their views, accepting a variety of opinions.
- As you read, elicit the meanings of difficult words like *checks*, *defend*, *hatch*, and *enemy*.
- Elicit that each of the aliens on Planet Blax has a different weapon to fight with. Point out that each name has a repeated sound. Ask the children to identify which sound is repeated in each name.
- **Talk box:** Discuss what might happen BEFORE you turn the page. Accept different opinions.

#### During the second reading

- Read the text more quickly so that the story flows.
- Ask questions regularly to check understanding.
- Ask the children to make inferences on the basis of what is being said and done, for example, *Why do you think the stranger does not hurt Zap and his friends at the end?* (Perhaps he is kind. Perhaps he does not want to offend their king, who has invited him to a feast.)

#### During the third reading

- The children whisper along with the audio-recording or with you, copying the intonation.
- When they take turns to read the text aloud to a partner, walk round the class, checking that the text makes sense to them as they read, correcting inaccurate reading.
- Ask different children to retell the story in their own words.

#### Paired reading practice

- The children take turns to read the text to each other in a whisper, explain the text in their own words, and identify their favourite names.
- The teacher walks round the class to monitor reading, checking the children are on task and reading correctly.

#### Drama

- The children act out the story (see Extension activities at the beginning of this unit).

## B. Comprehension

### Learning outcomes

#### Students should be able to:

- **B1:** check that the text makes sense to them.
- **B2:** identify their favourite words or phrases and create an alliterative name. (Lesson 2, Steps 9-14)

#### Comprehension notes for the teacher

- **B1:** Discuss the features of a science fiction story. Elicit that this one happens in space and is a made-up story. Ask other questions to check understanding of the text.
- *Play Elephants and mice to check comprehension of the story.*
- **B2:** Elicit that each name repeats a letter. Discuss the meanings of the names. *Zoom, zap, and zippy* all suggest that Zoom moves fast. However, he does not move fast enough to defeat the stranger.
- *Super means very good, so Whip's whip is a very good one. However a 'whipper-snapper' is a term for a small person – which Whip is, beside the monster.*
- *Mega means very big, so the mega-chopping axes are large. However, a chump is another word for a stupid person – which Chump is, because he attacks the spacecraft of the king's friend.*

**Extension:** Ask the children to research space and find out about other planets.

## C. Word reading and spelling

For detailed procedure for Word Reading and Spelling pages, see the start of every lesson plan, since you should do phonic practice at the beginning of every lesson.

### Learning outcomes

#### Students should be able to:

- **C1:** distinguish between a vowel and a consonant.
- read and learn to spell words that double the consonant before *ing, ed, er, est,* and *y*. (Lesson 1, Steps 1-6)
- **C2:** write words with a doubled consonant in a context. (Lesson 4, Steps 14-18)
- **C3:** read words with *sh, ch,* and *tch* and learn the spellings. (Lesson 1, Steps 1-6)
- read the tricky words as a whole. (Lesson 6, Steps 3-7)
- identify the target words in the reading text. (Lesson 4, Steps 8-13)
- **C4:** write words with *sh, ch,* and *tch* in context. (Lesson 6, Steps 8-11)

#### Spelling notes for the teacher

- **C1:** Discuss the difference between a vowel and a consonant. Elicit that the root words all end with a vowel, followed by a consonant. Explain that when we add the suffixes *ing, ed, er,* and *y* to these words, we double the consonant.
- The children repeat the words after you or the audio-recording. Only sound out the words if the children have difficulty reading them.
- Set **spelling homework:** (Lesson 3, Steps 4-5) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C2:** Ask different children to complete the sentences orally before they write the answers.
- **Test the spellings** in C1 after the children have learnt them for homework. (Lesson 4, Steps 1-7)
- **C3:** The children repeat the words after you or the audio-recording. Only sound out the words if the children have difficulty reading them.
- Remind the children that we do not sound out tricky words, but read them as a whole.

- Give the children five timed minutes to find and underline the target words in the reading text. When the time is up, ask the children to hold up the number of fingers matching the number of words they have underlined. Ask different children to read aloud the whole sentence in which a word occurs. Remember to include the less able. Note that some words do NOT occur in the reading text.
- Set **spelling homework**: (Lesson 3, Steps 4-5) Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson. (Lesson 4, Steps 1-7)
- **C4**: Talk about the picture and ask different children to complete the sentences orally before they write the answers.
- **C5**: Ask the children to tell you other words for said, e.g. shouted, whispered. Give them a few minutes to underline them in the story. Then discuss which verbs people said quietly and which they said loudly.

### Extension activities

- Dictate all the sentences in C2. (Lesson 8, Steps 1-6) Ask children who finish early to think of other words with the same spelling pattern and to write their own sentences with them.

## D. Grammar and punctuation

### Learning outcomes

#### Students should be able to:

- **D1-2**: use *a* before a consonant and *an* before a vowel. (Lesson 7, Steps 3-8)
- **D3**: use *is + much* before uncountable nouns. Use *are + many* before countable nouns. (Lesson 8, Steps 7-12)
- **D4**: use exclamation marks. (Lesson 8, Steps 7-12)

### Grammar notes for the teacher

- **D1**: Discuss the 'wise owl' teaching box and help the children to distinguish between a vowel and a consonant.
- **D2**: Discuss the odd-one-out in each row. As the children make the sentences, check that they have used *a* and *an* correctly.
- **D3**: Discuss the 'wise owl' teaching box. Make it clear that it is difficult to count each tea-leaf, grain of sugar, and particle of flour. This is why we say, *There is not much tea*. However, it is easy to count pears and bananas. This is why we say, *There are not many pears*.
- **D4**: Ask the children to look for exclamation marks in the reading text. Elicit that each time there is an exclamation mark, it comes after someone says something suddenly or loudly – or after a noise like *ZZEEEOW!* Practise reading the conversation aloud before you ask the children to punctuate it. As you read it aloud, get them to scratch their heads for a question mark, punch the air for a full stop and put both arms up in the air for an exclamation mark.

### Extension

- Ask the children to write other sentences according to the pattern in D3 about things in the classroom, for example, *There are a lot of chairs and bags in the classroom. There aren't many tables. There aren't any beds. There is a lot of air in the classroom. There isn't much noise. There isn't any dirt.*

## E. Listening, speaking, and composition

### Learning outcomes

#### Students should be able to:

- **E1**: respond correctly to a description of an alien. (Lesson 8, Steps 13-16)
- **E2**: plan a science fiction story with a classmate by saying out loud what they are going to write about. (Lesson 9, Steps 2-9)
- **E3**: write a guided composition. (Lesson 9, Steps 10-17)

How to give feedback (Lesson 10, Step 3)

How children edit, redraft, display, and perform writing (Lesson 10, Steps 4-7)

### Listening, speaking, and composition notes for the teacher

- **E1:** Read aloud the listening exercise or play it on the audio-recording. Let the children label the parts of the alien without help from you.
- **E2:** Practise the dialogue orally. First ask two confident children to make up a story as an 'open pair'. (Lesson 9, Steps 2-9)
- When the children have observed a lively model from an 'open pair' of children, they should practise planning their own stories as 'closed pairs'. Remind them to use 'partner voices' and talk in a whisper.
- Walk round the class and monitor their conversation, helping where necessary.
- **E3:** Talk through the composition task with the whole class, asking different children to use the writing frame to help them frame sentences. After they have had plenty of practice orally, they can write their own story in their notebooks. (Lesson 9, Steps 2-9)
- Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas.
- Encourage the children to proof-read their work with the help of a classmate.
- All writers need an audience. Make a decision whether you want the children to re-draft their writing for display or to read aloud. In this case, mark their work fully so that their second drafts are as perfect as possible. See Chapter 1, Section 6.3 and 10 for correction strategies.
- After you have marked the compositions, read aloud examples of good writing. Also give feedback on common mistakes (without mentioning names, to avoid humiliating children publicly).

**Extension:** Ask the children to write a neat second draft, illustrating it if appropriate. Then display the illustrated science fiction stories in the classroom or in a school corridor.

### Answers

- **B1:** b) plane spaceship    c)    d)    e) attack have a feast with    f) planned did not plan    g)
- **B2:** b) Whip the Whipper-snapper – super-snapping whip  
c) Chump the Mega-chopper – mega-chopping axes  
d) Open answers. Children use their imaginations.
- **C1:** Children learn the spellings for homework.
- **C2:** b) snapped    c) snappy    d) zapped
- **C3:** Children learn the spellings for homework. They underline as many words as they can find in the reading text.
- **C4:** a) checks    b) shadow    c) fetch    d) spaceship    e) pitch
- **C5:**

said quietly	said loudly
<i>muttered, stammered, whispered</i>	<i>cried, shouted, boomed</i>

- **D1: Row 1** a) an orange    b) an egg    c) an apple  
Row 2 d) an owl    e) a crow    f) an umbrella  
Row 3 g) an ice cream    h) a tiger    i) an elephant
- **D2: Row 2** The umbrella is the odd-one-out because it is not a bird.  
Row 3 The ice cream is the odd-one-out because it is not an animal.
- **D3:** Note that more than ten sentences are possible. Encourage more able children to write more. For example:  
*There is a lot of lime juice. There is a lot of flour. There isn't much oil.*  
*There isn't much tea. There isn't much flour.*

*There isn't any salt. There isn't any jam.*

*There aren't many pears. There aren't many bananas.*

*There are a lot of tomatoes. There are a lot of oranges.*

*There aren't any mangoes. There aren't any potatoes.*

- **D4:** *He showed it to Sam. 'Hey!' exclaimed Sam. 'This is a beautiful book.'*  
*Karim asked, 'Can we read it together?' Sam and Karim started reading the story together and enjoyed it.*
- **E1:** (clockwise from top left) *an eye, an antenna, a flipper, a leg, a claw, an arm, some hair.* The children match the words to the pictures.
- **E2:** The children make up a story in pairs.
- **E3:** Answers will depend on the children's own ideas. Check that they have used the past tense, full stops, exclamation marks, and question marks correctly.

## Workbook page notes

### Learning Outcomes in the Workbook

#### 1. Phonics, Vocabulary, Grammar, Punctuation, and Composition

See the summary at the beginning of this unit plan.

#### 2. Learning Outcomes for Handwriting

Students should be able to:

- practise writing words with the key phonic patterns for the unit.
- form lower-case letters of the correct size relative to one another, within quadruple-ruled lines.
- understand which letters, when adjacent to one another, are best left unjoined (without exit flicks)

### Detailed lesson notes

See *Chapter 3: How to Plan a Teaching Unit*

## Answers

- **Ex 1:** The children practise copying the key letters as often as they can in the space provided, forming the letters correctly within the quadruple ruled lines. They do not use exit flicks.  
They then copy the key words as often as they can, focusing on keeping the letters the correct size relative to each other.
- **Ex 2:**

<i>flap</i>	<i>flapping</i>	<i>flapped</i>	<i>flapper</i>	<i>flappy</i>
<i>hop</i>	<i>hopping</i>	<i>hopped</i>	<i>hopper</i>	<i>hoppy</i>
<i>skip</i>	<i>skipping</i>	<i>skipped</i>	<i>skipper</i>	<i>skippy</i>
- **Ex 3:** *Seema is hopping and her friends are skipping. Salim is playing cricket. Salim is hitting the ball. His friend is running and catching the ball.*
- **Ex 4:** The children trace over the first word, whispering it as they write. They then copy the same word between the quadruple ruled lines to the right.
- **Ex 5:** *b) They are looking at their watches. c) He is holding his fishes. d) They are sitting on their benches.*
- **Ex 6:** The children should write the tricky words three times each, following the *look, cover, write, check* process.
- **Ex 7:** Answers will depend on the children.

- **Ex 8:** a) *line to third picture*    b) *line to first picture*    c) *line to second picture*  
d) *Children make up their own alliterative names for the train and the teddy bear, e.g.*  
d) *Tootle-toot the Train*    e) *Billy the Bear*
- **Ex 9:** a) *'What's that strange noise?' muttered Sara.*  
b) *The door opened. 'Shh!' whispered Alia.*  
c) *A huge alien crept in. 'Help!' shouted Sara.*  
d) *'Ma, where are you?' cried Alia.*  
e) *'WHO ARE YOU?' boomed a deep voice.*  
f) *Alia stammered, 'W-w-we're children.'*  
g) *'Hi!' smiled the alien. 'Glad to meet you.'*
- **Ex 10:** [In any order, with commas:] *an umbrella, an elephant, an orange, an apple, an antenna, an egg*
- **Ex 11:** Answers will depend on the children. Sample ideas:
  - Picture a)** *One day, Salim and Seema were on the ground near their flat. They heard a buzzing noise in the sky. They looked up and saw a space ship on the roof of their flats. Then a hatch opened and out came an alien. It had long arms, two antennae, big eyes, two wings, and six legs.*
  - Picture b)** *A few seconds later, the alien flew down to the ground. It pointed at them and they felt a funny feeling in their backs.*
  - Picture c)** *Before long, the alien flew up to the roof and got into its spaceship. Now, on the children's backs there were four big wings.*
  - Picture d)** *As the spaceship flew away, the children began to flap their wings. For the first time, the children began to fly. 'Wow!' they shouted.*
- **Extension:** The children end the story in their own way. Encourage the children to use their imaginations. For example, perhaps Salim and Seema flew to rescue someone drowning in a river. Or perhaps they flew to the mountains for a holiday. Or perhaps they made friends with some birds and learned bird language.
- **Handwriting Practice:** Children can copy into their handwriting copybooks all exercises that are in handwriting font and on quadruple ruled lines.

**Theme of the unit:** Light and shadow

**Reading genres:** Classic poetry and instructions

**Phonics:**

- Table 1: *-le* as in *table*; *el* as in *camel*; *al* as in *metal*; *il* as in *pencil*
- Table 2: *-ful* as in *careful*, *-less* as in *careless*, *al* as in *always*; *all* as in *ball*

**Vocabulary:**

- Suffixes creating opposites in adjectives as in *careful*, *careless*
- Food: *pizza*, *tomatoes*, *onions*, *chillies*, *aubergines*, *mushrooms*, *rice*, *rotis*, *peas*, *beans*, *meat*, *chicken*
- Position: *east*, *west*, *north*, *south*, *left*, *right*, *middle*, *top*, *bottom*

**Grammar:**

- Commands in instructions
- Craft verbs as in *cut*, *draw*, *make*, *stick*

**Punctuation:**

- End instructions with a full stop

**Suitable games: (Chapter 6)**

- *Phonic bingo / Run and match* (to practise the phonic patterns of this unit: Games 1 and 2)
- *Simon says* (to practise instructions: Game 4)

**Listening and speaking:**

- Listen and respond to instructions how to draw a pizza.

**Composition:**

- Write instructions how to draw a picture of a meal on a plate.

**Homework**

- Read and discuss the text with a parent or adult.
- Learn the spellings of key phonic patterns and tricky words of the unit.
- Workbook pages 1-5

**Teaching aids**

- (essential) whiteboard + markers or blackboard + chalk
- (essential) colour pencils for the listening exercise
- (advisable) a ruler to hold under the line they are reading in a text
- (advisable) audio equipment and recording for Textbook 2
- (advisable) flashcards for the phonic and tricky words of the unit (see Word List in Appendix 1)
- (advisable) materials for games chosen to support teaching points
- (optional) a globe and torch
- (optional) a long pencil, a rubber, some pebbles, a piece of chalk or stick – to make a shadow clock in the playground
- (optional) a torch, and for each child: a piece of card about 10 cm by 10 cm, scissors, colour pencils, sellotape, a ruler – to make a shadow puppet

## Extension activities (optional)

### Make a shadow puppet

1. If possible, make the shadow puppet according to the instructions in the listening exercise. This can be done in an art or craft lesson.
2. Materials are listed above.
3. If possible, book a room with black-out curtains (e.g. a computer suite) or no windows (e.g. a large cupboard). When the children have finished making their shadow puppets, take them into a darkened room or look into it from outside if it is a cupboard.
4. Ask one child to shine a bright torch at each shadow puppet. A different child demonstrates how to make the shadow of the puppet dance.
5. After each child has demonstrated their own shadow puppet, ask two children to face each other with their puppets.
6. Encourage them to make up a dialogue between the two puppets in their own words.

## Textbook page notes

### A. Reading text

#### A: Learning outcomes for the whole text

##### Students should be able to:

- read, understand, and enjoy a classic poem and recite it by heart.
- understand how instructions are given and structured.

#### Pre-reading learning outcomes

##### Students should be able to:

- draw on what they already know or on background information and vocabulary provided in Key words.
- link what they read to their own experiences.

#### During-reading learning outcomes

##### Students should be able to:

- participate in discussion about what is read to them, taking turns and listening to what others say.
- discuss word meanings, linking new meanings to those already known.
- check that the text makes sense to them as they read; correct inaccurate reading.
- make inferences on the basis of what is being said and done.
- explain clearly their understanding of what is read to them.
- discuss how non-fiction is structured with bullet points for lists of materials (where the order does not matter) and numbers for instructions (where the order DOES matter).

#### For detailed procedure for teaching a reading text, see plans given in Chapter 3, for

- First reading of the text: Lesson 1, Steps 7-18
- Second reading of the text: Lesson 2, Steps 3-8
- Third reading of the text: Lesson 3, Steps 6-13
- Paired reading practice: Lesson 4, Steps 19-21
- Drama or Discussion: Lesson 5, Steps 12-17

## Reading notes for the teacher

### Pre-reading

- To relate the text to the experiences of children, discuss what shadows are. Elicit that shadows form when we block light from a light source, such as the Sun or an electric light bulb. If you go into the playground to trace shadows, try to do so in the early morning or late afternoon when the shapes are clearest.
- **Suitable questions:** *What is a shadow? What happens if something blocks out light? Why do we stand under a tree on a hot, sunny day?*
- Explain that you are going to read a poem by a famous writer called Robert Louis Stevenson. He lived from 1850 to 1894 and wrote well-known children's books like *Treasure Island* and *Kidnapped*, as well as a lot of poetry for children.
- Discuss the key words. Explain that words like *arrant* are old-fashioned and we do not use them much nowadays.
- Explain that buttercups are common yellow English flowers. There is an old saying that if you hold a buttercup under someone's chin, you can tell if he/she likes butter. It is said that you like butter if the shiny yellow petals reflect the yellow colour of butter onto the chin. They usually do!
- Explain that dew forms in the early morning because it is cool. The moisture in the air condenses into tiny drops of water. These can be seen on all the flowers.

### During the first reading of the poem on page 60

- As you play the audio-recording or read the text for the first time, ask the children to discuss whether a shadow is a real person, as the child in the poem thinks.
- As you read, elicit the meanings of difficult words like *rose* (got up) and *sleepy-head* (a sleepy person).
- **Talk box 1:** Ask, *Why do you think the shadow did not get up early?* Help the children to infer that there was no shadow because there was no light source before the Sun came up. This was the scientific reason why the shadow 'stayed at home'.

### During the second reading of the poem

- Ask the children to read each line of the poem after you or the audio-recording, stressing the correct syllables and using lots of expression.
- Try clapping to the beat of the poem. There should be four claps per line. The stressed syllables are highlighted below.
- The children can also copy your actions as follows:

Words	Actions
I have a little shadow that goes in and out with me, And what can be the use of him is more than I can see. He is very, very like me from the heels up to the head; And I see him jump before me, when I jump into my bed.	Point indoors ( <i>in</i> ) and outdoors ( <i>out</i> ). Scratch head, looking puzzled. Point to feet, then to head. Jump each time you say <i>jump</i> .
One morning, very early, before the sun was up, I rose and found the shining dew on every buttercup; But my lazy little shadow, like an arrant sleepy-head, Had stayed at home behind me and was fast asleep in bed.	Tiptoe forwards four tiny steps. Bend down to wonder at the flowers. Gesture behind you, looking sad. Shut eyes and rest head on hands.

- Ask questions afterwards to check understanding.
- Ask the children to make inferences, for example, *Why do you think there was dew in the early morning?* (Probably because the night was cold. This made the water vapour in the air turn into little drops on the flowers.)

### During the third reading of the poem

- The children whisper along with the audio-recording or with you, copying the intonation and actions.
- When they take turns to read the text aloud to a partner, walk round the class, checking that the text makes sense to them as they read, and correcting inaccurate reading.
- Ask all the children to stand and say the poem with actions. They can learn it by heart for homework.

### During the first reading of the non-fiction text on page 61 and 62

- As you play the audio-recording or read the text for the first time, elicit that the Sun rises in the east and sets in the west. If possible, show how a globe turns from east to west every day. Ask a child to shine a torch on it as you turn the globe. As it turns towards the Sun, day begins on that side of the Earth. As it turns away from the Sun, night falls on that side of the Earth.
- Look carefully at the picture on page 62. Discuss why the shadow is longer at 9 and 3 o'clock than it is at 12 and 1 o'clock. (The Sun is lower in the sky.)
- Explain that a shadow clock is sometimes called a sun dial.

### During the second reading of the non-fiction text

- If possible, prepare a shadow clock for tomorrow, following the instructions. You may wish each child to make a shadow clock, or you may choose to make a single one for the whole class.
- Ask questions regularly to check understanding.
- The next day, be ready to set up your shadow clocks (or shadow clock) in a quiet, sunny area of the playground as soon as the children arrive at school.

### During the third reading of the non-fiction text

- If it is sunny, take the children into the playground with their books as soon as they arrive at school.
- The children whisper the instructions along with you, copying your intonation, and then set up their shadow clocks.
- Put up a notice telling other children not to disturb your experiment while they are playing.
- When the first hour of the shadow clock has been recorded, stay in the playground. Ask the children to read aloud page 62 with you, pointing to where the Sun comes up in the morning. That is the east of your playground. Then follow the instructions and mark west, north, and south. You have drawn a simple compass on the ground.
- You will need to send two children outside every hour to trace the shadows and mark them with pebbles and note the time of day.
- Point out that materials for experiments are listed beside bullet points because the order is not important. The instructions are listed beside numbers, because the order IS important.

### Paired reading practice

- The children take turns to read the text to each other in a whisper, explaining the text in their own words.
- The teacher walks round the class to monitor reading, checking the children are on task and reading correctly.

### Discussion

- The children discuss what they have learnt, taking turns to listen to what others say.

## B. Comprehension

### Learning outcomes

#### Students should be able to:

- **B1:** explain their understanding of the text using short answers.
- **B2:** identify rhyming words. Learn the poem by heart and recite it, using appropriate intonation to make the meaning clear.

- **B3:** sequence the instructions in the correct order. (Lesson 2, Steps 9-14)

### Comprehension notes for the teacher

- **B1:** Check understanding of the poem with short questions.
- **B2:** Remind the children that rhyming words do not always have the same spelling pattern.
- The children learn to recite the poem by heart. You may ask them to recite one or two lines individually, or the whole class may recite chorally. Encourage correct intonation and lively expression, putting actions to the words as described above. If possible, give them an audience by performing the poem to parents or to other children in an assembly.
- **B3:** Suggest that the children number the instructions lightly first so that they can rub out the numbers if they change their minds about the order.

**Extension:** Ask the children to write their observations on their own shadow clock. For example, *The shadow was 12 cm at 9 o'clock. It was 8 cm at 10 o'clock.*

### C. Word reading and spelling

For detailed procedure for Word Reading and Spelling pages, see the start of every lesson plan, since you should do phonic practice at the beginning of every lesson.

#### Learning outcomes

##### Students should be able to:

- **C1:** read words ending in **le**, **el**, **al**, and **il** and learn the spellings. Recognize that these word endings make the same phoneme. (Lesson 1, Steps 1-6)
- **C2-3:** write words with **le**, **el**, **al**, and **il** in a context. (Lesson 4, Steps 14-18)
- **C4:** read words with **ful**, **less**, **al**, and **all** and learn the spellings.
- recognize that words with the suffix **ful** are often the opposite of the same words with the suffix **less**. (Lesson 1, Steps 1-6)
- read the tricky words as a whole. (Lesson 6, Steps 3-7)
- identify the target words in the reading text. (Lesson 4, Steps 8-13)
- **C5:** write words with **ful** and **less** in context. (Lesson 6, Steps 8-11)
- **C6:** write words with **al** and **all** in context. Know how to pronounce *a* as *or* in these words. (Lesson 6, Steps 8-11)

##### Spelling notes for the teacher

- **C1:** Discuss the 'wise owl' box. The children repeat the words after you or the audio-recording. Only sound out the words if the children have difficulty reading them.
- Set **spelling homework:** (Lesson 3, Steps 4-5) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C2:** Talk about the picture on the page and ask different children to complete the labels orally before they write the answers.
- **C3:** Practise the sentences orally before asking children to complete them.
- **Test the spellings** in C1 after the children have learnt them for homework. (Lesson 4, Steps 1-7)
- **C4:** The children repeat the words after you or the audio-recording. Only sound out the words if the children have difficulty reading them.
- Remind the children that we do not sound out tricky words, but read them as a whole.
- Give the children five timed minutes to find and underline the target words in the reading text. When the time is up, ask the children to hold up the number of fingers matching the number of words they have underlined. Ask different children to read aloud the whole sentence in which a word occurs. Note that some words may NOT occur in the reading text.

- Set **spelling homework**: (Lesson 3, Steps 4-5) Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson. (Lesson 4, Steps 1-7)
- **C5**: Talk about the picture and ask different children to complete the sentences orally before they write the answers.
- **C6**: Discuss the rule in the 'wise owl' box and ask different children to complete the sentences orally before they write the answers. Note that in British English, *a* in *all* sounds exactly like *or*. However, an American speaker of English sounds the *r* at the end of *or*. No *r* should be sounded in *ball* and *always*.

### Extension activities

- Dictate all the sentences in C3. (Lesson 8, Steps 1-6)
- Ask children who finish early to list other words ending with *ful* (e.g. *thoughtful*, *beautiful*, *awful*) or *less* (e.g. *thoughtless*, *mindless*). Discuss whether it is always possible to make opposites by changing *ful* to *less*. (No, it is not. For example, *beautiless* and *awless* are not words in English.)

## D. Grammar and punctuation

### Learning outcomes

#### Students should be able to:

- **D1**: identify instructions or commands. (Lesson 7, Steps 3-8)
- **D2**: use numbered instructions, ending with a full stop. (Lesson 8, Steps 7-12)

#### Grammar notes for the teacher

- **D1**: Discuss the 'wise owl' teaching box.
- For the teacher's information: Sometimes we give instructions in polite ways that are not true commands. For example, *Would you please stand in line?* is a request, not a command. However, we expect the children to do it.
- The game *Simon says* will give practice in instructions or commands.
- **D2**: For the teacher's information: If we shout a command, like 'Stop!' we end it with an exclamation mark. However, the instructions in D2 are calm and ordered, so we end with a full stop.

### Extension

- Ask the children to write ten instructions for a game of *Simon says*.
- Dictate the sentences in D2. (Lesson 8, Steps 1-6)

## E. Listening, speaking, and composition

### Learning outcomes

#### Students should be able to:

- **E1-2**: respond correctly to instructions. (Lesson 8, Steps 13-16)
- **E3**: write instructions with the help of a writing frame. Then give the instructions to a classmate. (Lesson 9, Steps 10-17)

How to give feedback (Lesson 10, Step 3)

How children edit, redraft, display, and perform writing (Lesson 10, Steps 4-7)

#### Listening, speaking, and composition notes for the teacher

- **E1**: Before you do this exercise, demonstrate right and left, remembering to stand with your back to the children, so that their right is also your right.
- Elicit that a pizza is a traditional Italian recipe. It has a large round base made of flour. On this, there is a mixture of cheese, vegetables, and sometimes meat.

- Read aloud the listening exercise or play it on the audio-recording. The children should point to the top, middle, right, and left of the page in turn. Check that they are all pointing to the correct part of the page before you move on to the numbered instructions. They should all draw the pizza in their notebooks as described. Do not worry if their drawings are not perfect! The correct colour is probably enough.
- **E2:** On the second listening, they should complete the sentences.
- **E3:** Talk through the composition task with the whole class, asking different children to use the writing frame to help them frame sentences about their favourite meals. Make it clear that every child is likely to have a different favourite meal. After they have had plenty of practice orally, they can do the task in their books. (Lesson 9, Steps 2-9)
- Walk round the class, checking whether the children are following the writing frame. Praise them for adding their own ideas.
- **E4:** First ask two confident children to give each other instructions as one reads instructions and the other draws a picture of a meal on the board. Ask the rest of the class to assess how clear the instructions were and how well the listener responded. (Lesson 9, Steps 2-9)
- When the children have observed two correct models from an 'open pair' of children, they should practise giving each other instructions as 'closed pairs'. Remind them to use 'partner voices' and talk in a whisper.
- Walk round the class and monitor their conversation, helping where necessary.
- **Extension:** Ask the children to write instructions for how to draw a pattern on a plate, using the writing frame. It might include flowers, stars, leaves, circles, squares, or triangles.

### Answers

- **B1:** b) *No, it doesn't.*    c) *Yes, it is.*    d) *Yes, it does.*    e) *Yes, there are.*    f) *No, there aren't.*  
g) *No, it isn't. (The shadow isn't there because the Sun has not come up yet.)*
- **B2:** *(me - see), head - bed, up - buttercup, sleepy-head - bed*
- **B3:** 1. *Write your name on the rubber.*  
2. *Push the point of your pencil into your rubber.*  
3. *Place your pencil and rubber in the sun.*  
4. *After every hour, trace the shadow of the pencil.*  
5. *Write the hour on the ground by each shadow.*
- **C1:** Children learn the spellings for homework.
- **C2:** The children should label the pictures (clockwise from bottom left) *a table, a pencil, a squirrel, a towel, a nostril, a camel, an apple*
- **C3:** b) *labels, pencils*    c) *middle*    d) *Plural*    e) *travel, hospital*
- **C4:** Children learn the spellings for homework. They underline as many words as they can find in the reading text.
- **C5:** b) *careful*    c) *powerful*    d) *fearless*    e) *hopeful*
- **C6:** *Sadaf always plays with her friend Bina at break time. They often play with a ball and they also skip. Sometimes, they just walk around the playground and talk about television shows.*
- **D1:** b) ✓    c)    d) ✓    e)    f) ✓
- **D2:** 2. *Cut it out with a pair of scissors.*  
3. *Stick your animal to the top of a ruler.*  
4. *Go into a dark room.*  
5. *Shine a torch at your shadow puppet.*  
6. *Make it dance.*

- **E1:** The children should draw a big circular pizza in the middle of a clean page of their notebooks. There should be red tomatoes on the right side of the pizza, small onions on the left, green chillies at the bottom, purple brinjals at the top, and small mushrooms in the middle of the pizza. Do not worry if the drawings are not realistic. It is enough if the children get the colours right.
- **E2:** 2. *right* 3. *left* 4. *bottom* 5. *top* 6. *middle*
- **E3:** Answers will depend on the children's own ideas, following the pattern of the writing frame. For example:
  1. *Draw some white rice in the middle of the plate.*
  2. *Draw a small roti at the top of the plate.*
  3. *Draw some green peas at the bottom of the plate.*
  4. *Draw some long beans on the left of the plate.*
  5. *Draw some brown meat on the right of the plate.*
- **E4:** Check that the instructions correspond to the picture drawn by a partner.

## Workbook page notes

### Learning Outcomes in the Workbook

#### 1. Phonics, Vocabulary, Grammar, Punctuation, and Composition

See the summary at the beginning of this unit plan.

#### 2. Learning Outcomes for Handwriting

Students should be able to:

- practise writing words with the key phonic patterns for the unit.
- understand which letters, when adjacent to one another, are best left unjoined.
- write capital letters of the correct size, orientation, and relationship to one another and to lower case letters.

### Detailed lesson notes

See *Chapter 3: How to Plan a Teaching Unit*

## Answers

- **Ex 1:** The children practise copying the key letters as often as they can in the space provided, forming the letters correctly within the quadruple ruled lines. They then copy the names as often as they can without joining the capital letters.
- **Ex 2:** The children trace over the first word, whispering it as they write. They then copy the same word between the quadruple ruled lines to the right.
- **Ex 3:** a) *a parcel* b) *a bicycle* c) *a pedal* d) *a petal* e) *a jungle* f) *a tunnel*
- **Ex 4:** The children trace over the first word, whispering it as they write. They then copy the same word between the quadruple ruled lines to the right.
- **Ex 5:** a) *painless* b) *painful* c) *careful* d) *useless* e) *useful* f) *careless*
- **Ex 6:** The children should write the tricky words three times each, following the *look, cover, write, check* process.
- **Ex 7:** Answers will depend on the children.
- **Ex 8:** (Down, left to right) *all, ball, walk(s), small, mall*  
(Across, left to right) *wall, always, call, also, tall, talk*
- **Ex 9:** How to make a colour wheel  
What you need

- **Ex 10:** What to do  
1. Take    2. Trace    3. cut    4. Draw    5. colour    6. Push    7. Spin
- **Ex 11:** Note to the teacher: If possible, do this experiment in class. Note that when you spin the colour wheel, the colours turn white because the colours in the spectrum make up white light.
  - a) I used a cup to trace the circle.*
  - b) I used scissors to cut out the circle.*
  - c) I used a ruler to draw straight lines.*
  - d) I used seven colours to make the colour wheel.*
  - e) I used a pencil to spin the colour wheel.*
  - f) The wheel went white when it was spinning.*
- **Ex 12:** The children should write the instructions in Ex 9 and 10 from memory with the correct headings.
- **Extension:** Answers will depend on the children. Sample answer:
  - How to label the cover of a notebook
  - What you need
    - \* a new notebook
    - \* a ruler
    - \* a pencil
    - \* a pen
  - What to do
    1. Rule four lines with a pencil on the cover of your notebook.
    2. Write your full name neatly on the top line.
    3. Write the subject, English, on the second line.
    4. Write the name of your class on the third line.
    5. Write your teacher's name on the fourth line.
- **Handwriting Practice:** Children can copy into their handwriting copybooks all exercises that are in handwriting font and on quadruple ruled lines.

This unit revises the listening, phonic, grammar, punctuation, and composition skills taught in the previous four units. Please see **Chapter 4, How to Plan a Revision Unit**. It is suggested that you take a week to revise the previous four units.

### Answers: Textbook 2 Unit 10

- **Ex 1:** *The children mime how to make egg fried rice as you (or the audio-recording) instruct. Ensure that they are using the correct movements for chopping, breaking, and stirring in the eggs, turning on the gas, frying the vegetables, pouring on the eggs, etc. Check that they all eat with their mouths closed!*
- **Ex 2:** 1. Chop    2. Whip, using    3 frying    4. Fry, chopped    5. Stir, cooked    6. pepper
- **Ex 3:** a) a short shadow    b) two happy babies    c) rich people    d) a little towel  
e) a pencil and chalk    f) a snappy dog
- **Ex 4:** Clockwise from top left: *an umbrella, a shoelace, a courtyard, a newspaper, an armchair*. Children should connect labels to pictures with lines.
- **Ex 5:** b) *Her grandson's name is Samir.*  
c) *One evening, Samir's friends were playing football in the courtyard.*  
d) *Samir's grandmother was sitting outside reading her newspaper and enjoying the sunset.*  
e) *Samir's friend tripped on a shoelace and fell onto Granny's armchair.*  
f) *'No more football!' said Granny. 'It's Samir's bedtime now.'*

### Answers: Workbook 2 Unit 10

- **Ex 1:** The children add exit flicks at the bottom of a, c, d, e, h, i, k, l, m, n, t, u  
The children add exit flicks at the top of o, r, v, w  
The children circle b, f, g, j, p, q, s, x, y, z because at this stage they are best left unjoined.
- **Ex 2:** a) *eight matches*    b) *three babies*    c) *five sheep*    d) *nine brushes*  
e) *four women*    f) *two feet*
- **Ex 3:** a) *hot – cold*    b) *careful – careless*    c) *sad – happy*    d) *open – shut*  
e) *useless - useful*
- **Ex 4:** a) *They are riding on a bus.*    b) *They are riding bicycles.*    c) *It is driving a car.*  
c) *They are driving lorries.*    e) *It is standing in the road.*
- **Ex 5:** Answers will depend on the children. Sample answers:  
a) *The goat is saying 'Get out of my way!'*  
b) *The camel is saying 'I will stand here all day.'*

**Theme of the unit:** Good wins over evil.

**Reading genres:** A fairy tale in literary language, a diary

**Phonics:**

- Table 1: *Homophones: sun/son, one/won, hole/whole; o as in mother*
- Table 2: *ou as in outside; ow as in now; un as in unwell*

**Vocabulary:**

- Opposites with *un* as in *unhappy, unwell*
- Alliteration as in *Red Riding Hood*

**Grammar:**

- Expanded noun phrases as in *the Big Bad Wolf*
- Questions and negatives in the simple past tense: *Where did he go? He didn't go ... He went....*

**Punctuation:**

- Revision of apostrophes for missing letters

**Suitable games (Chapter 6):**

- *Phonic bingo / Run and match* (to practise the phonic patterns of this unit: Games 1 and 2)
- *Alibis* (to practise past tenses in questions and answers: Game 6)

**Listening and speaking:**

- Listen and respond to a diary; act the story.

**Composition:**

- Write a fictional diary.

**Homework**

- Read and discuss the text with a parent or adult.
- Learn the spellings of key phonic patterns and tricky words of the unit.
- Workbook pages 46-50

**Teaching aids**

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) a ruler to hold under the line they are reading in a text
- (advisable) audio equipment and recording for Textbook 2
- (advisable) flashcards for the phonic and tricky words of the unit (see Word List in Appendix 1)
- (advisable) materials for games chosen to support teaching points
- (optional) other fairy tales from the library
- (optional) pictures of wolves and forests to stimulate discussion and writing

**Extension activities (optional)**

**Drama**

- Ask the children to act out the story in class.
- If possible, provide them with simple props or costumes. Find a red jacket with a hood for Little Red Riding Hood or wrap a red shawl around her head. Find a basket for her to carry. Find a pair of glasses for Grandmother and put a pretty bath cap on her head. If possible, make ears for the wolf. Follow the same pattern as for mouse ears in Unit 3, but make the ears bigger, brown, and more pointed.

**Drama practice 1**

1. Ask five children to come to the front. Give each one a role from the story: Little Red Riding Hood, her mother, her grandmother, the wolf, the woodcutter's son.
2. Read aloud the story again, asking the actors to mime the parts of the characters as you speak.

**Drama practice 2**

1. Choose five different children to come up and take the parts. Choose articulate pupils for the speaking roles.
2. The actors should mime the actions and say their own lines (with prompting if necessary).
3. If you have access to a large hall, get the children into groups of five and let them all practise the drama in their groups.

**Performance**

1. When the children know the play by heart, perform it in an assembly for other children. Make sure that all your pupils speak slowly, loudly, and expressively so that their voices carry to the back of the hall.
2. You can decide whether to be the narrator yourself or whether to choose 4-8 children with loud, clear voices to narrate the story. Choose five children to act in front of others, making sure to give some parts to the least able in the class.

**Textbook page notes****A. Reading text****Learning outcomes for the whole text****Students should be able to:**

- read, understand, and enjoy a fairy tale.

**Pre-reading learning outcomes****Students should be able to:**

- draw on what they already know or on background information and vocabulary provided in Key words.
- consider the particular characteristics of a fairy tale.

**During-reading learning outcomes****Students should be able to:**

- participate in discussion about what is read to them, taking turns and listening to what others say.
- predict what might happen on the basis of what has been read so far.
- discuss word meanings, linking new meanings to those already known.
- cthat the text makes sense to them as they read; correct inaccurate reading.
- make inferences on the basis of what is being said and done.
- explain clearly their understanding of what is read to them.
- discuss the significance of the title and events.
- become familiar with literary language.

**For detailed procedure for teaching a reading text, see plans given in Chapter 3, for**

- First reading of the text: Lesson 1, Steps 7-18
- Second reading of the text: Lesson 2, Steps 3-8
- Third reading of the text: Lesson 3, Steps 6-13
- Paired reading practice: Lesson 4, Steps 19-21
- Drama or Discussion: Lesson 5, Steps 12-17

### Reading notes for the teacher

#### Pre-reading

- Elicit from the children that a fairy story is a traditional tale that is told to children. Remind them that they read another fairy tale in Level 1: *The Three Billy Goats Gruff*. Not all fairy tales have fairies in them, but there is usually some kind of magic that makes them end happily.
- Check understanding of the key words.
- **Suitable questions:** *What is the title? What part of the body does a hood cover? (The head.) What fairy stories do you know? (Perhaps Cinderella, Snow White, or The Three Billy Goats Gruff.) What can you see on the pictures on this page? What do you think the fairy story is going to be about?*

#### During the first reading

- As you play the audio-recording or read the text for the first time, ask the children to predict what will happen before they read on to the next page. Accept a variety of opinions.
- As you read, elicit the meanings of difficult words like *chocolate chip cakes* and *unusual*.
- Elicit that Red Riding Hood becomes more and more worried, the more closely she looks at her 'granny'.
- **Talk box 1:** Ask the children to tell you what dangers Red Riding Hood might meet in the forest. (Snakes, thieves, trolls? ... What about a wolf!)
- **Talk box 2:** Ask the children to imagine the different things the wolf could do? (Have a cup of tea with Granny? Eat all the cakes/Little Red Riding Hood/Granny?)

#### During the second reading

- Read the text more quickly so that the story flows. Point out how we want to read on because we are waiting to find out what will happen. This is called suspense.
- Ask questions regularly to check understanding.
- Ask the children to make inferences on the basis of what is being said and done. For example, when the wolf offers to race against Little Red Riding Hood, we infer that he plans to hurt her, even though he does not say he will.
- Talk about the literary language that is usually used in books, for example, *All the better to hear/see/small/eat... Quick as a flash,... They all lived happily ever after.*
- Discuss which senses the wolf talks about (hearing, sight, smell, taste).

#### During the third reading

- The children whisper along with the audio-recording or with you, copying the intonation.

#### Paired reading practice

- The children take turns to read the text to each other in a whisper, explain the text in their own words, and identify their favourite passages. Usually, these are the most exciting parts!
- The teacher walks round the class to monitor reading, checking the children are on task, and reading correctly.

#### Drama

- The children act out the story (see Extension Activities at the beginning of this unit).

### B. Comprehension

#### Learning outcomes

##### Students should be able to:

- **B1:** explain their understanding of the text, using the simple past tense.
- **B2:** use literary language in the context of the story.  
(Lesson 2, Steps 9-14)

- Comprehension notes for the teacher
- **B1:** Remind the children that when we are telling a story in the past tense, we use the present form of the verb after *did*, e.g. *She **did** not **live** with her grandmother.*
- **B2:** Explain that the phrases in the first column are often used in story telling.

**Extension:** Ask the children to find and list adjectives on page 70, e.g. *little, deep, dark, red, unwell, chocolate, big, bad,*

## C. Word reading and spelling

For detailed procedure for Word Reading and Spelling pages, see the start of every lesson plan, since you should do phonic practice at the beginning of every lesson.

### Learning outcomes

#### Students should be able to:

- **C1:** recognize that homophones have different spellings and meanings, but sound the same. Read words with *o* as in *mother*. Learn the spellings. (Lesson 1, Steps 1-6)
- identify the target words in the reading text. (Lesson 4, Steps 8-13)
- **C2:** write words with the correct spelling of homophones in a context. (Lesson 4, Steps 14-18)
- **C3:** identify words where *o* sounds like *u* in *bun*.
- **C4:** read words with *ou*, *ow*, and *un* and learn the spellings. (Lesson 1, Steps 1-6) Recognize that the prefix *un-* usually makes a word into its opposite.
- read the tricky words as a whole. (Lesson 6, Steps 3-7)
- **C5:** write words with *ou* and *ow* in context. (Lesson 6, Steps 8-11)
- **C6:** make words into their opposite by using the prefix *un-*.

#### Spelling notes for the teacher

- **C1:** Explain that homophones have different spellings and meanings, but sound the same. Read and discuss the sample sentences for each homophone. **Do not sound out these words.**
- Point out that in the listed words, *o* sounds like *u* in *bus*.
- Give the children five timed minutes to find and underline the target words in the reading text. When the time is up, ask the children to hold up the number of fingers matching the number of words they have underlined. Ask different children to read aloud the whole sentence in which a word occurs. Remember to include the less able. Note that some words may NOT occur in the reading text.
- Set **spelling homework:** (Lesson 3, Steps 4-5) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C2:** Ask different children to tell you the correct spelling for each homophone before they write the answers.
- **Test the spellings** in C1 after the children have learnt them for homework. (Lesson 4, Steps 1-7)
- **C3:** Point out that in *pot* and *son* the letter *o* makes different phonemes.
- **C4:** Teach the children to read the words after you or the audio-recording. Discuss the 'wise owl' box and point out that the prefix *un-* makes a word mean its opposite.
- Read the tricky words as a whole.
- Set **spelling homework:** (Lesson 3, Steps 4-5) Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson. (Lesson 4, Steps 1-7)
- **C5:** Ask different children to complete the sentences orally before they write the answers.
- **C6:** Discuss the meaning of the term *opposite* before the children make the sentences by adding *un*. Ask the children to tell you some other opposite pairs e.g. *big/small, old/young, good/bad*.

#### Extension activities

- Dictate all the sentences in C6. (Lesson 8, Steps 1-6)
- Ask children who finish early to think of other words beginning with *un*, e.g. *uncomfortable, uncountable, unfair, unhealthy, unlucky, unsafe, untidy, untrue*

## D. Grammar and punctuation

### Learning outcomes

#### Students should be able to:

- **D1:** recognize a noun phrase. (Lesson 7, Steps 3-8)
- **D2:** recognize repeated sounds. (alliteration).
- **D3:** replace the missing letters indicated by apostrophes. (Lesson 8, Steps 7-12)
- **D4:** identify past simple tenses in a diary.
- **D5:** use the present form of a verb after *did* in past tense negatives and questions.

#### Grammar notes for the teacher

- The game *Alibis* will give practice in questions and negatives in the past simple tense.
- **D1:** Discuss the 'wise owl' teaching box. Ask the children to tell you what kinds of words tell you more about the nouns in these examples. Elicit that they are adjectives.
- For the teacher's information: A phrase is a group of words without a verb. Noun phrases often include adjectives. They can also include other parts of speech, but do not confuse the children with these yet. For now, treat noun phrases as a group of words with at least one adjective and noun.
- **D2:** Help the children to pick out the repeated sounds in the noun phrases. Later, the children will learn that we call repeated sounds alliteration.
- **D3:** Discuss the 'wise owl' teaching box. On the board, demonstrate how we can miss out letters and replace them with an apostrophe. Explain that we usually use apostrophes when we are writing what someone says because when we are speaking, we often blend words together.
- **D4:** Elicit that there are two kinds of diary. One type of diary gives the dates of the month ahead so that we can list what we are going to do and at what time. The other type of diary is an account that we write at the end of the day. We describe what happened during the day. This is the type of diary in D4. It is an imaginary diary, written by Red Riding Hood's mother. Elicit that she does not know what happened to her mother and daughter. We infer from the diary that Red Riding Hood did not tell her!
- Remind the children that regular past tenses end with *ed* (like *baked* and *arrived*). Others are irregular and have different past forms (like *put*, *gave*, *went*, *felt*, *said*).
- **D5:** Discuss the 'wise owl' box and remind the children that we use the present form of a verb after *did* both in past tense questions and when we say something did not happen in the past tense.

#### Extension

- Ask the children to list all the regular and irregular past tenses on this page.
- Dictate the questions in D5. (Lesson 8, Steps 1-6)

## E. Listening, speaking, and composition

### Learning outcomes

#### Students should be able to:

- **E1:** respond correctly to an oral reading of a diary. (Lesson 8, Steps 13-16)
- **E2:** act out the story in groups of five. (Lesson 9, Steps 2-9)
- **E3:** write a fictional diary. (Lesson 9, Steps 10-17)

How to give feedback (Lesson 10, Step 3)

How children edit, redraft, display, and perform writing (Lesson 10, Steps 4-7)

#### Listening, speaking, and composition notes for the teacher

- **E1:** Read aloud the listening exercise **three times** or play it on the audio-recording. The first time, just get the children to listen so that they get the over-all meaning of Grandmother's diary. Check comprehension after the first reading. For example, *How did Grandmother feel this morning? (unwell) What did she do? (went to bed).*

- At the second reading, the children write the words in the blanks. At the third reading, they check that they have written the words correctly.
- **E2:** The children act out the story in groups of five. See Extension activities at the beginning of the unit.
- **E3:** Talk through the composition task with the whole class, asking different children to use the writing frame to help them frame sentences. Make sure they use the first person *I* as if they are Little Red Riding Hood. After they have had plenty of practice orally, they can do the task in their books. (Lesson 9, Steps 2-9)
- Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas.
- **E4:** Encourage the children to proof-read their work with the help of a classmate. Stress that you will not be angry if they cross out work and replace it with better spelling, grammar, or punctuation. On the contrary! You will be pleased that they are thinking critically about their own writing.
- All writers need an audience. Make a decision whether you want the children to re-draft their writing for display or to read aloud. In this case, mark their work fully so that their second drafts are as perfect as possible. See Chapter 1, Section 6.3 and 10 for correction strategies.
- After you have marked the compositions, read aloud examples of good writing. Also give feedback on common mistakes (without mentioning names, to avoid humiliating children publicly).
- If the children are to read aloud or display their work, encourage them to write a neat second draft, illustrating it if appropriate.

**Extension:** Ask the children to write the imaginary diary of the wolf, using the same writing frame.

## Answers

- **B1:** *b) lived c) took d) did not stay e) met f) asked*
- **B2:** *b) A short while later, Little Red Riding Hood arrived.  
c) 'What big teeth you've got!' said Little Red Riding Hood.  
d) 'All the better to eat you with!' said the wolf.  
e) Just at that moment, the woodcutter's son arrived.*
- **C1:** Children learn the spellings for homework. They underline as many words as they can find in the reading text.
- **C2:** *a) He put a cap on his son's head to keep off the sun.  
b) One of Seema's friends won a medal for coming first.  
c) A whole family of rabbits lived in the hole.*
- **C3:** Children should underline *d) won e) Monday g) mother*
- **C4:** Children learn the spellings for homework.
- **C5:** *a) (around), house b) flowers c) growl, brown d) ground e) about*
- **C6:** *b) On Monday, she felt unhappy. c) She was feeling unwell too. d) This was unusual for her.*
- **D1:** *b) some chocolate chip cakes c) the deep dark forest d) the Big Bad Wolf*
- **D2:** Repeated sounds in D1 are circled.
- **D3:** *b) I will take her some chocolate chip cakes. c) She was not afraid of the deep dark forest. d) The Big Bad Wolf said, 'Let us have a race.'*
- **D4:** *baked, put, gave, went, felt, arrived, was, asked, said*
- **D5:** *b) No, she did not live in a flat. She lived in a house.  
c) No, she did not see a fox. She saw a wolf.  
d) No, the wolf did not scare her mother. It scared her grandmother.  
e) No, she did not find her granny. She found the walf.*
- **E1:** line 1: *felt* line 2: *went, heard* line 3: *jumped, scared* line 4: *hid, saw* line 6: *came, scared*
- **E2:** The children act out the story.

- **E3:** Answers will depend on the children's own ideas. Here is an example:  
*What a frightening day! This morning, I helped Mum to bake some chocolate chip cakes. Then I put them in a basket for Granny, because she is unwell. I went along the path through the forest to Granny's house. On the way, I saw some flowers and I wanted to pick them for Granny. So I left the path (stupid me!) and suddenly I met the Big Bad Wolf.*  
He said, 'Let's race to your grandmother's house.' I ran as fast as I could, but he got there first. He put on Granny's nightie and glasses. At first, I thought he WAS Granny, but then he showed his teeth and jumped out of bed. I jumped out of the window.  
*Just then, the woodcutter's son arrived. Whew! He chased the wolf away. After that we all had tea and ate the chocolate chip cakes. They were yummy!*

## Workbook page notes

### Learning Outcomes in the Workbook

#### 1. Phonics, Vocabulary, Grammar, Punctuation, and Composition

See the summary at the beginning of this unit plan.

#### 2. Learning Outcomes for Handwriting

Students should be able to:

- practise writing words with the key phonic patterns for the unit.
- form lower-case letters of the correct size relative to one another, within quadruple-ruled lines. begin to join some letters from the bottom.

**HANDWRITING NOTE:** From Unit 11 onwards, children are taught to join certain letters in Exercise 1 of each unit. In other exercises, they should continue to use unjoined handwriting throughout Level 2. This is because they can form incorrect writing habits if they try to join all letters before they learn which letters join at the bottom, which join at the top, and which do not join at all. Children should be ready to move to fully joined handwriting by the middle of Workbook 3.

#### Detailed lesson notes

See *Chapter 3: How to Plan a Teaching Unit*.

## Answers

- **Ex 1:** The children copy the words, joining the letters from the bottom. They should continue to place the letters correctly between the lines.
- **Ex 2:** a) son, whole    b) won    c) hole    d) One    e) sun
- **Ex 3:** a) father    b) son    c) mother    d) brother
- **Ex 4:** The children trace over the first word, whispering it as they write. They then copy the same word between the quadruple ruled lines to the right.
- **Ex 5:** a) proud    b) unkind    c) round tower    d) mountain    e) allow    f) unfair    g) towel    h) unable
- **Ex 6:** The children should write the tricky words three times each, following the *look, cover, write, check* process.
- **Ex 7:** Answers will depend on the pupils.
- **Ex 8:** a) unkind    b) unlucky    c) untie    d) untidy  
[Children can copy this exercise into their handwriting copybooks.]

- **Ex 9:** The end of each answer will depend on what the children did yesterday. They should follow the pattern. Here are sample answers:
  - b) No, I didn't eat chocolate chip cakes yesterday. I ate (samosas).*
  - c) No, I didn't see a wolf yesterday. I saw (a thin dog).*
  - d) No, I didn't meet a woodcutter yesterday. I met (the girl next door).*
- **Ex 10:** a) You're    b) He's    c) We're    d) isn't    e) don't    f) I'm
- **Ex 11 and 12:** Answers will depend on what children did yesterday. They should use the past tense. Here is a sample answer.
 

Thursday

*Yesterday, I went to the park with Auntie Zeenat and my cousins, Mumtaz and Amir. I saw a camel in the park. I felt frightened of it because it opened its mouth and showed me its teeth. Next, we went on the swings and slides. I smelt sweet corn roasting on a stall. I ate two sweet corn cobs. They were hot and spicy. Mmm! At the end of the day, we listened to some songs and sang along with them. It was fun!*
- **Handwriting Practice:** Children can copy into their handwriting copybooks all exercises that are in handwriting font and on quadruple ruled lines.

**Theme of the unit:** Things we do in the playground

**Reading genres:** Suggestions, contemporary poem

**Phonics:**

- Table 1: *Homophones or near homophones: quite/quiet, threw/through; a as in want*
- Table 2: *ir as in girl; ur as in hurt; ould as in could*

**Vocabulary:**

- Subordination with *when, if, because*
- *problems, ideas, suggestions*

**Grammar:**

- Modals: *could, would, should*
- Use *when, if, and because* in sentences

**Punctuation:**

- Revision of apostrophes for possession and missing letters

**Suitable games (Chapter 6):**

- *Phonic bingo / Run and match* (to practise the phonic patterns of this unit: Games 1 and 2)
- *Elephants and mice* (to practise questions about the reading text: Game 5)

**Listening and speaking:**

- Listen and respond to suggestions.

**Composition:**

- Make suggestions how to improve a playground using *could, would, and should*.

**Homework**

- Read and discuss the text with a parent or adult.
- Learn the spellings of key phonic patterns and tricky words of the unit.
- Workbook pages 51-55

**Teaching aids**

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) a ruler to hold under the line they are reading in a text
- (advisable) audio equipment and recording for Textbook 2
- (advisable) flashcards for the phonic and tricky words of the unit (see Word List in Appendix 1)
- (advisable) colour pencils
- (advisable) materials for games chosen to support teaching points
- (optional) a map of your own playground to stimulate discussion and writing

**Extension activities (optional)**

**A survey of the playground**

1. After you have completed Sections A-D of the unit, prepare a simple survey.
2. You could set it out as a table like this:

Area	What I like	Problems	Ideas for improvement
Near the gate			
KG Playground			
Junior Playground			
Senior Playground			

- Get the children in pairs. Give each pair a survey and a hard book to rest on.
- Ask them to walk around the playground, taking notes. Here is an example:

Area	What I like	Problems	Ideas for improvement
Near the gate	the colourful welcome notice	There are traffic jams at the beginning and end of school.	Make a second gate so cars can come in at one gate and go out of the other gate.
KG Playground	the play equipment	It is a very small playground. Children have no space to run around.	We could take some space from the senior playground.
Junior Playground	shady trees	There is no play equipment, so we get bored sometimes.	We would like a slide, swings and climbing frame.
Senior Playground	very big, hockey pitch	There is a lot of litter.	Put more litter bins in the senior playground.

### A litter-pick on the playground

- After you have completed D2, you may want to take the children outside to pick up litter in the playground. This will give them a sense of responsibility to their school environment.
- Ensure that they all wash their hands carefully afterwards.

## Textbook page notes

### A. Reading text

#### Learning objectives for the whole text

##### Students should be able to:

- read, understand, and enjoy a non-fiction text.
- appreciate a poem and recite it with rhythm.

#### Pre-reading learning outcomes

##### Students should be able to:

- draw on what they already know and vocabulary provided in Key words.
- link what they read to their own experiences.

#### During-reading learning outcomes

##### Students should be able to:

- participate in discussion about what is read to them, taking turns and listening to what others say.
- discuss word meanings, linking new meanings to those already known.
- check that the text makes sense to them as they read; correct inaccurate reading.
- make inferences while reading a poem.
- explain clearly their understanding of what is read to them.
- consider the particular characteristics of suggestions.

For detailed procedure for teaching a reading text, see plans given in Chapter 3, for

- First reading of the text: Lesson 1, Steps 7-18
- Second reading of the text: Lesson 2, Steps 3-8
- Third reading of the text: Lesson 3, Steps 6-13
- Paired reading practice: Lesson 4, Steps 19-21
- Drama or Discussion: Lesson 5, Steps 12-17

### Reading notes for the teacher

#### Pre-reading

- To relate the text to the experiences of children, discuss what they do in the playground.
- **Suitable questions:** *What do you do in the playground?* (For example, run, play with balls, play *He or Catch*, talk, skip, play on the play equipment.) *What can you see on the pictures on this page? What do you think the text is going to be about?*

#### During the first reading of the non-fiction text

- As you play the audio-recording or read the text for the first time, ask the children to discuss whether the playground in the book is like the playground in your school. Ask, *How is this playground like ours? How is it different from ours?*
- As you read, elicit the meanings of difficult words like *problem* and *idea*.
- Elicit that suggestions are not like the instructions we gave in Unit 11. We cannot make people do what we want, but we can politely give them ideas to show them how to make things better.
- **Talk box 1:** Ask the children to suggest ways they can improve their own playground.

#### During the second reading of the non-fiction text

- Read the text more quickly so that the story flows.
- Ask questions regularly to check understanding.
- Elicit that each piece of writing has the same subheadings: **Problems** and **Our idea**. Point out that we know they are subheadings because they are underlined. In books, usually subheadings are in bold. When we write in our notebooks, we underline subheadings with a ruler.

#### During the third reading of the non-fiction text

- The children whisper along with the audio-recording or with you, copying the intonation.
- When they take turns to read the text aloud to a partner, walk round the class, checking that the text makes sense to them as they read, and correcting inaccurate reading.

#### During the first reading of the poem

- As you play the audio-recording or read the text for the first time, ask the children to discuss friendship problems in the playground. Elicit that we are all lonely sometimes.
- As you read, elicit that *He* is the name of a game when one child tries to catch all the others. As soon as he/she or she touches someone, that person becomes the catcher.
- Help the children to infer that the poet is lonely in the first verse. However, by being kind to the new boy, he makes a friend and both of them become happier.
- **Talk box 2:** Ask the children to discuss the problem of loneliness. Point out that we all need friends and should try to be friends with everyone else in the playground.

#### During the second reading of the poem

- Point out that the poem has a strong rhythm. If you clap at the underlined parts, you will notice the beat. Almost all poems have a beat, which we call **stress**. As you recite the poem, or play the audio-recording, ask the children to clap at the underlined syllables.
- Ask questions to check understanding.

### During the third reading of the poem

- Ask half the class to read aloud the poem and the other half to clap at the underlined (or stressed) syllables.
- Then swap roles and the other half read as the first half clap.

### Paired reading practice

- The children take turns to read the text to each other in a whisper, explain the text in their own words, and identify their favourite passages or words.
- The teacher walks round the class to monitor reading, checking the children are on task and reading correctly.

### Poetry reciting

- The children learn to recite the poem by heart. You may ask them to recite one or two lines individually, or the whole class may recite chorally. Encourage correct intonation and lively expression. If possible, give them an audience by performing the poem to parents or to other children in an assembly.

## B. Comprehension

### Learning outcomes

#### Students should be able to:

- **B1:** label key vocabulary.
- **B2:** explain what each child wants and why.
- **B3:** summarize the key points of a poem. (Lesson 2, Steps 9-14)

#### Comprehension notes for the teacher

- **B1:** Remind the children to use capital letters at the beginning of each name.
- Play *Elephants and mice* to check understanding of both texts.
- **B2:** Take time to discuss each child's reasons. Sometimes there is more than one reason. For example, Rita and Afia want a garden because they want to look after plants, watch birds, and have a quiet place where they can talk to their friends.
- **B3:** Ask the children to make inferences about the poem, for example, *Why do you think the other children aren't playing with the poet?* Elicit that sometimes children leave out others who are different from them in some way. Point out that we are all different from each other. We all feel left out sometimes. So it is very important to include people who seem lonely.

**Extension:** Ask the children to write a few sentences about a time when they felt lonely in the playground.

## C. Word reading and spelling

For detailed procedure for Word Reading and Spelling pages, see the start of every lesson plan, since you should do phonic practice at the beginning of every lesson.

### Learning outcomes

#### Students should be able to:

- **C1:** read words with homophones or near homophones.
- read words with **a** as in *want* or *squash* and learn the spellings. Point out that **a** usually sounds like **o** when it comes after **w** or **qu**. (Lesson 1, Steps 1-6)
- identify the target words in the reading text (Lesson 4, Steps 8-13)
- **C2-3:** choose the correct spelling of homophones in a context. (Lesson 4, Steps 14-18)
- **C4:** read words with **ir**, **ur**, and **ould** and learn the spellings. (Lesson 1, Steps 1-6)
- read the tricky words as a whole. (Lesson 6, Steps 3-7)
- **C5:** write words with **ir**, **ur**, and **ould** in context. Identify *when*, *if*, and *because*. (Lesson 6, Steps 8-11)
- **C6:** write key vocabulary about the playground.

### Spelling notes for the teacher

- **C1:** Explain that 'quite' and 'quiet' are near homophones but do not sound exactly the same. People often mix up the two spellings. Say the words slowly so that children can hear the difference. Do **not** sound out and blend the homophones.
- Give the children five timed minutes to find and underline the target words in the reading text. When the time is up, ask the children to hold up the number of fingers matching the number of words they have underlined. Ask different children to read aloud the whole sentence in which a word occurs. Note that some words may NOT occur in the reading text.
- Set **spelling homework:** (Lesson 3, Steps 4-5) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C2:** Ask different children to spell aloud the correct spelling for each homophone orally before they write the answers. Teach the children to use letter names (e.g. *cue-you-eye-ee-tee* for *quiet*), not phonic patterns. They should be making the transition from phonic sounds to letter names at this age.
- **C3:** Ask the children to write the letter of the sentence that matches each picture.
- **Test the spellings** in C1 after the children have learnt them for homework. (Lesson 4, Steps 1-7)
- **C4:** The children repeat the words after you or the audio-recording. Only sound out the words if the children have difficulty reading them.
- Remind the children that we do not sound out tricky words, but read them as a whole.
- Set **spelling homework:** (Lesson 3, Steps 4-5) Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson. (Lesson 4, Steps 1-7)
- **C5:** Ask different children to complete the sentences orally before they write the answers.
- **C6:** Talk about the picture before the children label it.

### Extension activities

- Ask the children to draw and label their own playground.
- Dictate all the sentences in C2. (Lesson 8, Steps 1-6)
- Ask children who finish early to write sentences using *when*, *if*, and *because*.

## D. Grammar and punctuation

### Learning outcomes

#### Students should be able to:

- **D1:** use the modals *could* and *should* in suggestions. (Lesson 7, Steps 3-8)
- **D2:** use apostrophes to show missing letters or belonging. (Lesson 7, Steps 3-8).

### Grammar notes for the teacher

- **D1:** Discuss the 'wise owl' teaching box. Encourage the children to think of sensible suggestions in answer to the questions. These will differ.
- **D2:** Discuss the 'wise owl' teaching box. Point out that there are TWO reasons for using an apostrophe.
- Discuss the problem of litter in your own playground before deciding where to put the apostrophes. You may wish to take the children outside to pick up litter. See Extension activities at the beginning of this unit.
- Point out that we use apostrophes to shorten some words because the children are **talking**. We use apostrophes for speech, but do not usually shorten words in formal writing.

### Extension

- Ask the children to write other sentences with apostrophes.
- Dictate the sentences in D2. (Lesson 8, Steps 1-6)

## E. Listening, speaking, and composition

### Learning outcomes

#### Students should be able to:

- **E1:** respond correctly to oral suggestions. (Lesson 8, Steps 13-16)
- **E2:** speak with a classmate in pairs or groups. (Lesson 9, Steps 2-9)
- **E3:** write sentences by saying out loud what they are going to write about. Plan and write a guided composition. (Lesson 9, Steps 10-17)

How to give feedback (Lesson 10, Step 3)

How children edit, redraft, display, and perform writing (Lesson 10, Steps 4-7)

### Listening, speaking, and composition notes for the teacher

- **E1:** Read aloud the listening exercise or play it on the audio-recording. Point out that Shahana's ideas follow the same pattern as in the reading text: The first paragraph is about a problem. The second paragraph is about her ideas or suggestions.
- **E2:** Practise the dialogue orally. First ask two confident children to explain their ideas as an open pair. (Lesson 9, Steps 2-9)
- When the children have observed a correct model from an 'open pair' of children, they should practise the dialogue as 'closed pairs'. Remind them to use 'partner voices' and talk in a whisper.
- Walk round the class and monitor their conversation, helping where necessary.
- **E3:** Talk through the composition task with the whole class, asking different children to use the writing frame to help them frame sentences.
- Point out that in their notebooks, they should underline subheadings with a ruler. After they have had plenty of practice orally, they can do the task in their books. (Lesson 9, Steps 2-9)
- Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas.
- **E4:** Encourage the children to proof-read their work with the help of a classmate. Stress that you will not be angry if they cross out work and replace it with better spelling, grammar, or punctuation.
- All writers need an audience. Make a decision whether you want the children to re-draft their writing for display or to read aloud. In this case, mark their work fully so that their second drafts are as perfect as possible. See Chapter 1, Section 6.3 and 10 for correction strategies.
- After you have marked the compositions, read aloud examples of good writing and good ideas for the playground. Also give feedback on common mistakes (without mentioning names, to avoid humiliating children publicly).
- If the children are to read aloud or display their work, encourage them to write a neat second draft, illustrating it if appropriate.

**Extension:** If possible, provide the children with a photocopied map of the school site. Ask the children to draw their suggested improvements on the map, indicating where they should be.

## Answers

- **B1:** In a clockwise direction from the top right: *Afia, (Rita), Hassan, Asad, Sam* (boy with bottle)
- **B2:** a) *Rita and Afia want a quiet garden because it is quite noisy in the playground.*  
b) *Asad wants a climbing frame because children are bored and sometimes quarrel when they have nothing to do.*  
c) *Sam and Hassan want two water taps because they get thirsty when it is hot and get dirty after playing.*
- **B3:** a) *unhappy, friends* b) *crying, plays, new*
- **C1:** Children learn the spellings for homework. They underline as many words as they can find in the reading text.
- **C2:** a) *(quiet), quite* b) *wash* c) *want, squash* d) *was, watch*

- **C3:** Picture 2: a Picture 3: d Picture 4: b
- **C4:** Children learn the spellings for homework.
- **C5:** b) *would, thirsty* because c) *girls, path* if d) *should, birdbath* because e) *turn* if
- **C6:** Labels from the top in a clockwise direction: *wall, gate, path, quiet area, birdbath, (noisy area) taps, climbing frame*
- **D1:** Open answers. Here are examples:
  - b) *If it is cold, you should wear a coat or sweater.*
  - c) *If you feel bored, you could read a book or play with your cousins.*
  - d) *If you feel hungry, you could ask your aunt for a snack.*
- **D2:** a) *There's a lot of litter in the playground. It's very ugly.*  
b) *Let's pick it up. It's easy for us because we've got a break now. We could use Hassan's bag.*  
c) *That's not fair. Couldn't we use Afia's lunchbox? I don't want my bag to get dirty.*  
d) *Why don't we use this old plastic bag? Then we'll clean the playground and we won't use Hassan's bag or Afia's lunchbox.*
- **E1: Our idea** We would like to paint some pictures on the walls. We could paint flowers. We could do it when we have art lessons. Class 9 children could help us if they have time. We should paint the walls of Class 2 near the car park.
- **E2 and 3:** Open answers will depend on the children's own ideas.
- **E4:** Check the children's spelling, punctuation, and grammar before they write their ideas neatly for the head teacher.

## Workbook page notes

### Learning Outcomes in the Workbook

#### 1. Phonics, Vocabulary, Grammar, Punctuation, and Composition

See the summary at the beginning of this unit plan.

#### 2. Learning Outcomes for Handwriting

Students should be able to:

- practise writing words with the key phonic patterns for the unit.
- form lower-case letters of the correct size relative to one another, within quadruple-ruled lines.
- use exit flicks from the bottom of letters.

### Detailed lesson notes

See *Chapter 3: How to Plan a Teaching Unit*

## Answers

- **Ex 1:** The children copy the words, joining the letters from the bottom. They should continue to place the letters correctly between the lines.
- **Ex 2:** *quite, was* b) *through* c) *quite* d) *threw* e) *wash, quiet*
- **Ex 3:** The children trace over the first word, whispering it as they write. They then copy the same word between the quadruple ruled lines to the right.
- **Ex 4:** a) *a purse* b) *a circle* c) *a nurse* d) *a swan*
- **Ex 5:** a) *Tuesday comes before Wednesday.* b) *Wednesday comes before Thursday.*  
c) *Friday comes before Saturday.* d) *Sunday is the first day of the week.*  
e) *Tuesday is the third day of the week.*

- **Ex 6:** The children should write the tricky words three times each, following the *look, cover, write, check* process.
- **Ex 7:** Answers will depend on the children.
- **Ex 8:** a) *I drink if I am thirsty.*                      b) *I eat if I am hungry.*                      c) *I go to bed if I am sleepy.*  
d) *I take off my sweater if I am hot.*                      e) *I put on my sweater if I am cold.*
- **Ex 9:** a) Sam's bottle matched to the picture of the bottle  
b) Asad's T-shirt matched to the picture of the T-shirt  
c) Afia's lunch box matched to the picture of the lunchbox  
d) Rita's swan matched to the picture of the swan  
e) Hassan's book matched to the picture of the book
- **Ex 10:** a) *Sam would like Hassan's book.*                      b) *Asad would like Afia's lunchbox.*  
c) *Afia would like Rita's swan.*                      d) *Rita would like Asad's T-shirt.*  
e) *Hassan would like Sam's bottle.*
- **Ex 11:** Answers will depend on the children. Sample answer: *I would like Afia's lunchbox.*
- **Ex 12:** Answers will depend on the children.
- **Ex 13:** Sample answers:  
b) *The electric kettle is near the tap. This is a problem because Sam could get an electric shock. Sam should move the kettle away from the tap.*  
c) *The fridge door is open. This is a problem because the food could become bad. Sam should shut the fridge door.*
- **Extension:** Answers will depend on the children. Sample answer: *There are lots of lunchboxes on the floor near the door. This is a problem because people stand on them and our sandwiches fall out. We should put more hooks on the wall by the door. Then the lunchboxes will be safe.*
- **Handwriting Practice:** Children can copy into their handwriting copybooks all exercises that are in handwriting font and on quadruple ruled lines.

**Theme of the unit:** Working together

**Reading genre:** A traditional tale

**Phonics:**

- Table 1: *Homophones: be/bee, see/sea; ey as in donkey*
- Table 2: *ea as in head*

**Vocabulary:**

- Suffixes *ment* and *ness* as in *payment, goodness*
- Plurals with *y* and *ey*: *lorries, donkeys*

**Grammar:**

- Future tense: *I am going to ... / I will ...*
- Adjectives about feelings: *frightened, surprised*

**Punctuation:**

- Revision of capital letters and full stops

**Suitable games (Chapter 6):**

- *Phonic bingo / Run and match* (to practise the phonic patterns of this unit: Games 1 and 2)
- *Mime the adjective* (to practise adjectives of feeling: Game 14)

**Listening and Speaking:**

- Hot-seat a character to understand feelings.

**Composition:**

- Write questions and answers for hot-seating.

**Homework**

- Read and discuss the text with a parent or adult.
- Learn the spellings of key phonic patterns and tricky words of the unit.
- Workbook pages 56-60

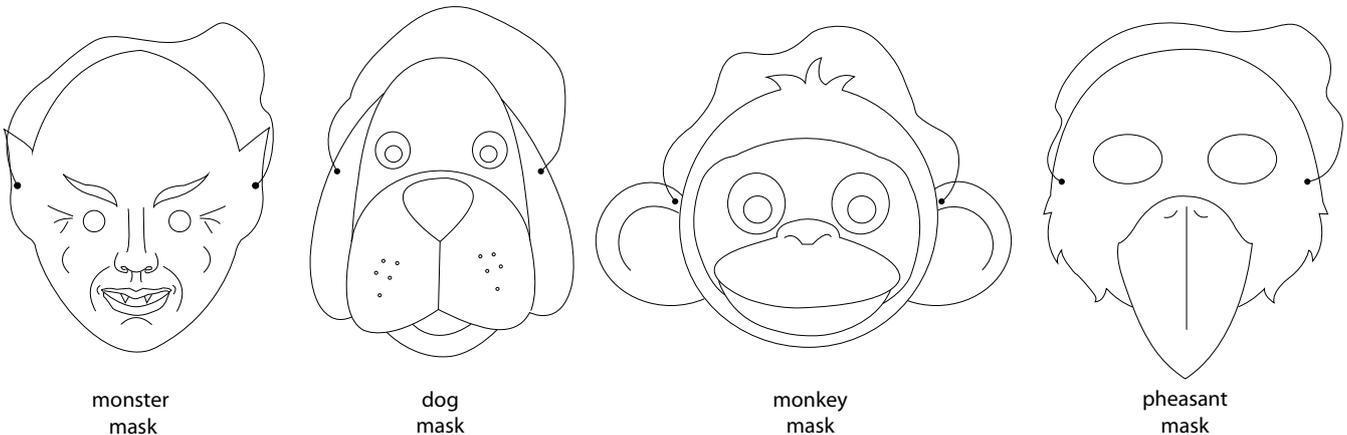
**Teaching aids**

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) a ruler to hold under the line they are reading in a text
- (advisable) audio equipment and recording for Textbook 2
- (advisable) flashcards for the phonic and tricky words of the unit (see Word List in Appendix 1)
- (advisable) card, colour pencils, scissors, and elastic for the masks, if you dramatize the story
- (advisable) materials for games chosen to support teaching points
- (optional) books of other traditional tales from the library
- (optional) a map of the world, to show the location of Japan

## Extension activities (optional)

### Drama

- Ask the children to act out the story in class.
- If possible, provide them with simple props or costumes. Spend a craft lesson making masks for all the characters except Momo-taro and his parents.
- Some sample masks are illustrated below. If possible, photocopy and enlarge the outlines on card. Get the children to cut them out and colour them in their own way.



### Drama practice 1

- Ask eight children to come to the front. Give each one a role from the story (Momo-taro, his parents, at least two monsters, the dog, monkey, and pheasant).
- Read aloud the story again, asking the actors to mime the parts of the characters as you speak.
- Tell the rest of the children act as monsters from their seats.

### Drama practice 2

- Choose eight different children to come up and take the parts. Choose articulate pupils for the speaking roles.
- The actors should mime the actions and say their own lines (with prompting if necessary). All the non-speaking children can act as monsters.
- If you have access to a large hall, get the children into groups of eight and let them all practise the drama in their groups.

### Performance

- When the children know the play by heart, perform it in an assembly for other children. Make sure that all your pupils speak slowly, loudly, and expressively so that their voices carry to the back of the hall.
- You can decide whether to be the narrator yourself or whether to choose 4-8 children with loud, clear voices to narrate the story. Choose some children for the speaking roles. All the others can be monsters.

## Textbook page notes

### A. Reading text

#### Learning outcomes for the whole text

##### Students should be able to:

- read, understand, and enjoy a traditional tale.

#### Pre-reading learning outcomes

##### Students should be able to:

- draw on background information and vocabulary provided in Key words.
- consider the particular characteristics of a traditional tale.

#### During-reading learning outcomes

##### Students should be able to:

- participate in discussion about what is read to them, taking turns and listening to what others say.
- predict what might happen on the basis of what has been read so far.
- discuss word meanings, linking new meanings to those already known.
- check that the text makes sense to them as they read; correct inaccurate reading.
- make inferences on the basis of what is being said and done.
- explain clearly their understanding of what is read to them.
- discuss the significance of the title and events.

#### For detailed procedure for teaching a reading text, see plans given in Chapter 3, for

- First reading of the text: Lesson 1, Steps 7-18
- Second reading of the text: Lesson 2, Steps 3-8
- Third reading of the text: Lesson 3, Steps 6-13
- Paired reading practice: Lesson 4, Steps 19-21
- Drama or Discussion: Lesson 5, Steps 12-17

### Reading notes for the teacher

#### Pre-reading

- Explain that this story is a traditional tale from Japan. If possible, show where Japan is located on a map. Find Pakistan too and notice the countries around each one. Elicit that a traditional tale is a story that has been told for a very long time. We do not know who wrote it first.
- **Suitable questions:** *What is the title? How do you think a boy can be a 'peach-boy'? Is Japan to the east or west of Pakistan? (to the east) What can you see on the pictures on this page? What do you think the text is going to be about?*

#### During the first reading

- As you play the audio-recording or read the text for the first time, ask the children to predict what will happen before they read on. Each time Momo-taro meets a new creature, ask, *How do you think the dog/monkey/pheasant can help Momo-taro?*
- Tell them to explain their views, accepting a variety of opinions.
- As you read, elicit the meanings of difficult words like *barked, chattered, quarrelled*.
- **Talk box 1:** Accept a variety of suggestions.
- **Talk box 2:** The children should infer from the text that Momo-taro is brave. He is a good leader because he reminds his friends to work together. He is a good son because he only goes to fight the monsters after he has permission from his parents.

### During the second reading

- Read the text more quickly so that the story flows.
- Ask questions regularly to check understanding.
- Ask the children to make inferences on the basis of what is being said and done, for example, elicit that Momo-taro's friends could not help him when they quarrelled, but when they worked together, they could defeat the monsters.

### During the third reading

- The children whisper along with the audio-recording or with you, copying the intonation.
- Ask different children to retell the story in their own words.

### Paired reading practice

- The children take turns to read the text to each other in a whisper. They then explain the text in their own words.
- The teacher walks round the class to monitor reading, checking the children are on task and reading correctly.

### Drama

- The children act out the story (see Extension activities at the beginning of this unit).

## B. Comprehension

### Learning outcomes

#### Students should be able to:

- **B1:** explain their understanding of the text.
- **B2:** write questions and answers about the text in the past tense.
- **B3:** make inferences on the basis of what is said and done. (Lesson 2, Steps 9-14)

#### Comprehension notes for the teacher

- **B1:** Discuss the features of a traditional tale. Point out that there is sometimes magic in these stories – as in the mysterious boy inside the peach.
- **B2:** Remind the children that we use the present form of a verb after *did* in questions, but the past tense in the answer.
- **B3:** There are no 'right answers' to these questions. a) Some children may think that the animals quarrelled because they wanted more rice cake. Others may think that Momo-taro had favourites. Accept all sensible ideas. b) Elicit that the friends won the fight because they were brave, they all used their own talents, they all worked together.

**Extension:** Ask the children to research Japan and tell the rest of the class about the country (for example, it consists of several islands, it has many mountains, it has a very fast railway system).

## C. Word reading and spelling

For detailed procedure for Word Reading and Spelling pages, see the start of every lesson plan, since you should do phonic practice at the beginning of every lesson.

### Learning outcomes

#### Students should be able to:

- **C1:** recognize that homophones have different spellings and meanings, but sound the same. Read words with **ey** as in **key**. Learn the spellings. (Lesson 1, Steps 1-6)
- identify the target words in the reading text. (Lesson 4, Steps 8-13)
- **C2:** make plurals with words ending with **y** and **ey**. (Lesson 4, Steps 14-18)
- **C3:** write words with the correct spelling of homophones in a context.
- **C4:** form nouns by adding the suffixes *ness* and *ment*.

- read words with **ea** as in **head** and learn the spellings. (Lesson 1, Steps 1-6)
- read the tricky words as a whole. (Lesson 6, Steps 3-7)
- **C5**: write words from C4 in context. (Lesson 6, Steps 8-11)
- **C6**: match rhyming words.

### Spelling notes for the teacher

- **C1**: Remind the children that homophones have different spellings and meanings, but sound the same. Read and discuss the sample sentences for each homophone. Do not sound out these words.
- Point out that in all the listed words except *key*, *ey* sounds like *y* in *happy*. The phoneme is a bit longer in *key* and rhymes with *tree*.
- Give the children five timed minutes to find and underline the target words in the reading text. When the time is up, ask the children to hold up the number of fingers matching the number of words they have underlined. Ask different children to read aloud the whole sentence in which a word occurs. Note that some words may NOT occur in the reading text.
- Set **spelling homework**: (Lesson 3, Steps 4-5) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C2**: Point out that if a word ends with *y*, we make a plural by turning *y* to *i* and adding *es*, e.g. *babies*. If a word ends with *ey*, we make the plural by just adding *s*, e.g. *valleys*.
- **C3**: Ask different children to tell you the correct spelling for each homophone before they write the answers. Ask them to use the letter names when spelling the words aloud.
- **Test the spellings** in C1 after the children have learnt them for homework. (Lesson 4, Steps 1-7)
- **C4**: Discuss the 'wise owl' box. The children repeat the words after you or the audio-recording. Only sound out the words if the children have difficulty reading them.
- For the teacher's information: *goodness* and *amazement* are 'abstract' nouns because they are ideas. We cannot touch them or point to them as we can point to chairs and bags, which are also nouns.
- Remind the children that we read the tricky words as a whole.
- Set **spelling homework**: (Lesson 3, Steps 4-5) Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson (Lesson 4, Steps 1-7)
- **C5**: Talk through the clues orally before the children complete the crossword.
- **C6**: Remind the children that rhyming words do not always have the same spelling patterns.

### Extension activities

- Dictate the sentences in C3. (Lesson 8, Steps 1-6)
- Ask children who finish early to think of other words with the same spelling pattern and to write their own sentences with them.

## D. Grammar and punctuation

### Learning outcomes

#### Students should be able to:

- **D1**: use the future tense with *going to...* (Lesson 7, Steps 3-8)
- **D2**: use the future tense with *will...*
- use a capital letter at the beginning of a sentence and end with a full stop. (Lesson 8, Steps 7-12)

### Grammar notes for the teacher

- **D1**: Discuss the 'wise owl' teaching box. Explain that *will* and *going to* both show that we are talking about what will happen next. Elicit that it has not yet happened. For each picture, ask the children to say what **is going to** happen to the dog.
- **D2**: If possible, look at a timetable and ask the children to make other sentences about what subjects they **will** do later today or tomorrow.



## Unit 13: Momo-taro, the Peach Boy

- **B3:** Open answers. For example,
  - a) *I think they quarrelled because they wanted more rice cake / were jealous of each other / didn't like each other's habits.*
  - b) *I think the friends won the fight because they worked together / helped each other / each used their talents.*
- **C1:** Children learn the spellings for homework. They underline as many words as they can find in the reading text.
- **C2:** b) *five monkeys*    c) *two babies*    d) *eight keys*    e) *three lorries*    f) *four donkeys*
- **C3:** a) *see, sea*    b) *bee, be*
- **C4:** Children learn the spellings for homework.
- **C5: Across:** 1. *dead*    3. *pheasant*    4. *goodness*    5. *happiness*    6. *payment*

	<sup>2</sup> d	e	<sup>2</sup> a	d			
			m				
<sup>3</sup> p	h	e	a	s	a	n	t
			z				
<sup>4</sup> g	o	o	d	n	e	s	s
			m				
<sup>5</sup> h	a	p	p	i	n	e	s
			n				
<sup>6</sup> p	a	y	m	e	n	t	

- **C6:** b) *head-bed*    c) *who-shoe*    d) *great-late*    e) *worried-hurried*
- **D1:** b) *The dog is going to jump out of the hole.*    c) *The dog is going to jump over a wall.*  
 d) *The dog is going to break a pot.*    e) *The dog is going to run through a door.*  
 f) *The dog is going to catch a thief.*
- **D2:** Open answers: The children should use the future tense.
- **E1:** a) *surprised*    b) *big*    c) *happy*    d) *lonely*    e) *worried*
- **E2:** Children write their own questions.
- **E3: Extension:** After hot-seating a child as Momo-taro, the children can write their questions and the answers. For example,
  - How did you feel when you met the dog? I felt glad to have a friend because I was lonely before it came.*
  - How did you feel when the animals quarrelled? I felt angry when the animals quarrelled because we couldn't fight the monsters if we were fighting each other.*
  - How did you feel when you saw the monsters? I felt frightened when I saw the monsters because they were huge and had big bows and arrows.*
  - How did you feel when the pheasant flew up to the castle? I felt worried because the monsters shot arrows at him.*
  - How did you feel when you won the fight? I felt really happy because the monsters couldn't hurt the people in my village any more.*

## Workbook page notes

### Learning Outcomes in the Workbook

#### 1. Phonics, Vocabulary, Grammar, Punctuation, and Composition

See the summary at the beginning of this unit plan.

## 2. Learning Outcomes for Handwriting

Students should be able to:

- practise writing words with the key phonic patterns for the unit.
- form lower-case letters of the correct size relative to one another, within quadruple-ruled lines.
- practise joining from the bottom of some letters
- join the letter 'o' from the top

### Detailed lesson notes

See *Chapter 3: How to Plan a Teaching Unit*

## Answers

- **Ex 1:** The children copy the words, joining 'o' from the top and other letters from the bottom. They should continue to place the letters correctly between the lines.
- **Ex 2:** a) *four chimneys*    b) *nine keys*    c) *two families*
- **Ex 3:** Answers will depend on the children.
- **Ex 4:** The children trace over the first word, whispering it as they write. They then copy the same word between the quadruple ruled lines to the right.
- **Ex 5:** *At the birthday party, Abdul ate ten cakes with great enjoyment. Then he got a strange illness. He went to the doctor for treatment. He told the doctor about his weakness. The doctor said, 'You are fine. Your sickness is because you ate too many cakes.' She did not take payment.*
- **Ex 6:** a) *THREAD*    b) *BREAD*    c) *HEAD*    d) *FEATHER*
- **Ex 7:** The children should write the tricky words three times each, following the *look, cover, write, check* process.
- **Ex 8:** Answers will depend on the children.
- **Ex 9:** a) *felt surprised.*    b) *felt worried.*    c) *he felt frightened.*    d) *we felt angry.*  
e) *she felt lonely.*
- **Ex 10:** a) *Soon Momo-taro will fight with his sword.*    b) *Soon the dog will bite with its teeth.*  
c) *Soon the monkey will scratch with its claws.*    d) *Soon the pheasant will peck with its beak.*
- **Ex 11:** *Tomorrow I am going to go to the shopping mall with my mother. We are going to get a pair of glasses for me. My sister is going to get new pair of shoes. My brother is going to buy a new pair of trousers. Then we're going to have an ice-cream.*
- **Ex 12:** *Momo-taro's mother, Momo-taro's father, Momo-taro, the dog, the monkey, and the pheasant*
- **Ex 13:** Answers will depend on the children. Sample questions and answers:  
**Question:** *Mr Monkey, how did you feel when Momo-taro made friends with the pheasant?*  
**Answer:** *I felt jealous.*  
**Question:** *Why did you feel that way?*  
**Answer:** *Because I wanted Momo-taro to be my best friend. I didn't want to share him with the pheasant.*  
**Question:** *Mr Pheasant, how did you feel when you saw the sea?*  
**Answer:** *I felt frightened.*  
**Question:** *Why did you feel that way?*  
**Answer:** *Because I live on land. We pheasants don't usually get on boats.*
- **Handwriting Practice:** Children can copy into their handwriting copybooks all exercises that are in handwriting font and on quadruple ruled lines.

**Theme of the unit:** Alphabetical order

**Reading genres:** A nursery rhyme, a dictionary

**Phonics:**

- Table 1: *or* as in *fort*; *or* as in *world*; *ar* as in *arm*; *ar* as in *warm*
- Table 2: *le* as in *apple*; *ie* as in *cried*; *ide* as in *hide*

**Vocabulary:**

- Arranging words in alphabetical order for dictionary work
- Revision of verbs and adjectives
- Co-ordination with *and*, *but*, *or*, *so*

**Grammar:**

- Present progressive (*he is eating*) compared to present simple (*he eats*)
- Use *usually* with the present simple as in: *Usually she drinks water, but today she is drinking juice.*

**Punctuation:**

- Revision of question marks

**Suitable games (Chapter 6):**

- *Phonic bingo / Run and match* (to practise the phonic patterns of this unit: Games 1 and 2)
- *Letter I spy* (to practise letter names: Game 10)
- *What's behind my back?* (to practise questions in the present simple tense: Game 11)

**Listening and speaking:**

- Listen and respond to questions in the present simple and present progressive.

**Composition:**

- Answer questions about themselves in the present simple and present progressive.

**Homework**

- Read and discuss the text with a parent or adult.
- Learn the spellings of key phonic patterns and tricky words of the unit.
- Workbook pages 61-65

**Teaching aids**

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) a ruler to hold under the line they are reading in a text
- (advisable) audio equipment and recording for Textbook 2
- (advisable) flashcards for the phonic and tricky words of the unit (see Word List in Appendix 1)
- (advisable) materials for games chosen to support teaching points
- (optional) alphabet charts – perhaps borrowed from KG.
- (optional) reference books, e.g. dictionaries and encyclopedias

## Extension activities (optional)

### Individual research

1. If possible, take the whole class to the school library.
2. Ask the children to sit in pairs.
3. Give each pair a book that is organized alphabetically (e.g. a dictionary or encyclopedia).
4. Ask the children to work out why the books are organized as they are.
5. Elicit that they are arranged in alphabetical order according to the first letter of the word.
6. Give them five minutes to scan the books for something interesting that they did not know already.
7. Give them time to practise explaining it to a partner.
8. Ask each pair to tell the rest of the class something that they did not know already.
9. Explain that libraries can teach us a huge amount. Alphabetical order helps us to find out what we want to know.

## Textbook page notes

### A. Reading text

#### Learning outcomes for the whole text

##### Students should be able to:

- appreciate a rhyme and recite it by heart.

#### Pre-reading learning outcomes

##### Students should be able to:

- draw on background information and vocabulary provided in Key words.
- distinguish between letter names and phonemes.

#### During-reading learning outcomes

##### Students should be able to:

- participate in discussion about what is read to them, taking turns and listening to what others say.
- discuss word meanings, linking new meanings to those already known.
- check that the text makes sense to them as they read; correct inaccurate reading.
- explain clearly their understanding of what is read to them.
- discuss the significance of the title and events.

#### For detailed procedure for teaching a reading text, see plans given in Chapter 3, for

- First reading of the text: Lesson 1, Steps 7-18
- Second reading of the text: Lesson 2, Steps 3-8
- Third reading of the text: Lesson 3, Steps 6-13
- Paired reading practice: Lesson 4, Steps 19-21
- Drama or Discussion: Lesson 5, Steps 12-17

## Reading notes for the teacher

### Pre-reading

- Explain that this old nursery rhyme teaches the order of the letter names in the alphabet. Each line is about an apple pie. Elicit that an apple pie is made of cooked apples, sugar, and pastry (baked flour, butter, and water).

- Remind the children of the difference between a phoneme and a letter name. When they were learning to read, they learned the phonemes (the sounds made by letters or groups of letters). Now that they can read, then need to move on to calling letters by their proper names.
- Point out that the sound of *a* in *apple* is different from the letter name, *ay*.
- First, ask the children to sound out the word *apple* and blend the phonemes.
- Next, ask the children to spell the word *apple* with its letter names like this: *ay pea pea ell ee*.
- Go through the whole alphabet and think of words beginning with each letter, e.g. *apple, bus, cat, dog, egg, fox*, etc.

**Suitable questions:** *Is an apple pie sweet or salty? Who can tell me the alphabet in the right order? What is the first phoneme in apple? What is the first letter of apple? Tell me a word beginning with \_\_\_*

### During the first reading

- As you play the audio-recording or read the text for the first time, discuss the meaning of each verb. Elicit that each one tells you what one of the children did to the apple pie. Explain that in this poem, the names of the letters are the names of children.
- As you read, elicit the meanings of difficult words like *fought* (past tense of *fight*), *gobbled* (*ate very greedily*), *improved* (*made better*), *viewed* (*looked at*), and *warmed* (*made hot*).
- Play *I spy* to practise the names of letters (Game 10)

### During the second reading

- Read the text more quickly so that the story flows.
- Ask questions regularly to check understanding.
- Discuss each picture, for example, *W put the pie in an oven to make it hot*.

### During the third reading

- The children whisper along with the audio-recording or with you, copying the intonation.
- When they take turns to read the text aloud to a partner, walk round the class, checking that the text makes sense to them as they read, correcting inaccurate reading.
- Read the poem around the class, each child taking a different letter. Tell the children to try to make it run as smoothly as possible, without any pauses.

### Paired reading practice

- The children take turns to read the text to each other in a whisper, explain the text in their own words, and identify their favourite letters.
- The teacher walks round the class to monitor reading, checking the children are on task and reading correctly.

### Drama

- The children learn to recite the poem, each child taking a letter. If you have more than 26 children, ask two children to say each line together. Encourage correct intonation and lively expression, putting actions to the words as appropriate. If possible, give them an audience by performing the poem to parents or to other children in an assembly.

## B. Comprehension

### Learning outcomes

#### Students should be able to:

- **B:** draw on background information or vocabulary provided. (Lesson 2, Steps 9-14)

#### Comprehension notes for the teacher

- **B1:** Ask the children to say which children:

are naughty (perhaps F, H, R, S, T)  
 are greedy (perhaps F, G, R, S)  
 helped to make the apple pie (I, M, W)  
 cut the apple pie (C, D, Q)

**Extension:** Ask the children underline the regular past tenses (all those that end with *ed*). Then ask them to write the verbs in the present tense: *blow, cut, divide, enjoy, fight, gobble, hide, improve, juggle, keep, leave, make, nibble, open, pat, quarter, run, steal, take, view, warm, ask*

## C. Word reading and spelling

For detailed procedure for Word Reading and Spelling pages, see the start of every lesson plan, since you should do phonic practice at the beginning of every lesson.

### Learning outcomes

#### Students should be able to:

- **C1:** recognize that the same spelling patterns (*or* and *ar*) can make two different sounds. Read words with **or** and **ar** and learn the spellings. (Lesson 1, Steps 1-6)
- **C2:** write words in alphabetical order.
- **C3:** match words to their meanings. (Lesson 4, Steps 14-18)
- **C4:** read words with **le, ie,** and **ide** and learn the spellings. (Lesson 1, Steps 1-6)
- read the tricky words as a whole. (Lesson 6, Steps 3-7)
- **C5:** use the conjunctions *and, or, but,* and *so*. Write words with **ied** and **ide** in context. (Lesson 6, Steps 8-11)

### Spelling notes for the teacher

- **C1:** Discuss the 'wise owl' box. Explain that English is a crazy language and sometimes does not follow its own spelling rules! Help them to identify the different sounds made by *or* in *fort* and *word*, and by *ar* in *arm* and *warm*.
- Set **spelling homework:** (Lesson 3, Steps 4-5) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C2:** Help the children to see that we can order words if we look at the first letter in the alphabet. Show them that F comes before Q, so *farm* is the first word in the list
- **C3:** Explain that alphabetical order is useful when we use dictionaries. It helps us to find the meanings of words. Then ask them to write the word before each dictionary definition.
- **Test the spellings** in C1 after the children have learnt them for homework. (Lesson 4, Steps 1-7)
- **C4:** The children repeat the words after you or the audio-recording. Only sound out the words if the children have difficulty reading them.
- Remind the children that we read the tricky words as a whole.
- Set **spelling homework:** (Lesson 3, Steps 4-5) Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson. (Lesson 4, Steps 1-7)
- **C5:** Discuss the 'wise owl' box. Explain that these words help us to join up ideas. Talk about the picture and ask different children to complete the sentences orally before they write the answers.

### Extension activities

- Dictate all the sentences in C5. (Lesson 8, Steps 1-6)
- Ask children who finish early to think of other words with the same spelling pattern and to write their own sentences with them.

## D. Grammar and punctuation

### Learning outcomes

#### Students should be able to:

- **D1:** use the present progressive and present simple tenses. Use question marks after questions. (Lesson 7, Steps 3-8)

#### Grammar notes for the teacher

- **D1:** Discuss the 'wise owl' teaching box. Explain that if we can use the word *usually*, we use the present simple tense, because we are explaining what we do again and again (not just now).
- The game *What's behind my back?* will give practice in using present simple tense in questions.
- Practise the questions and answers orally before you ask the children to write them.
- Remind the children to use question marks after questions.

#### Extension

- Ask the children to write other questions about Afia, e.g. *What does Afia usually watch on TV? What time does she usually go to bed?*
- Dictate the questions in D1. (Lesson 8, Steps 1-6)

## E. Listening, speaking, and composition

### Learning outcomes

#### Students should be able to:

- **E1:** respond correctly to a listening task. (Lesson 8, Steps 13-16)
- **E2:** speak with a classmate in pairs or groups. (Lesson 9, Steps 2-9)
- **E3:** write questions and answers in the present simple and present progressive. (Lesson 9, Steps 10-17)

How to give feedback (Lesson 10, Step 3)

How children edit, redraft, display, and perform writing (Lesson 10, Steps 4-7).

#### Listening, speaking, and composition notes for the teacher

- **E1:** Read aloud the listening exercise or play it on the audio-recording.
- **E2:** Practise the questions in E2 orally. First ask two confident children to ask and answer the questions as an open pair. (Lesson 9, Steps 2-9)
- **E2 d:** Explain that we do not use the present progressive with the verb *have* in this sentence. It is incorrect to say *Today, I am having a pencil and ruler.* We should say, *Today, I have a pencil and ruler.* This is yet another example of English behaving badly and not following its own rules!
- When the children have observed a correct model of questions and answers from an 'open pair' of children, they should practise the dialogue as 'closed pairs'. Remind them to use 'partner voices' and talk in a whisper.
- Walk round the class and monitor their conversation, helping where necessary.
- After they have had plenty of practice orally, they can do the task in their books. (Lesson 9, Steps 2-9)
- Walk round the class, checking their spelling and punctuation.

**Extension:** When the children write about their partners, help them to see that each present simple verb should end with *s*. (*My friend usually sits...,has..., eats...*)

## Answers

- **B:** a) *alphabetical*    b) *first*    c) *verbs*    d) *doing words*    e) *past*
- **C1:** Children learn the spellings for homework. They match the pictures to words (*horse*), *world*, *farm*, *wardrobe*.
- **C2:** (*farm*), *quarter*, *uniform*, *world*
- **C3:** a) *quarter*    b) *farm*    c) *uniform*    d) *world*
- **C4:** Children learn the spellings for homework.
- **C5:** a) *H said she didn't have the apple pie, but she lied.*  
 b) *H wanted to hide the apple pie, so she put it in a box.*  
 c) *T tried to take the pie, but D saw her.*  
 d) *D wanted to divide the pie so she cut it in half.*  
 e) *N wanted a small piece of pie, but (or and) G wanted a wide piece.*  
 f) *Y did not get any pie, so he cried.*
- **D1:** a) *Where does Afia usually go? Usually, she goes to school, but today she is going to the beach.*  
 b) *What does she usually carry? Usually she carries a schoolbag, but today she is carrying a rucksack.*  
 c) *What does she usually drink? Usually she drinks water, but today she is drinking juice.*  
 d) *What does she usually eat? Usually she eats a sandwich, but today she is eating samosas.*  
 e) *What does she usually wear? Usually she wears school uniform, but today she is wearing a T-shirt.*  
 f) *What does she usually ride? Usually she rides her bicycle, but today she is riding a camel.*
- **E1:** b) ✓    c) ✗ (He also has a pencil sharpener.)    d) ✓    e) ✓  
 f) ✗ (He is eating a sandwich and a banana.)
- **E2:** Answers depend on the children's own experience. Here are sample sentences starters:  
 b) *Today I am sitting next to*    c) *I usually keep*    d) *Today I have*    e) *I often eat*  
 f) *Today I am eating*
- **Extension:** Answers will depend on their friend's answers. Here are sample sentences starters  
 b) *Today he/she is sitting next to*    c) *He/She usually keeps*    d) *Today he/she has*  
 e) *He/She often eats*    f) *Today he/she is eating ...*

## Workbook page notes

### Learning Outcomes in the Workbook

#### 1. Phonics, Vocabulary, Grammar, Punctuation, and Composition

See the summary at the beginning of this unit plan.

#### 2. Learning Outcomes for Handwriting

Students should be able to:

- practise writing words with the key phonic patterns for the unit.
- form lower-case letters of the correct size relative to one another, within quadruple-ruled lines.
- join w, o, and r from the top and other letters from the bottom

### Detailed lesson notes

See *Chapter 3: How to Plan a Teaching Unit*

## Answers

- **Ex 1:** The children copy the words, joining the letters from the bottom, except for w, o, and r, which they join from the top.
- **Ex 2:** a) *worm*    b) *worth*    c) *warm*    d) *world*    e) *quarter*

- **Ex 3:** a) *car – star* b) *world – hurled* c) *warm – storm* d) *worth – earth* e) *farm – arm*
- **Ex 4:** The children trace over the first word, whispering it as they write. They then copy the same word between the quadruple ruled lines to the right.
- **Ex 5:** a) *two flies* b) *a photo*
- **Ex 6:** a) *phrase* b) *rise* c) *lies* d) *cries* e) *phonics* f) *wise* g) *surprise*
- **Ex 7:** The children should write the tricky words three times each, following the *look, cover, write, check* process.
- **Ex 8:** a) *phone* b) *alphabet* c) *alphabetical* d) *phoneme*
- **Ex 9:** *angry, careful, sleepy, unhappy, worried*
- **Ex 10:** a) *adjectives* b) *describing words* c) *person*
- **Ex 11:** Answers will depend on the children's situations and likes/dislikes.
- **Ex 12:** a) *Where does Samir live?* b) *What does he eat for breakfast?*  
c) *What is he wearing today?* d) *What is he doing/riding?*
- **Ex 13:** Answers will depend on the children's ideas.
- **Ex 14:** Answers will depend on the children's ideas, for example, for b, they could have beetle, butterfly, baboon, blackbird, bee or badger. Sample ideas:  
ant, beetle, cat, dog, elephant, fox, gorilla, horse, iguana, jackal, kangaroo, lizard, monkey, octopus, python, rabbit, snake, tortoise, whale, zebra.
- **Handwriting Practice:** Children can copy into their handwriting copybooks all exercises that are in handwriting font and on quadruple ruled lines.
- **Ex 8:** b)
- **Ex 9:** b)
- **Ex 10:** b)
- **Ex 11:** Answers will depend on the children. It does not matter if the children cannot find a word for each letter. Accept any animals, fish, or birds. Possible animals or birds for the children to draw are:
  - A *ant, alligator, antelope*
  - B *bat, beetle, bear, butterfly, bee*
  - C *cat, camel, cow, crocodile, crow*
  - D *dog, deer, donkey*
  - E *elephant, eagle*
  - F *fox, fish, fly*
  - G *giraffe, goose, goat, gorilla*
  - H *hen, hippo,*
  - I *iguana, insect*
  - J *jaguar, jelly fish*
  - K *kangaroo, kitten*
  - L *lion, lizard, lamb*
  - M *monkey, mangoose*
  - O *octopus, ostrich, owl*
  - P *panda, penguin, parrot*
  - R *rabbit, rhino*
  - S *snake, shark, sheep, spider*
  - T *tiger, turtle, tortoise*
  - W *whale, wolf, worm*
  - Z *zebra*

This unit revises the listening, phonic, grammar, punctuation, and composition skills taught in the previous four units. Please see **Chapter 4, How to Plan a Revision Unit**. It is suggested that you take a week to revise the previous four units.

### Answers: Textbook 2 Unit 15

- **Ex 1:** b) wardrobe    c) trousers    d) purple    e) football    f) bananas    g) orange squash
- **Ex 2:** b) the monkey's head    c) the monkey's arm    d) orange squash    e) his shorts  
f) his stomach    g) the monkey's shirt    h) a worm    i) the monkey's wardrobe
- **Ex 3:** b) payment    c) goodness    d) enjoyment    e) sadness    f) amazement
- **Ex 4:** b) *What is he playing today, He is playing cricket.*  
c) *What is he going to play tomorrow? He is going to play football.*  
d) *What did the monkey eat yesterday? He ate bananas.*  
e) *What is he eating today? He is eating mangoes.*  
f) *What is he going to eat tomorrow? He is going to eat an apple pie.*  
g) *What did the monkey wear yesterday? He wore green trousers.*  
h) *What is he wearing today? He is wearing a red shirt.*  
i) *What is he going to wear tomorrow? He is going to wear blue shoes.*
- **Ex 5:** Answers will differ for each child.  
a) *They should use the past simple tense.*    b) *They should use the present progressive tense.*  
c) *They should use the future tense.*

### Answers: Workbook 2 Unit 15

- **Ex 1:** The children practise copying the words within quadruple ruled lines, joining w, o, and r from the top and other letters from the bottom.
- **Ex 2:** a) sun, sea    b) bee, through    c) whole, quite    d) son, won
- **Ex 3:** a) clean – dirty    b) kind – unkind    c) well – unwell    d) old – new    e) tidy - untidy
- **Ex 4:** a) dirty    b) unwell    c) untidy    d) new    e) kind
- **Ex 5:** Answers will depend on the children. Sample answers:  
*Monday: This morning at 7 o'clock, I looked out of my window and saw two sweet baby birds in a nest. I felt very surprised.*  
*At 11 o'clock, I saw just one baby bird in the nest. Did one of the babies fall out? I thought. I felt very worried.*  
*At 4 o'clock I looked out of the window again. I saw the second little bird flying near the nest. It was learning to fly! I felt happy again.*

**Theme of the unit:** Life in the early 20<sup>th</sup> century

**Reading genre:** A classic children's story

**Phonics:**

- Table 1: *Homophones: hear/here, dear/deer, there/their*
- Table 2: *ear as in near, eer as in deer; ought as in bought*

**Vocabulary:**

- Occupations in the village: *washerwoman, policeman, lawyer, water carrier*
- Materials: *wood, metal, clay, leather, sugar*

**Grammar:**

- Simple past tense in question and negative forms: *Did Hamid **buy** sweets. Hamid **did not buy** sweets. He **bought** some tongs.*
- Subordination with *if* and *when*: *If it rains, we often take an umbrella.*

**Punctuation:**

- Capital letters at the beginning of names of people and places

**Suitable games (Chapter 6):**

- *Phonic bingo / Run and match* (to practise the phonic patterns of this unit: Games 1 and 2)
- *Alibis* (to practise the simple past tense in positive and negative forms: Game 6)
- *Guess the worker* (to practise vocabulary around jobs and work: Game 8)

**Listening and speaking:**

- Listen and respond to a recount of a personal experience.

**Composition:**

- Write a recount of Eid celebrations.
- Re-read writing to check that tenses are used correctly.

**Homework**

- Read and discuss the text with a parent or adult.
- Learn the spellings of key phonic patterns and tricky words of the unit.
- Workbook pages 68-72

**Teaching aids**

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) a ruler to hold under the line they are reading in a text
- (advisable) audio equipment and recording for Textbook 2
- (advisable) flashcards for the phonic and tricky words of the unit (see Word List in Appendix 1)
- (advisable) materials for games chosen to support teaching points
- (optional) books about traditional village life from the library
- (optional) photos of Eid celebrations to stimulate discussion and writing

## Extension activities (optional)

### Drama

- Ask the children to act out the story in class.
- If possible, provide them with simple props such as a pair of tongs.

### Drama practice 1

1. If possible, do drama in a hall where everyone has space to move around.
2. Ask eight children to come to the front. Give each one a role from the story (Dadi, Hamid, Mohsin, Mahmood, Noorey, toy seller, sweet seller, shopkeeper in the hardware shop).
3. Read aloud the story again, asking the actors to mime the parts of the characters as you speak.
4. Tell all the children in the class to act as villagers walking to the town, praying in the mosque, going on the fun-fair rides, buying things in the bazaar.

### Drama practice 2

1. Choose eight different children to come up and take the parts. Choose articulate pupils for the speaking roles.
2. The children should improvise what they say to the other people in the town, using polite language such as *How much is a ride on the roundabout/clay toy/sweet? It's \_\_\_\_\_ pice please.*
3. The actors should mime the actions and say their own lines (with prompting if necessary). All the children can join in as the other people in the town. They can also make background noises such as shopkeepers shouting to advertise their wares and car drivers hooting.

### Performance

1. When the children know the play by heart, perform it in an assembly for other children. Make sure that all your pupils speak slowly, loudly and expressively so that their voices carry to the back of the hall.
2. You can decide whether to be the narrator yourself or whether to choose 4-8 children with loud, clear voices to narrate the story. Choose eight children to act in front of others, making sure to give some parts to the least able in the class.
3. All the children without speaking parts should take part as villagers or townspeople.
4. Give them the freedom to add ideas of their own to the play while practising, but once you have decided on a final script, keep to it. The children should know exactly who says what when they perform the play to others.

## Textbook page notes

### A. Reading text

#### Learning outcomes for the whole text

Students should be able to:

- read, understand, and enjoy a classic story of children's literature.

#### Pre-reading learning outcomes

Students should be able to:

- draw on background information and vocabulary provided in Key words.
- discuss the differences between life in the 1930s and life now.

#### During-reading learning outcomes

Students should be able to:

- participate in discussion about what is read to them, taking turns and listening to what others say.
- discuss word meanings, linking new meanings to those already known.
- check that the text makes sense to them as they read; correct inaccurate reading.

- make inferences on the basis of what is being said and done.
- explain clearly their understanding of what is read to them.
- discuss the significance of the title and events.

**For detailed procedure for teaching a reading text, see plans given in Chapter 3, for**

- First reading of the text: Lesson 1, Steps 7-18
- Second reading of the text: Lesson 2, Steps 3-8
- Third reading of the text: Lesson 3, Steps 6-13
- Paired reading practice: Lesson 4, Steps 19-21
- Drama or Discussion: Lesson 5, Steps 12-17

### Reading notes for the teacher

#### Pre-reading

- Discuss the differences between life now and life in the 1930s. Elicit that life was different in many ways because people did not have modern inventions like TV and computers.
- **Background information:** This story was written by a famous novelist called Munshi Premchand or Nawab Rai. In Urdu, the name of this story is 'Idgah' and it was translated into English as 'Festival of Eid'. In this version, the story has been shortened and simplified. Premchand lived from 1880 to 1936. He wrote in both Urdu and Hindi, but he could also read and write Persian and English. He lived before independence, when India, Pakistan, and Bangladesh were all one country. He usually wrote about the lives of ordinary people, not the rich and famous.
- **Suitable questions:** *What is the title? What do you usually do to celebrate Eid? How do you think people celebrated Eid in the past? How was life different in the 1930s? Did people have televisions/computers/cars/planes? What can you see on the pictures on this page? What do you think the text is going to be about?*

#### During the first reading

- As you play the audio-recording or read the text for the first time, ask the children to predict what will happen before they read on. Ask, *What do you think Hamid will buy with his three pice?* Also try to relate this story to their own experience. For example, ask, *What do you usually do/eat/buy at Eid?*
- Discuss the way that everyone is the same at the mosque, but at the shops they are different, because some people have more money than others.
- Talk about the funfair. Discuss the rides your pupils have had at the funfair and what they enjoyed most.
- Talk about the toy stall. Ask, *How are these toys different from modern toys? Which job do people no longer do?* Elicit that we do not have water carriers nowadays because pipes usually take water to people's homes. Many people have washing machines to wash their clothes.
- Talk about the hardware shop. Ask, *What sort of things can people buy there?* (e.g. cups, saucers, plates, pans, pots, spoons, cooking equipment)
- Elicit that Hamid turns the tongs into a wonderful toy because he uses his imagination. Point out that the simple tongs lasts longer than the clay toys and so all Hamid's friends want to play with it.
- As you read, explain the meanings of difficult words like *steering wheel, lawyer, sherbet, and treasure*.
- At the end, elicit that Hamid's grandmother cried because she loved him so much and felt so proud that he wanted to give her a useful present, like the tongs.
- **Talk box 1:** Help the children to infer that Dadi did love Hamid because she worried about his feet on the long walk, and gave him three pice, which was a lot of money for her.
- **Talk box 2:** Help the children to infer that Hamid did not go on the roundabout or buy a toy because he did not have much money.
- **Talk box 3:** Help the children to infer that the shopkeeper was bargaining, so he asked for more money than he expected to get.

- **Talk box 4:** Help the children to infer that Hamid did love his grandmother because he spent his money on a present for her. He wanted to give her the tongs so that she would not burn her hands while she was cooking.

### During the second reading

- Read the text more quickly so that the story flows.
- Ask questions regularly to check understanding.
- Ask the children to make inferences from the story. For example, elicit that the three boys who spent a lot of money were showing off to each other. They bought things that did not last, and were not happy with what they bought. On the other hand, Hamid was able to buy something really useful because he thought carefully about how to spend his money.

### During the third reading

- The children whisper along with the audio-recording or with you, copying the intonation.
- Ask different children to retell the story in their own words.

### Paired reading practice

- The children take turns to read the text to each other in a whisper, explain the text in their own words.
- The teacher walks round the class to monitor reading, checking the children are on task and reading correctly.

### Drama

- The children act out the story (see Extension activities at the beginning of this unit).

## B. Comprehension

### Learning outcomes

#### Students should be able to:

- **B1:** identify key vocabulary in the text.
- **B2:** retell the story in the past tense.
- **B3:** recount what different objects were made of in the story. (Lesson 2, Steps 9-14)

#### Comprehension notes for the teacher

- **B1:** Discuss each picture before the children match the pictures to words. Ask how each person does their job. Ask how people use tongs and a steering wheel.
- **B2:** Ask other questions about the story to prompt past tense answers. Point out that we use the present form of the verb after *did*.
- **B3:** Discuss what things in the classroom are made of before you ask the children to make sentences about materials in the story.

**Extension:** Ask the children to write sentences about the materials in the classroom. For example, *My pencil case is made of plastic. The window is made of glass and wood. The fan is made of metal. My shoes are made of leather.*

## C. Word reading and spelling

For detailed procedure for Word Reading and Spelling pages, see the start of every lesson plan, since you should do phonic practice at the beginning of every lesson.

### Learning outcomes

#### Students should be able to:

- **C1:** read homophones and words with **s** as in *television*, and learn the spellings. (Lesson 1, Steps 1-6)
- identify the target words in the reading text (Lesson 4, Steps 8-13)
- **C2:** use the correct spelling of homophones in a context. (Lesson 4, Steps 14-18)

- **C3:** read words with **ear**, **eer**, and **ought** and learn the spellings. (Lesson 1, Steps 1-6)
- read the tricky words as a whole. (Lesson 6, Steps 3-7)
- **C4:** write words from C3 in context. (Lesson 6, Steps 8-11)
- **C5:** match rhyming words.

### Spelling notes for the teacher

- **C1:** Remind the children that homophones have different spellings and meanings, but sound the same. Read and discuss the sample sentences for each homophone. Do not sound out these words.
- Point out the correct pronunciation of *s* in the listed words.
- Give the children five timed minutes to find and underline the target words in the reading text. When the time is up, ask the children to hold up the number of fingers matching the number of words they have underlined. Ask different children to read aloud the whole sentence in which a word occurs. Note that some words may NOT occur in the reading text.
- Set **spelling homework:** (Lesson 3, Steps 4-5) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C2:** Ask the children to spell aloud the correct spelling of each homophone. Tell them to use letter names, like those you practised in Unit 14.
- **Test the spellings** in C1 after the children have learnt them for homework. (Lesson 4, Steps 1-7)
- **C3:** Discuss the 'wise owl' box. Point out that just as one spelling can make two phonemes (as we learned in Unit 14 with *fort* and *word*, *arm* and *warm*), different spellings can make the same phonemes, as in *dear* and *deer*. The children repeat the words after you or the audio-recording. Only sound out the words if the children have difficulty reading them.
- Remind the children that we read the tricky words as a whole.
- Set **spelling homework:** (Lesson 3, Steps 4-5) Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson. (Lesson 4, Steps 1-7)
- **C4:** Talk about the picture and ask different children to complete the sentences orally before they write the answers.
- **C5:** Discuss the different spelling patterns in each rhyme.

### Extension activities

- Dictate all the sentences in C2. (Lesson 8, Steps 1-6)
- Ask children who finish early to think of other words with the same spelling pattern and to write their own sentences with them.

## D. Grammar and punctuation

### Learning outcomes

#### Students should be able to:

- **D1:** use capital letters at the beginning of names. (Lesson 7, Steps 3-8)
- **D2:** use the past simple tense in negative and affirmative sentences. (Lesson 7, Steps 3-8).
- **D3:** write sentences with *when* and *if*. (Lesson 8, Steps 7-12)

### Grammar notes for the teacher

- **D1:** Ask several children to write their names on the board before you do this exercise. Elicit that they all begin with a capital letters. Make it clear that a capital letter should be twice the height of lower case *o* and that it should not join with the next letter.
- **D2:** Discuss the 'wise owl' teaching box at the top of the page. Elicit that we use the present form of a verb after *did* when we talk about the past. We use *did* in questions and negative sentences with *not*. The game *Alibis* will give practice in asking questions and giving answers in the past simple tense.
- **D3:** Ask different children to make sentences with *when* and *if* orally before you ask the children to write.

## Extension

- Ask the children to write other sentences with *if* and *when*. For example, write on the board the following sentence starters: *If I forget my pencil, ... If I am ill, ... When I go to bed, ... When my grandmother comes to see us, ...*
- Dictate the sentences in D3. (Lesson 8, Steps 1-6)

## E. Listening, speaking, and composition

### Learning outcomes

#### Students should be able to:

- **E1:** respond correctly to a recount of Eid celebrations. (Lesson 8, Steps 13-16)
- **E2:** speak with a classmate in pairs about personal experience. (Lesson 9, Steps 2-9)
- **E3:** plan and write a guided composition about a personal experience. (Lesson 9, Steps 10-17)
- **E4:** re-read writing to check that verbs to indicate time are used correctly and consistently.

How to give feedback (Lesson 10, Step 3)

How children edit, redraft, display, and perform writing (Lesson 10, Steps 4-7).

### Listening, speaking, and composition notes for the teacher

- **E1:** Read aloud the listening exercise about Eid or play it on the audio-recording.
- **E2:** First ask two confident children to tell the class what they did last Eid, following the writing frame in E3. (Lesson 9, Steps 2-9)
- Ask the children to tell partners what they did last Eid as 'closed pairs'. Remind them to use 'partner voices' and talk in a whisper.
- Walk round the class and monitor their conversation, helping where necessary.
- **E3:** After they have had plenty of practice orally, they can do the task in their books. (Lesson 9, Steps 2-9)
- Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas.
- **E4:** Encourage the children to proof-read their work, checking that their verbs are in the past tense. Tell them that you will not be cross if they cross out mistakes neatly with a ruler and write the correct tense above.
- All writers need an audience. Make a decision whether you want the children to re-draft their writing for display or to read aloud. In this case, mark their work fully so that their second drafts are as perfect as possible. See Chapter 1, Section 6.3 and 10 for correction strategies.
- After you have marked the compositions, read aloud examples of good writing. Also give feedback on common mistakes (without mentioning names, to avoid humiliating children publicly).
- If the children are to read aloud or display their work, encourage them to write a neat second draft, illustrating it if appropriate.

**Extension:** Ask the children to add their own details to their recounts of what they did last Eid.

## Answers

- **B1:** b) 1    c) 4    d) 3    e) 6    f) 5
- **B2:** b) *prayed*    c) *did not buy*    d) *did not go*    e) *got*    f) *broke*    g) *did not break*    h) *felt*
- **B3:** b) *The toys were made of clay*                      c) *The tongs were made of metal.*  
d) *The slippers were made of leather.*    e) *The candy sweets were made of sugar.*
- **C1:** Children should read the homophones and phonic words after the teacher or CD. They learn the spellings for homework. They underline as many words as they can find in the reading text.
- **C2:** a) *(Here), deer*    b) *Their, hear*    c) *deer*    d) *there*

- **C3:** Children should read the phonic words after the teacher or audio-recording. They read the tricky words as a whole. They learn the spellings for homework.
- **C4:** a) (*steers*), *steering* b) *mosque* c) *sugar* d) *jeer* e) *ought* f) *weary* g) *tears* h) *bought*
- **C5:** b) *bought-fort* c) *laugh-half* d) *money-funny* e) *hearing-steering*
- **D1:** *Hamid, Noorey, Mahmood, Sammi and Mohsin*. Children also write the names of five friends.
- **D2:** b) *Mohsin did not go on a camel. He went on a horse.*  
c) *Mahmood did not go on a deer. He went on an elephant.*  
c) *Noorey did not buy a water carrier. He bought a lawyer.*  
e) *Sammi did not buy a policeman. He bought a washerwoman.*  
f) *Mohsin did not eat sugar candy. He ate jalebis.*  
g) *Hamid did not eat halwa. He ate nothing.*
- **D3:** b) *If it is cold, we sometimes wear thick coats.*  
c) *If it is hot, we usually turn on the fan.*  
d) *When we are at school, we usually sit in the classroom.*  
e) *When we are at home, we sometimes watch television.*  
f) *When we are in a shopping mall, we often buy things.*
- **E1:** a) 2. *halwa* b) 2. *shalwar kameez* c) 1. *a pink dupatta* d) 3. *in the living room*  
e) 2. *grandmother's house*
- **E2:** Answers will depend on the children's own experiences. The children should write in the past tense.
- **E3:** Answers will depend on the children's own experiences. For example, *Last Eid, I helped my father to tidy the garden. My auntie gave me a new book called Mr Gum. I wore my new black shoes. We had dinner at my grandparents' flat. We ate chicken kofta and mutton biryani.*
- **E4:** Check for evidence of proof-reading and self-correction of past tenses.

## Workbook page notes

### Learning Outcomes in the Workbook

#### 1. Phonics, Vocabulary, Grammar, Punctuation, and Composition

See the summary at the beginning of this unit plan.

#### 2. Learning Outcomes for Handwriting

##### Students should be able to:

- write digits of the correct size, orientation, and relationship to one another.
- practise writing words with the key phonic patterns for the unit.
- form lower-case letters of the correct size relative to one another, within quadruple-ruled lines.

##### Detailed lesson notes

See *Chapter 3: How to Plan a Teaching Unit*

## Answers

- **Ex 1:** The children trace and then copy the digits.
- **Ex 2:** The children write the numbers.
- **Ex 3:** a) *Here* b) *There* c) *hear* d) *deer* e) *Their*
- **Ex 4:** The children trace over the first word, whispering it as they write. They then copy the same word between the quadruple ruled lines to the right.

- **Ex 5:** a) usually    b) years    c) steering    d) beard    e) ears    f) treasure    g) cheer
- **Ex 6:** The children should write the tricky words three times each, following the *look, cover, write, check* process.
- **Ex 7:** Answers will depend on the children.
- **Ex 8:** Answers will depend on the children. Sample answers:

made of metal	made of wood	made of sugar	made of clay
<u>a saucepan</u> a spoon a fork	<u>a table</u> a chair a cupboard	<u>a laddu</u> a jalebi a rasgulla	<u>a brick</u> a pot a cup

*A saucepan is usually made of metal. A table is usually made of wood. A laddu is usually made of sugar. A brick is usually made of clay. A spoon is usually made of metal. A chair is usually made of wood. A jalebi is usually made of sugar. A pot is usually made of clay.*

- **Ex 9:** Answers will depend on the pupils, but should follow the writing frame. Words in brackets are just examples, e.g.
  - No, I did not drink from a bucket. I drank from (a glass).*
  - No, I did not come to school on an elephant. I came in (a car).*
  - No, I did not see a tiger on the way to school. I saw (the railway station).*
  - No, I did not meet a dragon in the playground. I met Sajid.*
- **Ex 10:** Answers will depend on the names of the people in each pupil's family.
- **Ex 11:** Answers will depend on the children. Sample answers: *On my last birthday, I wore black shorts and a green striped T-shirt. I ate sandwiches, samosas, and chocolate cake. I drink orange juice. We played hide-and-peek and then we played cricket in the park. I got a science kit and some computer games. As a birthday treat, we went to the funfair. I liked the Big Wheel best!*
- **Handwriting Practice:** Children can copy into their handwriting copybooks all exercises that are in handwriting font and on quadruple ruled lines.

**Theme of the unit:** The difference between fact and fiction

**Reading genres:** An information text and a newspaper article

**Phonics:**

- Table 1: *Homophones: to/too/two, blew/blue; ly as in quietly*
- Table 2: *au as in saucepan; aw as in awful; our as in your*

**Vocabulary:**

- Adverbs of manner as in *quietly*
- Time: from *5 past* to *half past* the hour; *seconds, minutes, hours, days, weeks, months, years*

**Grammar:**

- Possessive pronouns: *mine, yours, his, hers, ours, their*
- Recognize that a statement begins with a capital letter and ends with a full stop.

**Punctuation:**

- Capital letters at the beginning of names of people, places, days, and months

**Suitable games (Chapter 6):**

- *Phonic bingo / Run and match* (to practise the phonic patterns of this unit: Games 1 and 2)
- *In the manner of the word* (to practise adverbs: Game 15)
- *Whose sock?* (to practise pronouns: *mine, his, hers, theirs*: Game 13)

**Listening and speaking:**

- Recognize the features of newspaper headlines.

**Composition:**

- Write a newspaper article.
- Re-read writing to check that it makes sense.

**Homework**

- Read and discuss the text with a parent or adult.
- Learn the spellings of key phonic patterns and tricky words of the unit.
- Workbook pages 73-77

**Teaching aids**

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) a ruler to hold under the line they are reading in a text
- (advisable) audio equipment and recording for Textbook 2
- (advisable) flashcards for the phonic and tricky words of the unit (see Word List in Appendix 1)
- (advisable) materials for games chosen to support teaching points
- (optional) books about dinosaurs from the library
- (optional) a variety of current newspapers

## Extension activities (optional)

### Make a class newspaper

- This project will take you at least a week, but is well worth the effort if you have time and energy. The children will be motivated by writing for a real audience and will enjoy showing off their hard work.
- After the children have finished the unit, ask each one to write an article about something that really happened to them last week. It can be a very small incident, for example, perhaps they broke a tea-cup, got a special toy, or went on an enjoyable trip.
- Although it may be a small incident, they should try to make it as exciting as they can with lots of detail. It should be important for them.
- They should describe something that happened in the past few days – not in the distant past. This is a newspaper, so the news should be recent.
- It should be in the past tense and should follow this writing frame:
 

Headline in capital letters and present tense

What happened?

What time, day, and date did it happen?

Who was there?

What did you see, hear, and feel?

What did other people say about it?

What happened at the end?

How do you feel now?
- Encourage the children to write with lots of detail, however small the incident.
- When they have finished their articles, correct the spelling, punctuation, and grammar fully.
- Then give each child half a sheet of clean, A4 size paper. They should draw a light, vertical, pencil line with a ruler in the middle of the paper.
- EITHER to the left of the vertical line OR to the right of the vertical line, they copy their first draft very carefully and neatly, preferably in pen because this will photocopy better than pencil.
- They draw an illustration of their story on the other side of the line lightly in pencil. They then go over the drawing carefully in pen.
- Finally, they carefully rub out the vertical pencil line and draft illustration.
- Cut off any blank paper at the bottom. Stick the articles, with their illustrations, onto blank A4 sheets of paper. With illustrations, you may fit two or three articles per page. You may wish to use the photocopier to reduce the size of the articles so that you can fit more on each page.
- Try to ensure that some illustrations are on the left and some on the right.
- Photocopy back-to-back as many copies as you can sell for a modest price, to cover the cost of photocopying and paper (perhaps 50 copies at Rs 5 each).
- Ask the children to think of a good title for their newspaper. You may go for a traditional title such as *Class 2 News* or a catchier title such as *Read All About It!* (Your name might spark ideas: I once taught a class who decided to call their newspaper *Watts What!*)



16. Staple all the sheets together so that you have a complete newspaper.
17. After school, take the children out into the playground and supervise them as they sell it to parents.
18. Help them to give change if necessary. This will provide good practice in handling small amounts of money.
19. Ask the head teacher to allow one or two of your pupils to advertise it in an assembly, explaining what the newspaper is and where people can buy it.
20. NOTE: If it would be too time-consuming and expensive to photocopy the newspaper, simply display all the children's news stories in a corridor of the school so that other children can read them.

## Textbook page notes

### A. Reading text

#### Learning outcomes for the whole text

Students should be able to:

- read, understand, and enjoy a non-fiction information text.
- read, understand, and enjoy a related newspaper article.

#### Out comes

##### Pre-reading learning

Students should be able to:

- draw on what they already know about dinosaurs.
- consider the particular characteristics of a fiction and non-fiction text.

##### During-reading learning outcomes

Students should be able to:

- participate in discussion about what is read to them, taking turns and listening to what others say.
- express opinions.
- discuss word meanings, linking new meanings to those already known.
- check that the text makes sense to them as they read; correct inaccurate reading.
- make inferences on the basis of what is being said and done.
- explain clearly their understanding of what is read to them.
- discuss the significance of the title and events.

**For detailed procedure for teaching a reading text, see plans given in Chapter 3, for**

- First reading of the text: Lesson 1, Steps 7-18
- Second reading of the text: Lesson 2, Steps 3-8
- Third reading of the text: Lesson 3, Steps 6-13
- Paired reading practice: Lesson 4, Steps 19-21
- Drama or Discussion: Lesson 5, Steps 12-17

### Reading notes for the teacher

#### Pre-reading

- To prepare the children for the topic of the unit, discuss what they already know about dinosaurs.
- Discuss the difference between fiction and non-fiction. Establish that if a story is made-up (like a fairy tale or an adventure story), we call it fiction. If it is true, we call it non-fiction.
- **Suitable questions:** *What were dinosaurs? Are any dinosaurs alive now? How do we know about dinosaurs? Do you know the names of any dinosaurs?*

- *What is a fiction text? Which units in this book have a fiction text? (1, 3, 6, 8, 11, 13, 16)*
- *What is a non-fiction text? Which units in this book have a non-fiction text? (2, 4, 7, 9, 12, 14)*

### During the first reading of the non-fiction text

- As you play the audio-recording or read the text for the first time, ask a few questions to check understanding.
- As you read, elicit the meanings of difficult words like *metres* and *extinct*.
- **Talk box 1:** Encourage the children to focus on the dinosaurs' differences of shape, height, length, and food.

### During the second reading of the non-fiction text

- Read the text more quickly.
- Ask questions regularly to check understanding.
- Ask the children to make inferences on the basis of what is being said and done, for example, *Is this fiction or non-fiction?* Establish that it is non-fiction because scientists have studied the evidence of dinosaur bones/fossils.

### During the third reading of the non-fiction text

- The children whisper along with the audio-recording or with you, copying the intonation.
- When they take turns to read the text aloud to a partner, walk round the class, checking that the text makes sense to them as they read. Correct inaccurate reading.
- Ask different children to explain their understanding of the text.

### During the first reading of the newspaper article

- As you play the audio-recording or read the text for the first time, ask a few questions to check understanding and to identify characters in the pictures.
- As you read, ask the children to guess the meanings of difficult words like *stamping*, *swinging*, and *snatched*.
- **Talk box 2:** Elicit that this is a diplodocus because it eats vegetables, walks on four legs, and has a long neck with a small head. Encourage the children to have different opinions about what the people should do with it. Discuss the consequences of their ideas. Some might suggest taking it to a zoo, but it would need a really huge enclosure. Other might suggest leaving it in the park, but that might mean that all the trees would lose their leaves.

### During the second reading of the newspaper article

- Read the text more quickly so that the story flows.
- Ask questions regularly to check understanding.
- Ask how the report shows different opinions. Elicit that different people tell the story from their own point of view: Saida Begum as a house-holder, Abdul Malik as a stall-holder, and Hamid Khan as a policeman.

### During the third reading of the newspaper article

- The children whisper along with the audio-recording or with you, copying the intonation.
- When they take turns to read the text aloud to a partner, walk round the class, checking that the text makes sense to them as they read, and correcting inaccurate reading.
- Ask different children to retell the story in their own words.

### Paired reading practice

- The children take turns to read the text to each other in a whisper, explain the text in their own words.
- The teacher walks round the class to monitor reading, checking the children are on task and reading correctly.

### Discussion

- The children discuss whether the texts are fiction or non-fiction.
- Elicit that the text describing the dinosaurs is non-fiction because dinosaurs really existed and there is fossil evidence to prove this.
- The newspaper story SHOULD be non-fiction because newspaper stories should be about true events. However, it is clearly fiction because we have just read that dinosaurs are extinct. When we compare the story to factual evidence, we can see that it is untrue.
- This is an important discussion because children should learn not to believe everything they read in the newspapers. In today's world of 'fake news', they need to check what they read against facts. This story is a bit of fun, but it also makes a serious point that children should understand.

## B. Comprehension

### Learning outcomes

#### Students should be able to:

- **B1:** recognise the difference between true and false statements.
- **B2:** tell the time with analogue and digital clocks.
- **B3:** check that the text makes sense to them.
- **B4:** identify features of the newspaper genre.
- **B5:** express views about a text.  
(Lesson 2, Steps 9-14)

#### Comprehension notes for the teacher

- **B1:** Point out that when we read something, we should think carefully whether it is true or false.
- **B2:** Explain that we can tell the time two ways in English. We need to know how to do both.
- **B3:** This exercise prepares the children to learn the past progressive tense although we do not teach it explicitly until the next unit.
- **B4:** Tell the children that all newspapers begin with a name and date. Each story begins with a punchy headline in capital letters. If there is a verb, it is usually in the present tense. In the article, there is often a quotation from someone who was there at the event.
- **B5:** When they do this exercise, children should learn that they cannot believe everything they read in the newspapers.

**Extension:** Ask the children to list some facts about your school. They should be based on evidence. For example, *Our uniform is red and white: fact. I like our uniform: opinion.*

## C. Word reading and spelling

For detailed procedure for Word Reading and Spelling pages, see the start of every lesson plan, since you should do phonic practice at the beginning of every lesson.

### Learning outcomes

#### Students should be able to:

- **C1:** read homophones and words ending with **ly** and learn the spellings. (Lesson 1, Steps 1-6)
- identify the target words in the reading text. (Lesson 4, Steps 8-13)
- **C2:** write homophones with the correct spellings in a context. (Lesson 4, Steps 14-18)
- **C3:** use adverbs in context.
- **C4:** read words with **au**, **aw**, and **our** and learn the spellings. Know that they can all make the same phoneme. (Lesson 1, Steps 1-6)
- read the tricky words as a whole. (Lesson 6, Steps 3-7)
- **C5:** explain that a statement is a complete sentence that ends with a full stop.
- **C6:** use time vocabulary in context. (Lesson 6, Steps 8-11)

### Spelling notes for the teacher

- **C1:** Remind the children that homophones have different spellings and meanings, but sound the same. Read and discuss the sample sentences for each homophone. Do not sound out these words.
- Discuss the 'wise owl' box. Point out that words ending in *ly* are usually adverbs and describe HOW we do things. So as to practise adverbs, play *In the manner of the word*.
- Give the children five timed minutes to find and underline the target words in the reading text. When the time is up, ask the children to hold up the number of fingers matching the number of words they have underlined. Ask different children to read aloud the whole sentence in which a word occurs. Note that some words may NOT occur in the reading text.
- Set **spelling homework:** (Lesson 3, Steps 4-5) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C2-3:** Ask the children to refer to the reading texts when they complete the sentences.
- **Test the spellings** in C1 after the children have learnt them for homework. (Lesson 4, Steps 1-7)
- **C4:** The children repeat the words after you or the audio-recording. Be aware that American English speakers pronounce the *r* in *your*, which makes the phoneme sound a little different from *au* and *aw*. In British English, all three graphemes make the same phoneme in the listed words.
- Remind the children that we read the tricky words as a whole.
- Set **spelling homework:** (Lesson 3, Steps 4-5) Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson. (Lesson 4, Steps 1-7)
- **C5:** Discuss the 'wise owl' box. Explain that a statement is a kind of sentence. A sentence is a group of words that make sense by themselves. Every sentence has a verb. **Statements** are sentences that end with a full stop. (Other kinds of sentence can end with a question mark or exclamation mark.) Ask the children to make statements in answer to the questions.
- **C6:** Talk about different units of time before you ask the children to complete the answers. Ask the children to look at the calendar and tell you the day for different dates. For example, *10<sup>th</sup> October is on a Monday*. Explain that we SAY 'the tenth of October' but we WRITE '10<sup>th</sup> October' or '10 October'. Both are correct.

### Extension activities

- Dictate all the sentences in C6. (Lesson 8, Steps 1-6)
- Ask children who finish early to make their own sentences with the words in C4.

## D. Grammar and punctuation

### Learning outcomes

#### Students should be able to:

- **D1:** use capital letters at the beginning of names of people, places, months, and days. (Lesson 7, Steps 3-8)
- **D2:** use the personal pronouns *mine, yours, his, hers, their, ours*. (Lesson 8, Steps 7-12)

### Grammar notes for the teacher

- **D1:** Discuss the 'wise owl' teaching box. Ask different children to come to the board and write a noun. Give them a variety of nouns – some proper nouns like *Raheela, Quetta, Thursday, March*, some common nouns like *saucepan, leaves, park, stomach*. Do not tell them whether to write a capital or lower case letter. Clap those who put a capital letter in the correct place.
- **D2:** The game *Whose sock?* will give practice in personal pronouns.
- Ask the children to list all the nouns that begin with a capital letter in the newspaper story. Make it into a competition to see who can find the most! Ask the children to write the nouns in the following columns:

People	Places	Months	Days
Saida Begum, Abdul Malik, Hamid Khan	Farzanpur	August	Wednesday

## E. Listening, speaking, and composition

### Learning outcomes

#### Students should be able to:

- **E1:** respond correctly to spoken headlines. Recognize that headlines are short, snappy, and in the present tense. (Lesson 8, Steps 13-16)
- **E2:** speak with a classmate in pairs or groups. (Lesson 9, Steps 2-9)
- **E3:** write sentences by saying out loud what they are going to write about. Plan and write a guided composition. (Lesson 9, Steps 10-17)
- **E4:** re-read writing to check that it makes sense.

How to give feedback (Lesson 10, Step 3)

How children edit, redraft, display, and perform writing (Lesson 10, Steps 4-7).

### Listening, speaking, and composition notes for the teacher

- **E1:** Discuss the 'wise owl' teaching box. If possible, show the children some real newspapers and discuss the headlines. Ask them to guess what each article is about.
- Read aloud the listening exercise or play it on the audio-recording.
- **E2:** First ask two confident children to tell the picture story as an open pair. (Lesson 9, Steps 2-9)
- When the children have observed a correct model from an 'open pair' of children, they should practise telling the story as 'closed pairs'. Remind them to use 'partner voices' and talk in a whisper.
- Walk round the class and monitor their conversation, helping where necessary.
- **E3:** Talk through the composition task with the whole class, asking different children to use the writing frame to help them frame sentences.
- Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas.
- **E4:** Encourage the children to proof-read their work. Stress that you will not be angry if they cross out work and replace it with better spelling, grammar, or punctuation. On the contrary! You will be pleased that they are thinking critically about their own writing.
- **Extension:** Encourage the children to imagine what happened next to the dinosaur and the inventor. Did the dinosaur help the inventor to invent new things? What were they? How did they work? Did the dinosaur eat up all the mosquitoes in the bedroom or cook the dinner every day? Did it sing songs or sweep the floor with its tail?

## Answers

- **B1:** b) *monster lizard*    c) *taller shorter*    d) *meat leaves*    e) *two four*
- **B2:** b) *5 past 10*    c) *10 past 10*    d) *quarter past 10*    e) *20 past 10*
- **B3:** b) *At ten o'clock, the dinosaur was stamping along the street.*  
           c) *At five past ten, Abdul was opening his vegetable stall.*  
           d) *At ten past ten, Hamid was questioning a lorry driver.*  
           e) *At quarter past ten, Hamid was leading the dinosaur into the park.*  
           f) *At twenty past ten, Hamid was tying the dinosaur to a tree.*

- **B4:** b) *Wednesday 14<sup>th</sup> (or 14) August* c) *HERO HAMID SAVES TOWN*  
d) *Saida Begum, Abdul Malik, Hamid Khan*
- **B5:** As discussion is the main purpose of the exercise, do not expect all the children to write it. More able children may write their answers when they have finished B1-4.
  - a) *non-fiction*
  - b) *fiction (The children may have different views. Usually newspapers are non-fiction, but this story is fiction because we know that dinosaurs are extinct.)*
  - c) *We know that it is not true because the non-fiction text tells us that dinosaurs are extinct.*
  - d) *No. Newspapers sometimes tell lies. We must think carefully about what we read.*
- **C1:** Children should read the homophones and phonic words after the teacher or audio-recording. They learn the spellings for homework. They underline as many words as they can find in the reading text.
- **C2:** a) *(too), to* b) *blew* c) *two* d) *blue*
- **C3:** b) *wildly* c) *quietly* d) *suddenly* e) *carefully*
- **C4:** Children should read the phonic words after the teacher or audio-recording. They read the tricky words as a whole. They learn the spellings for homework.
- **C5:** b) *Tyrannosaurus is the name of a dinosaur* c) *Farzanpur is the name of a town.*  
d) *Monday is the name of a day.*
- **C6:** b) *minutes* c) *hours* d) *days* e) *weeks* f) *months*
- **D1:** *Jinnah Park was the biggest park in Farzanpur. On Thursday 15<sup>th</sup> August, Saida Begum went to Jinnah Park. Hamid, Abdul, and the lorry driver went too. They thought it was December because there were no leaves on the trees. Then they saw Diplodocus. 'All the leaves are in his stomach!' shouted Saida.*
- **D2:** a) *yours* b) *hers* c) *mine* d) *his* e) *ours*
- **E1:** (As these are headlines, expect the children to write the words in capital letters.)  
b) *BAG* c) *TREE* d) *PRIZE* e) *KEY*
- **E2:** Open answers. Here is an example:  
*In Farzanpur, there was a very clever inventor. 'Aha!' he thought. 'I can invent a medicine. It will make the dinosaur smaller.' He worked hard all day and all night.*  
*The next day, he went to the park. He took a bucket of his medicine to the dinosaur. The dinosaur drank it all up. 'Aha!' said the inventor. 'It likes my medicine.'*  
*The next day, he went back to the park with another bucket of medicine. The dinosaur drank it all up again. 'Aha!' said the inventor. 'It's getting smaller.'*  
*When the dinosaur was as small as a dog, the inventor brought home. The dinosaur liked the house very much and sat beside the inventor's chair every day. 'Aha!' said the inventor. 'What a nice pet!' The dinosaur and inventor lived happily ever after.*
- **E3:** Open answers. The children write the story in a similar way to that suggested for E2. Do not expect them to use speech marks yet.
- **E4:** Check for evidence of proof-reading and self-correction of grammar or spelling.
- **Extension:** Ask the children to imagine what happened next. Answers will depend on the children's own ideas. Here is an example:  
*DINO BUILDS NEW HOSPITAL*  
*On Saturday 24 August, Dino the Dinosaur started to build a new hospital for Farzanpur. It has lived with the inventor Mr Gardezi for the last week. Mr Gardezi turns Dino into a small pet at night. But in the morning, he makes a special medicine that makes Dino big again.*  
*Then Dino goes to the building site of the new hospital. Last month the crane broke, so people could not carry heavy things onto the roof. But now, Dino just lifts them without a problem!*  
*'Dino is a treasure,' said Mr Gardezi. 'I am so glad that he came to town.'*

## Workbook page notes

### Learning Outcomes in the Workbook

#### 1. Phonics, Vocabulary, Grammar, Punctuation, and Composition

See the summary at the beginning of this unit plan.

#### 2. Learning Outcomes for Handwriting

Students should be able to:

- practise writing words with the key phonic patterns for the unit.
- write capital letters of the correct size, orientation, and relationship to one another and to lower case letters.

### Detailed lesson notes

See *Chapter 3: How to Plan a Teaching Unit*

## Answers

- **Ex 1:** The children practise copying the headlines in capital letters without joining the letters.
- **Ex 2:** a) *gently*    b) *quietly*    c) *noisily*    d) *easily*    e) *brightly*
- **Ex 3:** a) *blue – blew*    b) *too – two*    c) *hear – here*    d) *there – their*    e) *sea - see*
- **Ex 4:** The children trace over the first word, whispering it as they write. They then copy the same word between the quadruple ruled lines to the right.
- **Ex 5:** a) *a dog's paw*    b) *a crab's claw*    c) *fourteen*
- **Ex 6:** a) *autumn*    b) *pour, your*    c) *saw, crawl*    d) *August*    e) *author*
- **Ex 7:** The children should write the tricky words three times each, following the *look, cover, write, check* process.
- **Ex 8:** Answers will depend on the children.
- **Ex 9:** a) *half past seven*    b) *five past seven*    c) *twenty-five past seven*  
d) *a quarter past seven*    e) *ten past seven*    f) *twenty past seven*
- **Ex 10:** a) *month – August*    b) *Friday – day*    c) *Sara – girl*    d) *city – Lahore*  
e) *Pakistan – country*
- **Ex 11:** b) *Whose bottle is this? It's mine*    c) *Whose sock is this? It's hers.*  
d) *Whose bag is this? It's yours.*
- **Ex 12 - 13:** Answers will depend on the children's recent experiences.
- **Handwriting Practice:** Children can copy into their handwriting copy books all exercises that are in handwriting font and on quadruple ruled lines.

**Theme of the unit:** Feeling shy

**Reading genres:** Invitations, emails

**Phonics:**

- Table 1: *Homophones: where/wear, stair/stare; -tion as in station*
- Table 2: *air as in hair; are as in care; ear as in bear*

**Vocabulary:**

- Members of a family as in *daughter, cousin, auntie, niece, nephew*
- Dates: Saturday, 15 October (written) Saturday, the fifteenth of October (spoken)

**Grammar:**

- Past progressive tense: *When Shahana arrived, Rita's mother was making a cake.*
- Polite requests: *Would you like to ...*

**Punctuation:**

- Apostrophes for singular possession and missing letters
- Capital letters for days and months

**Suitable games (Chapter 6):**

- *Phonic Word bingo / Run and match* (to practise the phonic patterns of this unit: Games 1 and 2)
- *Run a race* (to practise ordinal numbers: Game 9)

**Listening and speaking:**

- Receive and give invitations.

**Composition:**

- Write an invitation.
- Proof-read writing to check punctuation.

**Homework**

- Read and discuss the text with a parent or adult.
- Learn the spellings of key phonic patterns and tricky words of the unit.
- Workbook pages 78-82

**Teaching aids**

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) a ruler to hold under the line they are reading in a text
- (advisable) audio equipment and recording for Textbook 2
- (advisable) flashcards for the phonic and tricky words of the unit (see Word List in Appendix 1)
- (advisable) materials for games chosen to support teaching points
- (optional) pictures of parties to stimulate discussion and writing

## Extension activities (optional)

### A class party

#### Preparing for the party

1. If possible, arrange a party to teach the children good manners and consideration – and have some fun. Ask each child to bring in some healthy finger food to share later this week. Discourage biscuits and cakes, which are not good for their health or their teeth.
2. Tell each child to write an invitation for the person sitting next to him/her. Ensure that every child in the class receives an invitation. Write an invitation on the board for each child to copy. Those who finish first can write another invitation for someone who may be absent.
3. In this letter, we have not advised a comma after the greeting or the signing off since this is modern practice. If you wish to put a comma after the greeting, this is also correct, but you must also put commas after the two signing-off phrases.

[Date including day and month]

Dear \_\_\_\_\_

Would you like to come to our class party at \_\_\_\_ o'clock on \_\_\_\_\_ day? We'd love to see you. Please bring some healthy finger food to share, like samosas, pakoras, crisps, or fruit.

Hoping you can come

All the best

\_\_\_\_\_

4. Beforehand, talk about the importance of politeness and sharing.
5. Discuss how you can offer food politely, e.g. *Would you like some \_\_\_\_\_? Please try some of these \_\_\_\_\_.*
6. Discuss how you can accept or refuse food politely, e.g. *Thank you very much. This looks lovely. I'd love to try some. Thank you, but I've had enough.*
7. Encourage the children to prepare food with their parents beforehand.

#### On the day of the party

1. Before you eat, play some of the language teaching games you have learned this year. Use the party games as an enjoyable revision exercise.
2. After the games, ask the children to wash their hands, pointing out the importance of keeping food clean.
3. Put the food they have brought on plates. Remind the children that parties are for sharing and being kind to each other.
4. Give each child a turn to take a plate round to all the children in the class. Remind them to take a little, leaving enough for every child to have some.
5. Remind them that in English, we always say, 'Thank you,' whenever we receive food.
6. After everyone has shared their food, make sure that each child washes his/her hands and plate.

## Textbook page notes

### A. Reading text

#### Learning outcomes for the whole text

#### Students should be able to:

- read, understand, and enjoy a fiction text and an email.

## Pre-reading learning outcomes

### Students should be able to:

- draw on vocabulary provided in Key words.
- link what they read to their own experiences.
- consider the particular characteristics of an email and an invitation.

## During-reading learning outcomes

### Students should be able to:

- participate in discussion about what is read to them, taking turns and listening to what others say.
- predict what might happen on the basis of what has been read so far.
- discuss word meanings, linking new meanings to those already known.
- check that the text makes sense to them as they read; correct inaccurate reading.
- make inferences on the basis of what is being said and done.
- explain clearly their understanding of what is read to them.
- discuss the significance of the title and events.

### For detailed procedure for teaching a reading text, see plans given in Chapter 3, for

- First reading of the text: Lesson 1, Steps 7-18
- Second reading of the text: Lesson 2, Steps 3-8
- Third reading of the text: Lesson 3, Steps 6-13
- Paired reading practice: Lesson 4, Steps 19-21
- Drama or Discussion: Lesson 5, Steps 12-17

## Reading notes for the teacher

### Pre-reading

- Ask the children to tell you what an invitation is, eliciting that it is a way of asking someone to do something. You can invite someone to do something by letter, email, or by talking. Elicit that an email is a letter that comes through the internet onto a phone, tablet, laptop, or computer.
- Ask the children to look at the email at the bottom of the page. Elicit that an email is a letter that comes on a computer. An email address always includes the @ symbol. It always shows who sent the email, who receives the email, the date it was sent, and the subject.
- Ask the children to look out for the differences between the characters in the story as they read.  
**Suitable questions:** *What is an invitation? How can we give invitations? (by email/letter/card/phone/talking). What is an email? How is it set out? What can you see on the pictures on this page? What do you think the story is going to be about?*

### During the first reading

- As you play the audio-recording or read the text for the first time, ask the children to think about Shahana, Javed, and Javed's cousin as characters. What sort of person is each one? (Noisy or quiet? Shy or outgoing? Rude or polite?) What do they like doing? (Reading or running about?)
- Tell the children to explain their views, accepting a variety of opinions.
- As you read, elicit the meanings of difficult words like *glared*, *yelled*, and *pretending*. Explain that our *relations* are members of our family.
- **Talk box 1:** Help the children to **infer** that Shahana did not want to go to Auntie Fatima's flat. (When we *infer* we understand something although the text does not actually say it.) We infer Shahana's feelings because she thought of many reasons not to go (there wasn't time, she had no smart clothes to wear, she was scared of Javed).

- Encourage the children to be honest about their fears of other people, but make sure that nobody in the class is mentioned by name.
- **Talk box 2:** Elicit that Shahana is a quiet, shy child who likes reading. She is rather frightened of noisy, rude children.

### During the second reading

- Read the text more quickly so that the story flows.
- Ask questions regularly to check understanding.
- Ask the children to make inferences on the basis of what is being said and done, for example, *Do you think the children in the room were behaving well? How did they behave badly? (They did not welcome Shahana in a friendly way. They just stared at her. A boy pushed her. One of them pulled off the leg of a teddy and jumped on a sofa. They shouted inside the house.)*

### During the third reading

- The children whisper along with the audio-recording or with you, copying the intonation.
- Ask different children to retell the story in their own words.

### Paired reading practice

- The children take turns to read the text to each other in a whisper, explaining the text in their own words.
- The teacher walks round the class to monitor reading, checking the children are on task and reading correctly.

### Discussion

- The children discuss what happened in the story, taking it in turns to think how children are different. Elicit that quiet children are not 'better' than noisy children, but we should allow others to feel safe and welcome. There is a time and place for shouting and running (in the playground, for example), but it is not usually polite to shout and run inside the house.

## B. Comprehension

### Learning outcomes

#### Students should be able to:

- **B1:** explain their understanding of the text.
- **B2:** draw on background information provided and relate it to their own opinions. (Lesson 2, Steps 9-14)

#### Comprehension notes for the teacher

- **B1:** Remind the children how to change a past tense into the negative: by adding *did not* and the present form of the verb.
- **B2:** Discuss what different children like doing in their spare time before they write their answers.

**Extension:** Ask the children to list the relationships in the story (*mother, daughter, auntie, cousin, niece, nephew*). Check that the children understand each word. Explain that *aunt* and *auntie* mean the same thing.

## C. Word reading and spelling

For detailed procedure for Word Reading and Spelling pages, see the start of every lesson plan, since you should do phonic practice at the beginning of every lesson.

### Learning outcomes

#### Students should be able to:

- **C1:** read homophones and words ending with **-tion** and learn the spellings. (Lesson 1, Steps 1-6)
- identify the target words in the reading text (Lesson 4, Steps 8-13)

- **C2:** write homophones with the correct spelling in context. (Lesson 4, Steps 14-18)
- **C3:** write words with **-tion** in context.
- **C4:** read words with **air, are,** and **ear** and learn the spellings. (Lesson 1, Steps 1-6)
- read the tricky words as a whole. (Lesson 6, Steps 3-7)
- **C5:** complete a crossword with the words in C4. (Lesson 6, Steps 8-11)

### Spelling notes for the teacher

- **C1:** Remind the children that homophones have different spellings and meanings, but sound the same. Read and discuss the sample sentences for each homophone. Do not sound out these words.
- Point out that **-tion** sounds like *shun* when it comes at the end of a word.
- Give the children five timed minutes to find and underline the target words in the reading text. When the time is up, ask the children to hold up the number of fingers matching the number of words they have underlined. Ask different children to read aloud the whole sentence in which a word occurs. Note that some words may NOT occur in the reading text.
- Set **spelling homework:** (Lesson 3, Steps 4-5) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C2-3:** Practise the sentences orally before the children complete them in their notebooks.
- **Test the spellings** in C1 after the children have learnt them for homework. (Lesson 4, Steps 1-7)
- **C4:** Discuss the 'wise owl' box, pointing out that all three spelling patterns (graphemes) make the same phoneme in these words. More able children may point out that the same spelling patterns make different phonemes in the words *are* and *hear*.
- The children repeat the words after you or the audio-recording. Only sound out the words if the children have difficulty reading them.
- Remind the children that we read the tricky words as a whole.
- Set **spelling homework:** (Lesson 3, Steps 4-5) Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson (Lesson 4, Steps 1-7)
- **C5:** Talk through the clues before asking the children to write the answers in the blanks. There is one blank per letter. They should complete the crossword in pencil in case they find later that they have made a mistake. Point out that words can go from left to right or top to bottom.

### Extension activities

- Dictate all the sentences in C2. (Lesson 8, Steps 1-6)
- Ask children who finish early to think of other sentences with the homophones.

## D. Grammar and punctuation

### Learning outcomes

#### Students should be able to:

- **D1:** use apostrophes for missing letters and for singular possession. (Lesson 7, Steps 3-8)
- **D2:** use the past progressive tense to mark actions in progress. Re-read writing to check that the continuous form is used correctly and consistently. (Lesson 7, Steps 3-8).

### Grammar notes for the teacher

- **D1:** Discuss the 'wise owl' teaching box. Remind the children that we can use apostrophes BOTH to show missing letters AND to show belonging. If necessary, practise adding apostrophes on the board before the children punctuate the sentences in their notebooks.
- **D2:** For the teacher's information: The progressive tenses are often called the continuous tenses. They show that an action is in progress.  
*She **is blowing up balloons.*** This shows that she is doing it now.  
*She **was blowing up balloons.*** This shows that she was doing it when Shahana arrived.

- Ask the children to re-read their writing to check that they have used the progressive or continuous tense correctly and consistently.

### Extension

- Ask the children to write other sentences with apostrophes for belonging and missing letters.
- Dictate the sentences in D1. (Lesson 8, Steps 1-6)

## E. Listening, speaking, and composition

### Learning outcomes

#### Students should be able to:

- **E1:** complete an invitation from a listening text. (Lesson 8, Steps 13-16)
- **E2:** give an invitation on the phone. (Lesson 9, Steps 2-9)
- **E3:** write an invitation. (Lesson 9, Steps 10-17)
- **E4:** proof-read punctuation.

How to give feedback (Lesson 10, Step 3)

How children edit, redraft, display, and perform writing (Lesson 10, Steps 4-7)

### Listening, speaking, and composition notes for the teacher

- **E1:** Read aloud the listening exercise or play it on the audio-recording. If you take the children outside to run a race, you will give oral practice in ordinal numbers such as *first, second, third, fourth, fifth* etc. They will need to know ordinal numbers when they are reading aloud dates.
- Note for the teacher: They can WRITE dates as *Tuesday 18<sup>th</sup>* OR *18 October*. However, when they SAY the date aloud, they should use ordinal numbers like this: *Tuesday **the eighteenth of** October*.
- **E2:** Practise the phone conversation orally. First ask two confident children to ask and answer the questions as an open pair. (Lesson 9, Steps 2-9)
- When the children have observed a correct model from an 'open pair' of children, they should practise the dialogue as 'closed pairs'. Remind them to use 'partner voices' and talk in a whisper.
- Walk round the class and monitor their conversation, helping where necessary.
- **E3:** Talk through the invitation with the whole class, asking different children to use the writing frame to help them frame sentences. After they have had plenty of practice orally, they can do the task in their books. (Lesson 9, Steps 2-9)
- Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas.
- **E4:** Encourage the children to proof-read their work. Stress that you will not be angry if they cross out work and replace it with better punctuation. On the contrary! You will be pleased that they are thinking critically about their own writing.

**Extension:** Ask the children to write letters to each other, asking them to a class party. See the Extension activity at the beginning of the unit.

## Answers

- **B1:** b)✓ c)✓ d)✗ *Shahana did not want to go.* e)✓ f)✗ *At first, she did not enjoy the party.* g)✓
- **B2:** a) *She liked reading.* b) *Auntie Fatima's niece liked reading too.* c) *I like ...ing ....* (open answers)
- **C1:** Children should read the homophones and phonic words after the teacher or audio-recording. They learn the spellings for homework. They underline as many words as they can find in the reading text.
- **C2:** a) *wear* b) *Where* c) *stare* d) *stairs*
- **C3:** b) *fiction* c) *relations* d) *station* e) *invitation*
- **C4:** Children should read the phonic words after the teacher or audio-recording. They read the tricky words as a whole. They learn the spellings for homework.



## Answers

- **Ex 1:** The children practise copying joining the letter 'e' correctly. It should join from the bottom after the letter 'h' and should join from the top after the letter 'w'.
- **Ex 2:** a) wear, pair    b) stares    c) pear    d) Where, stairs
- **Ex 3:** a) corrections    b) station    c) invitation
- **Ex 4:** The children trace over the first word, whispering it as they write. They then copy the same word between the quadruple ruled lines to the right.
- **Ex 5:** a) fair hair    b) a square    c) a pear
- **Ex 6:** a) repair, tear    b) fare    c) hare    d) share    e) bear, wearing
- **Ex 7:** The children should write the tricky words three times each, following the *look, cover, write, check* process.
- **Ex 8:** Answers will depend on the children.
- **Ex 9:** TOP LINE: Mohammad (Afia's grandfather)    Zainab (Afia's grandmother)  
MIDDLE LINE: Abdul (Afia's uncle)    Fatima (Afia's auntie)    Mahmood (Afia's father)    Farida (Afia's mother)  
BOTTOM LINE: Javed (Afia's cousin)    Hassan (Afia's brother)    Salma (Afia's sister)    Salim (Afia's brother)
- **Ex 10:** a) Mohammad's daughter is Fatima.  
b) Mohammad's son is Mahmood.  
c) Fatima's son is Javed.  
d) Mahmood's daughters are Salma and Afia.  
e) Mahmood's sons are Hasan and Salim.  
f) Afia's cousin is Javed.  
g) Salma is older than Afia and Salim/Javed.  
h) Afia is younger than Hasan and Salma.  
i) Hassan is the same age as Salma.  
j) Javed is the same age as Salim.
- **Ex 11:** a) He was brushing his teeth.    b) They were drinking their tea.  
c) She was brushing her teeth.    d) He was reading his book.
- **Ex 12:** Answers will depend on the children. Sample answers: *My birthday is on (10 October). My friend's birthday is on (29 September). I am (younger) than my friend.*
- **Ex 13:** Answers will depend on the date, children's names, and details of their birthday parties and addresses. Sample answer:

21 April (date)

Dear Salim

Would you like to come to my birthday party?

It'll be at 4 o'clock on Saturday 7 May (date).

My address is 23H Muzaffar Colony, Karachi.

It's near the sports stadium.

I do hope you can come.

All the best

Child's signature (your name)

- **Handwriting Practice:** Children can copy into their handwriting copybooks all exercises that are in handwriting font and on quadruple ruled lines.

**Theme of the unit:** Loyalty

**Reading genre:** A narrative poem with nonsense words, alphabetical order

**Phonics:**

- Table 1: *wh* as in *whistled*; *th* as in *threw*; *ph* as in *elephant*; *sh* as in *bushes*; *ch* as in *chick*
- Table 2: *ee* as in *deep*; *a* as in *path*; *ly* as in *sharply*

**Vocabulary:**

- Verbs of movement as in *hurried*
- Verbs of sound as in *swished*
- Adjectives in comparisons: *as ... as a ...*

**Grammar:**

- Prepositions of movement: *along, through, below, over, across*
- Revision of adjectives, adverbs, and past tense verbs

**Punctuation:**

- Revision of full stops, capital letters, question marks, commas in lists

**Suitable games (Chapter 6):**

- *Phonic bingo / Run and match* (to practise the phonic patterns of this unit: Games 1 and 2)
- *Elephants and mice* (to teach prepositions of movement and the grammar taught in this book: Game 5)

**Listening and Speaking:**

- Listen to and complete a description.

**Composition:**

- Write a nonsense poem with comparisons, using the phrase *as ... as ...*
- Evaluate a poem with other pupils and the teacher. Check for errors in spelling, grammar, and punctuation.
- Read aloud what they have written with appropriate intonation to make the meaning clear.

**Homework**

- Read and discuss the text with a parent or adult.
- Learn the spellings of key phonic patterns and tricky words of the unit.
- Workbook pages 83-87

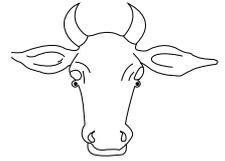
**Teaching aids**

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) a ruler to hold under the line they are reading in a text
- (advisable) audio equipment and recording for Textbook 2
- (advisable) flashcards for the phonic and tricky words of the unit (see Word List in Appendix 1)
- (advisable) materials for games chosen to support teaching points
- (advisable) props and materials for the Extension activities below
- (optional) pictures of monsters to stimulate discussion and writing

### Extension activities (optional)

#### Drama

- Ask the children to recite the poem with actions.
- If possible, provide them with simple props or costumes such as a net for Phootle and masks for Pud and the hepherlumphing cow. You can re-use the dog mask from Unit 13 for Pud. Here is a simple template for a cow mask.



#### Drama practice 1

1. After you have read the poem twice, ask three children to come to the front. Give each one a role from the story: Phootle, Pud, and the hepherlumphing cow.
2. Recite the poem again, asking the actors to mime the parts of the characters as you speak.
3. Tell all the children to join in at the repeated parts, such as, *'I'm coming for you now. Just stay well away from the hepherlumphing cow.'* *Sss! hissed the snakes. Zzz buzzed the bees. Whish! swished the trees.*

#### Drama practice 2

1. Choose three different children to come up and mime the actions. Choose pupils who may not be very good at English but who are good at acting.
2. The rest of the class read the poem chorally, stressing the underlined syllables. Work on their intonation and stress so that they all speak together and with expression.

#### Performance

1. When the children know the poem by heart, they perform it chorally in an assembly for other children. Make sure that all your pupils speak expressively.
2. Stand at the back of the hall so that your audience cannot hear you, but the children can see you. 'Conduct' them with your hands so that you keep them to the beat as they recite the poem. Act out the expressions for them to copy and mouth the words silently.
3. Choose three children to mime the poem as the rest recite it.

### Textbook page notes

#### A. Reading text

##### Learning outcomes for the whole text

##### Students should be able to:

- appreciate a narrative poem and recite it by heart.

##### Pre-reading learning outcomes

##### Students should be able to

- draw on vocabulary provided in Key words.
- recognize stress and rhythm in a poem.

##### During-reading learning outcomes

##### Students should be able to:

- participate in discussion about what is read to them, taking turns and listening to what others say.
- predict what might happen on the basis of what has been read so far.
- discuss word meanings, linking new meanings to those already known.
- check that the text makes sense to them as they read; correct inaccurate reading.
- make inferences on the basis of what is being said and done.
- explain clearly their understanding of what is read to them.
- recite a poem, with appropriate intonation to make the meaning clear.

For detailed procedure for teaching a reading text, see plans given in Chapter 3, for

- First reading of the text: Lesson 1, Steps 7-18
- Second reading of the text: Lesson 2, Steps 3-8
- Third reading of the text: Lesson 3, Steps 6-13
- Paired reading practice: Lesson 4, Steps 19-21
- Drama or Discussion: Lesson 5, Steps 12-17

## Reading notes for the teacher

### Pre-reading

- Discuss the meanings of the key words. Elicit that the words are in alphabetical order.
- Explain that the children can feel the rhythm of the poem if they tap when you say the bold syllables.  
**Suitable questions:** *Why are the key words listed in this order? Which of the words is NOT a verb? (Lair is not a verb – the other words all tell us what characters do.) Who do you think Phootle and Pud are? What can you see on the pictures on this page? What do you think the text is going to be about?*

### During the first reading

- As you play the audio-recording or read the text for the first time, ask the children to tap the beat on the bold syllables as you read.
- At the end of the first part of the text, ask them to predict what will happen. Ask, *Do you think Phootle will find his dog?*
- As you read, elicit the meanings of difficult words like *crept*, *leapt*, and *secret*.
- Elicit that Phootle had a long and difficult journey to find his dog and that he was very brave when he threw his net on the hepherlumphing cow. Like many stories, this is about a man who was loyal. Phootle loved his dog so much that he went through many dangers to rescue it.
- **Talk box:** Elicit that the nonsense words sound like real words but are a little different. *Hepher-* sounds like *heavy* and *lumphing* sounds like *lump*. When Phootle is *pheary-weary* it sounds as if he is *fearful and tired*. *Huggle-wuggled* sounds as if they *hugged tightly*.

### During the second reading

- Read the text more quickly so that the story flows.
- Ask questions at the end to check understanding.
- Ask the children to identify repeated sounds, e.g. *shouted sharply, wish swished, Zzz buzzed, Sss hissed the snakes, huggle-wuggled*.
- Ask the children to make inferences on the basis of what is being said and done, for example, *How do we know that Phootle got tired after his journey? (Because at first he shouted sharply for Pud, but then he whispered weakly. The poem also says he was 'pheary-weary'.)*

### During the third reading

- The children whisper along with the audio-recording or with you, copying the intonation.
- Ask different children to retell the story in their own words.

### Paired reading practice

- The children take turns to read the text to each other in a whisper. They then explain the text in their own words and identify their favourite passages or words.
- The teacher walks round the class to monitor reading, checking the children are on task and reading correctly, stressing the right syllables.

### Drama

- The children learn to recite the poem by heart. See Extension activities at the beginning of the unit.

## B. Comprehension

### Learning outcomes

#### Students should be able to:

- **B1:** explain their understanding of the text in the past tense.
- **B2:** identify verbs of movement and sound.
- **B3:** learn and recite a poem by heart, using appropriate intonation to make the meaning clear. (Lesson 2, Steps 9-14)

#### Comprehension notes for the teacher

- **B1:** Discuss the features of this narrative poem. It has a strong rhythm, it rhymes, and it tells a story. Ask the children to answer the questions orally and check that they are using the past tense correctly.
- **B2:** Ask different children to find each word in the poem and read aloud the sentence from which it is taken. You may wish to write and complete the table on the board before the children complete it in their books. Remind them that we look at the first letter of words when we put them in alphabetical order.
- **B3:** See Extension activities at the beginning of the unit.

**Extension:** Ask the children to write their favourite lines in the poem and say why they like them. (For example, they might like lines with made-up words. They might like lines with repeated sounds. Or they might like lines with movement or sound words.)

## C. Word reading and spelling

For detailed procedure for Word Reading and Spelling pages, see the start of every lesson plan, since you should do phonic practice at the beginning of every lesson.

### Learning outcomes

#### Students should be able to:

- **C1:** read words with **wh**, **th**, **ph**, **sh**, and **ch** and learn the spellings. (Lesson 1, Steps 1-6)
- identify the target words in the reading text. (Lesson 4, Steps 8-13)
- **C2:** write words from C1 in context. (Lesson 4, Steps 14-18)
- **C3:** read words with **ee** (as in *deep*) **a** (as in *path*), and **-ly** (as in *sharply*), and learn the spellings. (Lesson 1, Steps 1-6)
- read the tricky words as a whole. (Lesson 6, Steps 3-7)
- **C4:** write words from C3 in context. (Lesson 6, Steps 8-11)

#### Spelling notes for the teacher

- **C1:** Point out that the letter *h* changes the sound made by the previous letter in all these graphemes. As this is revision, the children should be very familiar with all these phonemes.
- Give the children five timed minutes to find and underline the target words in the reading text. When the time is up, ask the children to hold up the number of fingers matching the number of words they have underlined. Ask different children to read aloud the whole sentence in which a word occurs. Remember to include the less able.
- Set **spelling homework:** (Lesson 3, Steps 4-5) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C2:** Ask different children to refer to the poem and complete the sentences orally before they write the answers.
- **Test the spellings** in C1 after the children have learnt them for homework. (Lesson 4, Steps 1-7)
- **C3:** As this is revision, the children should be familiar with all these spellings. Elicit that words ending in *-ly* are usually adverbs and describe HOW something happened.
- Remind the children that we do not sound out tricky words, but read them as a whole.

- Set **spelling homework**: (Lesson 3, Steps 4-5) Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson (Lesson 4, Steps 1-7)
- **C4**: Talk about the picture before they label it.

### Extension activities

- Dictate all the sentences in C2. (Lesson 8, Steps 1-6)
- Ask children who finish early to think of other words with the same spelling patterns on this page and to write their own sentences with them.

## D. Grammar and punctuation

### Learning outcomes

#### Students should be able to:

- **D1**: use prepositions of movement. (Lesson 7, Steps 3-8)
- **D2**: use full stops, capital letters, question marks, and exclamation marks. (Lesson 7, Steps 3-8).
- **D3**: use commas in lists. (Lesson 8, Steps 7-12)

#### Grammar notes for the teacher

- **D1**: The game *Elephants and mice* will help you to teach prepositions of movement if you ask the children to mime actions with *along, through, below, over, across*. Additional examples could be: *Move your finger **along** the bottom of the window. Walk **through** the door. Put your hands **below** your knees. Wave your hand **over** your head. Place a ruler **across** two desks.*
- The game will also help you to revise the grammar you have taught in this book.
- **D2**: Discuss the 'wise owl' teaching box and revise the use of the key punctuation markers.
- **D3: Note on the Oxford comma**: There is always a comma before 'and' in lists. There is also a comma before 'or' at the end of a list. This is known as the 'Oxford comma'. However, if you are preparing children to take the British Key Stage 1 SATS test, teach them not to use a comma before 'and' or 'or'.

### Extension

- Ask the children to write other sentences that use commas in lists.
- Ask them to explain how they get from the school gate to the classroom, using the prepositions *along, through, below, over, and across*.

## E. Listening, speaking, and composition

### Learning outcomes

#### Students should be able to:

- **E1**: complete a poem as a listening exercise. (Lesson 8, Steps 13-16)
- **E2**: speak with a classmate in pairs.
- plan a nonsense poem by saying out loud what they are going to write about. (Lesson 9, Steps 2-9)
- **E3**: write a nonsense poem with the repeated phrase as ... as ....  
(Lesson 9, Steps 10-17)
- **E4**: evaluate their writing with the teacher and other pupils. Proof-read to check for errors in spelling, grammar, and punctuation.
- read aloud what they have written with appropriate intonation to make the meaning clear.

How to give feedback (Lesson 10, Step 3)

How children edit, redraft, display, and perform writing (Lesson 10, Steps 4-7)

#### Listening, speaking, and composition notes for the teacher

- **E1**: Read aloud the listening exercise or play it on the audio-recording. The children complete the description.

- **E2:** Talk through the composition task with the whole class, asking different children to use the writing frame to help them frame sentences. Encourage them to be as imaginative as possible. If possible, show them pictures of monsters to stimulate their imaginations. (Lesson 9, Steps 2-9)
  - **Extension:** Help more able children to think of comparisons with repeated sounds, like 'as big as a balloon'.
  - When the children have listened to other children's ideas, they should practise making up a poem as 'closed pairs'. Remind them to use 'partner voices' and talk in a whisper.
  - Walk round the class and monitor their ideas, helping where necessary.
  - **E3:** After they have had plenty of practice orally, they can do the task in their books. Emphasise that A POEM DOES NOT HAVE TO RHYME! It is very difficult to make up a good rhyming poem and few adults can do it well. It is better to find imaginative and original words that say what we want. (Lesson 9, Steps 2-9)
  - Walk round the class, checking their spelling and punctuation. Praise them for imaginative ideas.
  - **E4:** Encourage the children to proof-read their work with the help of a classmate. Stress that you will not be angry if they cross out work and replace it with better spelling, grammar, or punctuation. On the contrary! You will be pleased that they are thinking critically about their own writing.
  - Encourage the children to write positive comments about each other's work, for example, *I like the line about the monster's (eyes).*
  - Mark the poems fully so that their second drafts are as perfect as possible. See Chapter 1, Section 6.3 and 10 for correction strategies.
  - After you have marked the compositions, read aloud examples of good writing. Also give feedback on common mistakes (without mentioning names, to avoid humiliating children publicly).
  - Ask the children to write a neat second draft, illustrating it with their own monster.
  - The children read aloud their poems to the rest of the class, loudly, clearly, and with expressive intonation.
- Extension:** Ask the children to write a poem about a pet, using the same writing frame.

## Answers

- **B1:** a) *He was a fisherman.*    b) *He lived in a wood.*    c) *His dog Pud lived with him.*  
           d) *Pud got lost.*                      e) *Phootle went out to look for him.*  
           f) *The dangers he met were bees, thorn bushes, snakes, rivers, and lakes*  
           g) *He found Pud in the hepher-lumping cow's cave.*  
           h) *Phootle threw his fishing net on the hepher-lumping cow.*    i) *Yes, they got home safely.*
- **B2:** Note that *swish* could be in the movement column too.

Verbs about movements	Verbs about sounds
<i>(hurried), crept, leapt, rushed</i>	<i>swished, whistled, hissed, buzzed</i>
Other movement verbs: <i>ran, walked, danced, strolled, jogged, crawled</i>	Other sound words: <i>roared, boomed, rustled, trumpeted, banged, tinkled</i>

- **B3:** The children recite the poem by heart, stressing the syllables in bold.
- **C1:** Children should read the phonic words after the teacher or audio-recording. They learn the spellings for homework. They underline as many words as they can find in the reading text.
- **C2:** a) *(Phootle), rushed*    b) *through, bushes*    c) *whistled*    d) *hepher-lumping*    e) *charged*  
           f) *flash, threw*                      g) *reached*
- **C3:** Children should read the phonic words after the teacher or audio-recording, first sounding out the phonemes, then blending the whole words correctly. They read the tricky words as a whole. They learn the spellings for homework.

- **C4:** Clockwise from right: *path, river, bees, tree*
- **D1:** b) *Phootle went through flowers.*    c) *Phootle went below bushes.*    d) *Phootle went over rivers.*  
e) *Phootle went across lakes.*
- **D2:** a) *One day Phootle lost his dog, Pud.*  
b) *He went to look for his dog.*  
c) *'Where are you?' he shouted.*  
d) *'Woof!' barked Pud.*  
e) *Phootle rescued his dog.*  
f) *On their way back they heard bees go 'buzz!' (or 'Buzz!')*  
g) *They heard snakes go 'ssss!' (or 'Ssss!')*  
h) *Then at last they got home.*
- **D3:** a) *Phootle saw bees, snakes, and a hepher-lumphing cow.*  
b) *He passed trees, flowers, bushes, rivers, and lakes.*  
c) *Pheary-weary, hepher-lumphing, and huggle-wuggle are nonsense words.*
- **E1:** a) *balloon*    b) *saucers*    c) *pebbles*    d) *snake*    e) *pencils*    f) *sea*
- **E2:** Answers will depend on the children's own ideas. Encourage them to use their own words. Here is an example:  
*Piff is as long as a train. Its ears are as small as peas. Its eyes are as big as headlights. Its nose is as fat as a cushion. Its legs are as wide as the pillars of a bridge. Its mouth is as thin as a piece of string.*
- **E3:** Answers will depend on the children's own ideas.
- **E4:** Check for evidence of proof-reading and positive comments from other children.

## Workbook page notes

### Learning Outcomes in the Workbook

#### 1. Phonics, Vocabulary, Grammar, Punctuation, and Composition

See the summary at the beginning of this unit plan.

#### 2. Learning Outcomes for Handwriting

Students should be able to:

- understand which letters, when adjacent to one another, are best left unjoined.
- use spacing between words that reflects the size of the letters.
- practise writing words with the key phonic patterns for the unit.

### Detailed lesson notes

See *Chapter 3: How to Plan a Teaching Unit*

## Answers

- **Ex 1:** The children copy the words below, being careful not to join the 'break letters'.
- **Ex 2:** a) *a chain*    b) *a sheep*    c) *a thorn*    d) *a phone*    e) *a whale*    f) *a chimp*    g) *a fish*    h) *a photo*
- **Ex 3:** a) *wood* – g) *Pud*    b) *crept* – j) *leapt*    c) *worried* – f) *hurried*    d) *knew* – *through*  
e) *cried* – i) *hide*
- **Ex 4:** The children trace over the first word, whispering it as they write. They then copy the same word between the quadruple ruled lines to the right.
- **Ex 5:** a) *lake*    b) *nose*    c) *snake*    d) *hide*    e) *open*    f) *home*    g) *late*    h) *wide*

- **Ex 6:** The children should write the tricky words three times each, following the *look, cover, write, check* process.
- **Ex 7:** Answers will depend on the children.
- **Ex 8:** a) *hurried*    b) *whistled*    c) *hissed*    d) *buzzed*    e) *leapt*
- **Ex 9:** *gate, jam, pot, station, train*
- **Ex 10:** *First she walks across the school playground and through the gate. Then she goes along the road and under the railway bridge. After that she goes over the river and round a bend. At last she goes into her block of flats.*
- **Ex 11:** Answers will depend on the children.
- **Ex 12:** a) *as mad as a hatter*    b) *as bright as a button*    c) *as cool as a cucumber*  
d) *as sweet as honey*    e) *as good as gold*
- **Ex 13:** Answers will depend on the children. Encourage them to think of imaginative comparisons.
- **Handwriting Practice:** Children can copy into their handwriting copybooks all exercises that are in handwriting font and on quadruple ruled lines

This unit revises the listening, phonic, grammar, punctuation, and composition skills taught in the previous four units. Please see **Chapter 4, How to Plan a Revision Unit**. It is suggested that you take a week to revise the previous four units.

## Answers: Textbook 2 Unit 20

- **Ex 1:** a) Nadeem is a lawyer.      b) He is also my uncle.      c) In his spare time, he likes cooking.  
d) For example, on Monday he baked a cake.      e) It was made of flour, eggs, and sugar.  
f) It was ready after an hour. Mmmm!
- **Ex 2:** b) She lives near the train station.  
c) On Saturday she sent me an invitation to tea.  
d) When she came to the door she was holding a tape measure.  
e) 'I'm going to make you a sparkly skirt,' she said.  
f) 'Come and see my treasure box.'  
g) 'Would you like stars or mirrors?'  
h) 'Stars, please – and thank you, Auntie Amna.'  
i) 'My pleasure,' she replied.
- **Ex 3:** b) At ten past five, he was reading his book.  
c) At five past six, she was washing her hands.  
d) At twenty past seven, they were eating their dinner.  
e) At twenty-five past eight, he was brushing his teeth.  
f) At half past eight, they were combing their hair.
- **Ex 4:** Answers will differ for each child. Acceptable adverbs are in brackets.  
b) He was reading his book quietly. (or happily or slowly)  
c) She was washing her hands slowly. (or quickly or carefully)  
d) They were eating their dinner greedily. (or slowly or quietly)  
e) He was brushing his teeth quickly (or slowly or carefully)  
f) They were combing their hair happily. (or quietly, carefully, or slowly)

## Answers: Workbook 2 Unit 20

- **Ex 1:** The children copy the letters, noting where to join and not to join letters and numbers. Check that they have left spaces between words.
- **Ex 2:** a) a tear – f) a deer      b) a see-saw – d) a dinosaur      c) a square – e) a pear
- **Ex 3:** a) I – mine      b) he – his      c) she – hers      d) you – yours      e) we – ours      f) they – theirs
- **Ex 4:** a) sure      b) months      c) minutes      d) hours      e) seconds      f) cousin      g) daughter  
h) son      i) money
- **Ex 5:** Note that children need not use speech marks when they copy the exercise, as we have not taught these yet.  
a) 'Hey!' shouted Hassan. 'Are you playing cricket today?'  
b) 'No,' replied Abdul. 'I'm going to play on Tuesday.'      c) 'Who's going with you?' asked Hassan.  
d) 'Ali, Sam, Rashid, and Tariq are coming.'      e) 'Hooray!' shouted Hassan. 'See you there.'

## Spelling Games

### 1. Phonic bingo

(1) to practise the phonic patterns of any unit

**Materials:** whiteboard/blackboard, marker, / notebooks, pencils

**Time:** 10-15 minutes

1. Ask the children to copy only four (NO MORE, NO LESS!) of the words in one of the two phonic boxes for the unit. They can choose any four they like (so every child will have a different combination of words).
2. Say all the words in a new order. Note down the words you say so that you can check them later.
3. The children tick the words as you say them.
4. When a child has ticked all four words, he/she says, 'Bingo.'
5. Check from your notes that you have said all the words the child has ticked.
6. Clap the winner(s).

### 2. Run and match

(1) to practise the phonic words of any unit

**Materials:** flashcards for each of the phonic patterns in the unit (Use the Word list on page xx for a complete list of key words in the unit.)

**Time:** 10-15 minutes

1. Ask eight children to come to the front of the class. Alternatively, take the children out into the playground if there is more space.
2. Ask four children to stand in a line on one side, each holding up a word flash card with one of the key phonic patterns for the unit, e.g. *jam, cabbage, giraffe, badge*
3. Ask four children to stand on the other side, facing them and holding up phonic cards that match the phonic patterns on the other side, e.g. *jacket, orange, digit, fridge*
4. At the count of three, ask them to run to hold hands with the child with the matching card. Praise the two winners.
5. Play the game again with different children and use it whenever you teach the key phonic words of a unit.

## Grammar Games

### 3. Mime and guess

(1) to teach the possessive adjectives *your, his, her* (U1)

(2) to teach *he, she* and the present progressive tense (e.g. U1, 2, 14)

**Materials:** Before the lesson, write some commands with possessive adjectives such as these on small slips of paper and put them in a cup or box.

- Comb your hair. Brush your teeth. Put on your socks. Eat your dinner. Touch your nose. Clap your hands. Shut your eyes. Open your mouth. Point to your ears.

**Time:** 10-15 minutes

1. Divide the class into two teams.
2. Call a member of one team to come to the front, pick a slip of paper, read it silently, and mime it.
3. Another member of the same team should say in correct English what he/she is doing e.g. *She is shutting her eyes. He is combing his hair.* Give one mark for the correct mime and one mark for a correct sentence (the use of *he/she, his/her* and the verb *is \_\_\_\_\_ing* should all be correct.)
4. Keep a record of the marks on the board and total them in English at the end of the game.
5. Clap the winning team.

#### 4. Simon says

- (1) to teach verbs with an object, hobbies, and sports (U2)
- (2) to revise regular and irregular plurals (U6)
- (3) to teach commands (U9)

**Materials:** none

**Time:** 5-10 minutes

*Simon says* is a wonderful game which can help you teach both simple and complicated action words. After you have taught the children to respond to simple commands (e.g. *Brush your hair! Sit down!*), teach them this game.

1. Tell all the children in the class to stand up and explain the game.
2. If you say, 'Simon says' before a command, your pupils should do it.
3. If you don't say, 'Simon says,' they should NOT do the action.
4. If they do, they are out and have to sit down.

Use the game to practise:

- one word commands (e.g. *Eat. Sleep.*)
- verbs with an object (e.g. *Eat an ice cream. Drink a cup of tea.*)
- verbs with an adjective + object (e.g. *Eat a cold ice cream. Drink a hot cup of tea.*)
- hobbies and sports (e.g. *Head a football. Bat a cricket ball. Jog on the spot. Play on a tablet. Ride a bicycle.*)
- parts of the body (e.g. *Touch your nose/mouth/head.*)
- singular and plural (e.g. *Touch your eye/ear. / Touch your eyes/ears.*)
- regular and irregular plurals (e.g. *Point to your foot/feet/a child/some children*)
- daily activities (e.g. *Have a shower. Read your books.*)

**Variation:** Note that you can also use it to practise the use of *please*. The children only do what you tell them if you say please. The children can then practise it in pairs.

#### 5. Elephants and mice

- (1) to check comprehension of the reading passage (U3, U8)
- (2) to revise prepositions of movement and the grammar of the level (U19)

**Materials:** board and chalk/marker

**Time:** 10-15 minutes

You can use this game with any unit. For example, in Unit 3, children learn how to form questions and answers in the simple past tense. The teacher also checks understanding of the reading passage, using the target grammar.

1. Divide the class into two teams – Elephants and Mice. (Change the names frequently so that the children do not get too attached to them!)

- Ask a member of each team a question about the reading text using the target grammar. For example, in Unit 3, ask questions about the reading text in the past tense: *Where **did** the mice **live**? They **lived** in a city. Where **did** the gnat **sit**? It **sat** on the ear of the king of the elephants.*  
In Unit 19, ask the children questions about the text, eliciting answers in the past tense or with interesting adverbs or adjectives.
- To practise prepositions of movement, in turn ask members of each team to move a finger in a particular ways (e.g. **along** a ruler, **over** a book, **under** the desk, **across** two chairs, **through** the handle of a bag).
- Give one mark for the correct answer and one mark for the correct grammar. So if a child says, *They live in a city*, only award one mark, because although the answer is correct, the child has not said *lived*, using the past tense.
- After you have asked the same number of questions to each team, add up the marks and clap the winning team.
- To make the game even more fun, you could let the children wear their elephant or mouse ears while they are playing. See Extension activities at the beginning of Unit 3.

## 6. Alibis

(1) to practise questions and answers in the past simple tense (U3, 11, 16)

**Materials:** (optional) photocopied planning sheet and checking sheet for each pair of children

**Time:** 10-15 minutes

### Step 1 Planning the alibi story.

- Explain that you are going to play a game in which all the children are suspects for a 'crime' (for example, breaking a chair). Explain that an 'alibi' is someone who says that you were somewhere else at the time of a crime.
- With a partner, each child must make up a story about where they were between 4 and 5 pm yesterday (when the 'crime' happened). IN THE STORY THEY SHOULD BE WITH THEIR PARTNER ALL THE TIME AND TELL THE SAME STORY.
- Make sure they plan the story carefully because they will each be questioned separately. They can make notes in the table below if you are able to photocopy it. If not, they will have to remember their alibis.
- They have 5 or 10 minutes to plan their alibi.
- Before the class, photocopy the planning sheet for each pair – or write it on the board.

Questions to plan	Notes for answers
Who were you with? Was anyone else with you?	
What time did you get there? What time did you leave?	
What did you buy? What colour was it / were they?	
What did you eat? What kind? How much? What did you drink? How much?	
What else did you do? What else did you see?	

### Step 2 Interviewing Child 1

1. Choose two children to interview. Send ONE child (Child 2) out of the classroom and shut the door so that he/she cannot hear the interview.
2. Interviewees should not look at their plans.
3. Ask different children to ask Child 1 questions like those that they planned. When they become skilled at playing the game, the children can invent questions of their own.
4. The rest of the class listen carefully to the answers.

### Step 3 Interviewing Child 2

1. Call in Child 2, who is not allowed to speak to Child 1.
2. Different children ask the same questions of Child 2.
3. Every time Child 2 answers in a different way from Child 1, keep a tally of mistakes under the two names of the children who were interviewed.
4. After a few minutes, count up the number of mistakes in the tally and record the number on the board.

### Step 4 Interviewing other pairs of children

1. Interview other pairs of children in the same way.
2. Record the final scores of each pair on the board.
3. The winners are those who make the fewest mistakes.

Note that you can play this game over a week. Interview one or two pairs in the last five or ten minutes of a lesson. You will find that it provides great motivation to complete classwork!

## 7. Where is it?

(1) to teach prepositions, e.g. *in, on, behind, in front of* (U7)

(2) to teach questions with Yes/No answers beginning *Is it ...?* (U7)

**Materials:** a small object, such as a rubber or a piece of chalk

**Time:** 10-15 minutes

This game teaches the children to speak as well as to listen. You can control it easily because only one child asks the questions at a time. All the children can respond together.

1. Ask one child (an able one at first) to go outside the classroom.
2. Hide a rubber somewhere in the classroom and quietly show the class where it is. Practise the prepositions *in, on*.
3. Call the child back in. In the mother tongue if necessary, tell her/him that he/she must find out where the rubber is by answering a few questions. The children in the class are only allowed to say, *Yes, it is.* or *No, it isn't.*
4. The game might go like this:  
 Child A: *Is it in the front of the class?*  
 Class: *No, it isn't.*  
 Child A: *Is it behind the back row?*  
 Class: *Yes, it is.*  
 Child A: *Is it on a peg?*  
 Class: *No, it isn't.*  
 Child A: *Is it near the door?*  
 Class: *Yes, it is.*  
 Child A: *Is it in the waste paper bin?*  
 Class: *Yes, it is.*
5. When one child has guessed where the rubber is, ask another child to have a turn.
6. When the children are good at the game, tell the children they have only ten questions to make it more of a challenge.

### 8. Guess the worker

(1) to teach vocabulary around jobs and work (e.g. U4, 16)

(2) to teach question and answer forms in the simple present (U2, 14)

**Materials:** none

**Time:** 5-10 minutes

1. Ask one child to think a type of worker, but not to tell the rest of the class what job they do.
2. Ask the rest of the class to guess the worker by asking questions like this:  
*Do they work:*  
*indoors/outdoors/in an office/in a hospital/in a school?*  
*in a bus/train/lorry/car?*  
*with people/computers/animals/machines?*
3. The child who has thought of the worker can reply, *Yes, they do. / No, they don't.* until somebody guesses correctly.
4. The child who guessed correctly gets the next turn to think of a worker.
5. **Extension:** Able children can answer in full sentences like this:  
*Yes, they work in a hospital. OR No, they don't work outdoors.*

### 9. Run a race

(1) to teach ordinal numbers *first, second, third, fourth, fifth* (U4, 18)

**Materials:** none

**Time:** 10-15 minutes

1. Take the children into the playground.
2. Line them all up at one end and tell the children that they must not start running before you tell them. If they do, they will be disqualified.
3. Walk up to a suitable finishing point and raise your hand.
4. When you and the children are ready, shout, *Ready, Steady, Go!* On the word *Go!* bring down your hand.
5. The children race towards you. Record who comes fifth, fourth, third, second, and first.
6. Tell the children to sit down on the ground. Ask them to clap as you announce the results.
7. Use this game to help you teach how to say dates, e.g. *the 1<sup>st</sup>, 2<sup>nd</sup>, 23<sup>rd</sup>, 24<sup>th</sup>, 25<sup>th</sup> etc.*

### 10. Letter I spy

(1) to teach children to recognize the letter names (U14)

(2) to practise common prepositions e.g. *in front of, near*, e.g. (U7)

**Materials:** none

**Time:** 5-10 minutes

1. Remind the children of the game *Phonic I spy* which they may have played in Class 1. This game has the same rules except that you will use the letter names, not the regular phonemes.
2. Look around the room for an object the children can all name.
3. Say, 'I spy with my little eye something beginning with \_\_\_.' Give the **name** of the initial letter, not the phoneme, for example, 'ess' for sock.'
4. The children suggest things they know beginning with that letter, such as *sun, sand, sink, snake*. Do not now accept words beginning with the same sound, but a different letter such as *ceiling*. In Class 2 and above, your purpose is to get the children to recognize that different letters can make the same sound.
5. More able children can ask questions eliminating possibilities, e.g. *Is it near me/ in my bag/in front of the classroom/on a table/near the window?*

- The child who guesses the word has the next turn to think of something while the rest of the class guess.
- When the children are familiar with the game, you can give it extra suspense if you ask them to guess the word in fewer than ten.

## 11. What's behind my back?

(1) to teach question and answer forms in the simple present tense: *Does it ... Yes, it does. Do you ... with it? Yes, I do.* (U14)

**Materials:** common objects such as a watch, cell phone, cup, toy car, things from a pencil case or handbag

**Time:** 5-10 minutes

- Give a child a small object to hide behind his/her back e.g. a pencil, a flower, leaf, phone, watch, cup, toy car, bag, pen, rubber, book, handkerchief, apple, or biscuit.
- The class take it in turns to guess what it is like this: *Do you have a \_\_\_ behind your back?* The child replies, *Yes, I do.* or *No, I don't.*
- Encourage the children to eliminate possibilities like this: *Does it tick/ring? Do you drink from it? Does it have wheels?* The child answers *Yes, it does. / No, it doesn't. / Yes, I do. / No, I don't.*
- The child who guesses the object has the next turn to hide something behind his/her back.
- When the children have had plenty of practice in class, get them to play it in pairs.

## 12. Compound word charades

(1) to teach how compound words are made of two smaller words (U7)

**Materials:** none

**Time:** 10-15 minutes

- Tell the children to list compound words they know, e.g. *football, screwdriver, bookcase, courtyard, grandmother.*
- Ask one child to come to the front and show with one or two fingers whether they are miming the first or second part of the word.
- Stress that the child who is miming is not allowed to talk.
- For example, if a girl is thinking of *football*, she can show one finger and then point to her foot. She can show two fingers and make a round shape with her hand. Whoever guesses her word gets the next turn.
- For example, if a boy is thinking of *screwdriver*, he can show one finger and then mime a little object with a spiral. He can show two fingers and mime the driver of a car.
- Continue playing as above until several children have had a chance to mime a word.

## 13. Whose sock?

(1) to practise pronouns, *mine, yours, his, hers, ours, theirs* (U 17)

**Materials:** an old sock or something else that is rather unattractive!

**Time:** 5-10 minutes

- Tell all the children to stand up. Hold up an old sock or any object the children may not want.
- Explain that any child who does not answer quickly has to stay standing.
- Lead the children initially, while they are learning the game. Make sure that sometimes a girl, sometimes a boy, and sometimes two children are questioned so that you can practise *mine* and *ours*.
- Also make sure that the class join in as shown so that they get practice in saying *his, hers, and theirs*.
- The last person standing gets the sock!

**Teacher:** *Whose is this old sock? Is it yours, Noor?*

**Noor:** *It's not mine.*

**Class:** *It's not his. So whose is it?*

**Noor:** *Is it yours, Uzma and Maria? (sitting down)*

*Uzma and Maria:* It's not ours.  
*Class:* It's not theirs. So whose is it?  
*Uzma and Maria:* Is it yours, Naz? (sitting down)  
*Naz:* It's not .. er.. er  
*Teacher:* Too slow, Naz. Stay standing. Is it yours, Salim?  
(and so it goes on)

### 14. Mime the adjective

(1) to use adjectives about feelings (U6, 13)

**Time:** 5-10 minutes

1. Mime a feeling (e.g. *happy, surprised, worried, delighted*)
2. The children have to guess what feeling you are miming.
3. The child who guesses correctly gets the next turn to mime.
4. Whisper a different adjective in his/her ear. The adjectives can be modified by an adverb or different adjectives for the same feeling e.g.

*pleased, quite happy, very happy, delighted;*

*sad, very sad, miserable;*

*quite interested, very interested, fascinated;*

*cross, quite angry, very angry, furious*

### 15. In the manner of the word

(1) to practise the use of adverbs (U17)

**Time:** 5-10 minutes

1. Explain that adverbs tell us **how** we do things. They usually end in *ly* (but not always, as in *fast*). Ask the children to think of as many adverbs as possible, e.g. *quietly, kindly, gracefully, sleepily*.
2. Tell the class that you are going to whisper an adverb into the ear of one child and that he/she will do whatever they say 'in the manner of the word'.
3. The class then suggest verbs for the child to mime. If the verb can't be mimed, the child says, 'I can't do it that way.'
4. The first one to guess the adverb gets then next turn to mime. For example:

*Teacher: (whispers to Child A) Angrily.*

*Child A: Well, what do you want me to do?*

*Child B: Walk. (Child A stamps up and down with a frown.)*

*Child C: Is it noisily?*

*Child A: No, it isn't.*

*Teacher: Tell her to do something else.*

*Child D: Swim.*

*Child A: (After a little thought:) I can't swim that way.*

*Child E: OK. Eat. (Child A chomps her teeth together angrily).*

*Child F: Is it angrily?*

*Child A: Yes, it is. Your turn.*

# Appendix 1: World list Level 2

## Appendix 1: Word list Level 2 Word List

## OUPK English Course Level 2

Unit	Phonic words in Textbook	Phonic words WB	Tricky words and themes	Grammar vocabulary
1	face, laces, race once ice, ice cream, nice, twice, mice way, day, today, okay, play, Sunday rain, pain, wait, waiting, again same, game, face, late, gate, gave	city rice pay, say rainy, train, paint, snail cake, bake, take, snake	do, don't, can't, won't, want, one, once, two, twice  <b>Families:</b> mother, father, brother, sister	<b>Apostrophe to show missing letters</b> we'll, I'll, we're, I've, don't can't <b>Verbs</b> (in pres. progressive and pres. simple) eat, go, have a shower, brush hair/teeth, watch TV my, your, his, her, their, our
2	jam, jogging, join, jacket, jeans cabbage, orange, bandage, vegetables, digit, giraffe badge, fudge, dodge, fridge see, week, weekend, green, kameez, beef read, reader, meat, beans, peas, ice cream these, even, evening, complete, compete	jump, jaguar, juice, jungle huge, cottage, village edge, ledge, bridge seed, three, peep bead, leaf, leaves, each Pete	usually, bicycle, learn, write, straight, quarrel, onions <b>Appearance:</b> tall/short/long/curly /straight hair <b>Clothes:</b> jacket, salwar kameez, shirt, T-shirt, jeans, trousers, shorts, <b>Food:</b> meat, chicken, vegetables, beans, cream, jam, fudge, sweets, peas	<b>Verbs:</b> Form the <b>present progressive</b> in contrast to the <b>present simple</b> : Usually he drives a car, but today he is driving a lorry. like ...ing / don't like enjoy/good at ...ing can/want to
3	knot, knotted, know, knife, knees, kneel wrong, wrapped, wrestle, gnawed, gnat little, noble, trampled, jungle, battle road, moan, groan, coat, goat low, below, slow, slowly, show rope, home, hole, stole, broke old, told, hold, gold, golden	knew, knock, knocked write, wrote, wriggle, wriggled apple, table, bottle, middle soap, boat, float window, crow, bowl stone, smoke, rose, tomatoes, potatoes	beautiful, silent, moved, trouble, water, through <b>Animals:</b> elephant, mice, gnat, geese <b>Words for talk:</b> ask, say, whisper, moan, tell, groan, beg	<b>Past tense verbs with</b> ed, e.g. asked, whispered, moaned <b>Question words:</b> which, who, when, where, why, what, how <b>Subordination:</b> because
4	mother, father, brother, sister, teacher, builder, carpenter, painter, writer, plumber too, food, cool, soon, whooph blew, knew, threw, grew, chewed rule, ruler, rude, super, blue, true,	summer, winter, after, weather, Sept-ember, October, November, December broom, spoon few rule, ruler, rude, June	two, eyes, parents, child, children <b>Names of months</b> <b>Workers</b> (see Phonic words) Objects in rooms of a house <b>Months, first – twenty-eighth</b>	<b>Nouns:</b> potato, mouth, fork, eyes, hands <b>Verbs:</b> eat, put, pop, flap, blows <b>Dates:</b> 1 <sup>st</sup> – 31 <sup>st</sup>

Unit	Phonic words in Textbook	Phonic words in Workbook	Tricky words and themes	Grammar vocabulary
6	<p>copy, copying, copies, copied try, trying, tries, tried fry, frying, fries, fried dry, drying, dries, dried Plurals after y: babies, puppies, lollies</p>	<p>crying, cries, cried replying, replies, replied dying, dies, died Plurals after y: ladies, ponies, lorries</p>	<p>night, light, right, frightened would, could, should poor, door, floor pretty, women, everybody, friend Tricky plurals: people, women, geese (WB: feet, teeth, fish, sheep) great, break, in front of, after, half Building materials: sandstone, marble, gold, jewels, glass, brick, plaster</p>	<p><b>Adjectives:</b> dark, small, poor, strange, sweet <b>Adjectives of degree:</b> cross, angry, furious, nice, pretty, beautiful big, huge, enormous <b>Adjectives' opposites:</b> hot, cold, long, short, rich, poor, open, shut, happy, sad <b>Prepositions:</b> in front of, behind, on, through, past <b>Compound words:</b> sandstone, courtyard, grandfather/son, bedroom, sunset (WB: football, handbag, paintbrush, sunflower, waterpot, saucepan, tablecloth) an before vowels: apple, ice cream, owl, orange, axe, egg, umbrella, elephant, ant <b>Countables:</b> bananas, tomatoes, oranges, pears <b>Uncountables:</b> sugar, flour, rice, tea, lime juice, oil</p>
7	<p>hope, hoping, hopes, hoped live, living, lives, lived use, using, uses, used bristle, bristling, bristles, bristled grass, glass, pass last, past, vast find, kind, mind, behind</p>	<p>make, making, makes, drive, driving, drives ride, riding, rides classroom, brass fast, faster winding flap, flapping, flapped, flapper, flappy With same endings: hop, skip, clap brushes, fishes, wishes lunches, beaches, benches matches, watches, pitches</p>	<p>hour, any, many, climb, usually <b>Subordination:</b> Use because. <b>Alternative words for said:</b> muttered, cried, shouted, boomed, stammered, whispered, smiled</p>	<p><b>Commands as instructions:</b> write, push, place, go, be, put, link, don't let, flap</p>
8	<p>Double the consonant before ing: zap, zapping, zapped, zipper, zippy snap, snapping, snapped, snapper, snappy whip, whipping, whipped, whipper, whippy chop, chopping, chopped, chopper, choppy spaceship, shadow, shone, shivered check, chop, chopper, chopping fetch, pitch, hatch, switch</p>	<p>uncle, jungle, bicycle camel, parcel, tunnel pedal, petal, metal painful, useful painless, useless</p>	<p>example, picture, word, straight <b>Position words:</b> apart, side by side, together</p>	<p><b>Commands as instructions:</b> write, push, place, go, be, put, link, don't let, flap</p>
9	<p>little, middle, apple, table, pebbles camel, squirrel, label, towel, travel animal, capital, hospital, plural, usual pencil, nostril careful, hopeful, fearful, harmful, powerful careless, hopeless, fearless, harmless, powerless all, ball, small, also, always, talk, walk chalk</p>	<p>uncle, jungle, bicycle camel, parcel, tunnel pedal, petal, metal painful, useful painless, useless</p>	<p>example, picture, word, straight <b>Position words:</b> apart, side by side, together</p>	<p><b>Commands as instructions:</b> write, push, place, go, be, put, link, don't let, flap</p>

Unit	Phonic words in Textbook	Phonic words in Workbook	Tricky words and themes	Grammar vocabulary
11	<p><b>Homophones:</b> sun/son, one/won, hole/whole</p> <p><b>o</b> (sounds like u), another, mother, son, won, grandmother, nothing, Monday, stomach</p> <p><b>outside</b>, about, around, ground, house</p> <p><b>now</b>, how, flower, brown, growl</p> <p><b>unwell</b>, unfriendly, unhappy, unusual, unkind</p>	<p><b>Handwriting:</b> bottom joins: unkind, little brother</p> <p><b>proud</b>, round, mountain</p> <p><b>towel</b>, tower, allow</p> <p><b>unfair</b>, unable, unlucky, untie, untidy</p>	<p>wolf, basket, thought, rather, surprised</p> <p><b>Literary language:</b> Quick as a flash, A short while later, What big eyes you've got! All the better to see you with. Just at that time, ...happily ever after</p>	<p><b>Noun phrases:</b> Little Red Riding Hood, chocolate chip cakes, deep dark forest, Big Bad Wolf, terrible teeth</p> <p><b>Past tenses:</b> was, baked, put, gave, went, felt, arrived, ate, died, lived, saw, heard, smelled</p>
12	<p><b>Homophones:</b> quite/quiet, threw/through</p> <p><b>a</b> (sounds like o) was, wash, want, wander, watch, quarrel, squash</p> <p><b>girl</b>, bird, thirsty, dirty</p> <p><b>hurt</b>, turn, burn, sunburnt</p> <p><b>could</b>, should, would</p>	<p><b>Handwriting:</b> bottom joins in keep, much</p> <p>what, swap, swan</p> <p>shirt, circle, first, third</p> <p>nurse, purse, Thursday, Saturday</p>	<p>plant, path, bath, improve, because</p> <p><b>Subordination</b> if, when, because</p>	<p>would, could, should</p>
13	<p><b>Homophones:</b> be/bee, see/sea</p> <p>key, donkey, monkey, valley, journey</p> <p>(babies, lorries)</p> <p>sadness, goodness, happiness</p> <p>amazement, payment, moment</p> <p><b>ea</b> (sounds like e) head, dead, spread, pheasant</p>	<p><b>Handwriting:</b> donkey, monkey keys, trolleys, chimneys (factories, families, berries) weakness, illness, sickness, tiredness</p> <p>enjoyment, treatment, movement</p> <p>thread, bread, feather</p>	<p>only, half, great, worried, who</p> <p><b>Adjectives of feeling:</b> hungry, frightened, surprised, scary, sweet, lonely, cross, sick, sleepy, worried, jealous, horrible, kind</p>	<p><b>Future:</b> going to run/catch/fall/jump out/jump over/break</p> <p><b>will</b> wear/be/go/</p>
14	<p>fort, horn, shorts, horse</p> <p>word, work, working, world</p> <p>car, cart, arm, farm</p> <p>warm, warmed, quarter, wardrobe</p> <p>apple, juggle, nibble, gobbie</p> <p>pie, cried, lied, tried</p> <p>hide, divide, beside, wide</p>	<p><b>Handwriting:</b> top joins in word, world</p> <p>worth, worm</p> <p>star</p> <p>towards</p> <p>cries, flies, lies, tries</p> <p>wise, rise, surprise, realize</p>	<p>alphabet, alphabetical, phone, phoneme, (WB:) photo, elephant, phrase, phonic</p> <p><b>Co-ordination</b> or, and, so, but</p> <p><b>Revision of adjectives:</b> worried, careful, unhappy, angry, sleepy</p>	<p><b>Co-ordination:</b> and, or, but, so</p> <p><b>Tense:</b> Usually, he goes/drinks, eats/wears/rides ...</p> <p>Today he is going/drinking/eating/wearing/riding ...</p>

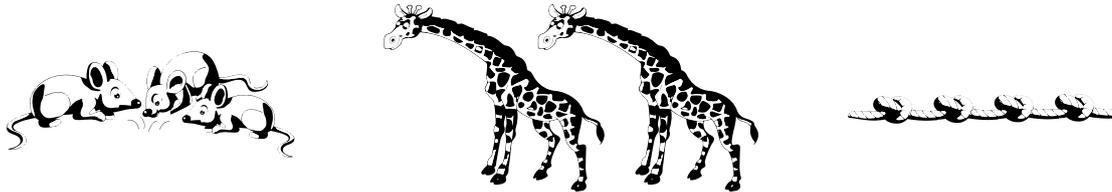
Unit	Phonic words in Textbook	Phonic words in Workbook	Tricky words and themes	Grammar vocabulary
16	<p><b>Homophones:</b> <i>here/hear; deer/dear; there/their</i></p> <p><i>television, pleasure, measure, treasure, usual, usually</i></p> <p><i>hear, dear, nearly, weary, tears</i></p> <p><i>deer, jeer, jeered, steers, steering</i></p> <p><i>ought, bought, brought, thought</i></p>	<p><b>Handwriting:</b> No joins for numbers as digits</p> <p><i>measure</i></p> <p><b>ears, years, beard</b></p> <p><i>cheer, cheerful</i></p>	<p>Eid</p> <p><i>money, laugh, mosque, sure, sugar</i></p> <p>Traditional occupations:</p> <p><i>lawyer, policeman, washer-woman, water carrier</i></p> <p>Materials: <i>made of: wood, clay, metal, leather, sugar</i></p>	<p><b>Past tenses of verbs:</b> <i>went, prayed, bought, got, broke, felt, ate</i></p> <p>[WB: <i>drank, came, saw, met</i>]</p> <p><b>Subordination:</b></p> <p>Sentences with <i>if</i> and <i>when</i></p>
17	<p><b>Homophones:</b> <i>to, too, two; blew, blue</i></p> <p><i>quietly, quickly, slowly, wildly, carefully, suddenly</i></p> <p><i>saucespan, August, fault, dinosaur, Tyrannosaurus</i></p> <p><b>awful, saw, draw, lawn, see-saw</b></p> <p><i>your, yours, four, fourteen, pour</i></p>	<p><b>Handwriting:</b> No joins in capital letters</p> <p><i>gently, easily, brightly, noisily</i></p> <p><b>author, fault, autumn</b></p> <p><i>paw, crawl, claw</i></p> <p><b>four</b></p>	<p><i>months, hours, seconds, minutes, wild</i></p> <p><b>Time</b></p> <p><b>Adverbs:</b> See phonic words</p>	<p><b>Personal pronouns:</b> <i>mine, yours, his, hers, ours, theirs</i></p>
18	<p><b>Homophones:</b> <i>where/wear; stair/stare</i></p> <p><i>station, action, invitation, relations, fiction, non-fiction</i></p> <p><i>hair, pair, chair, stair</i></p> <p><i>care, scared, stared, spare</i></p> <p><i>bear, teddy bear, tear, wear</i></p>	<p><b>Handwriting:</b> Letter joins with e</p> <p><b>Homophones:</b> <i>pear/pair</i></p> <p><i>air, fair, repair</i></p> <p><i>hare, fare, share, square</i></p> <p><i>pear, wearing</i></p>	<p><i>auntie, cousin, niece, nephew, daughter</i></p> <p><b>Revision of members of the family:</b> <i>son, father, mother, uncle</i></p> <p><b>Dates and days of week</b></p>	<p><b>Apostrophes:</b> <i>I'm won't, we'd, it's, it'll, you'll</i></p> <p><b>Past progressive:</b> <i>was reading/jumping/shooting/running/trying</i></p>
19	<p><i>whistled, whispered, whisk</i></p> <p><i>mouth, through, threw</i></p> <p><i>elephant, Phootle, hepher-lumphing bushes, flash, rushed</i></p> <p><b>chick, reached, charged</b></p> <p><i>deep, bees, trees</i></p> <p><i>path, fast, master</i></p> <p><b>sharply, weakly, quickly</b></p>	<p><b>Handwriting:</b> <i>b, f, g, j, p, s, x, y, z</i> do not join.</p> <p><i>whale, thorn</i></p> <p><b>phone, photo</b></p> <p><b>sheep, fish</b></p> <p><b>chain, chimp</b></p> <p>Silent e: <i>snake, lake, late</i></p> <p><i>hide, wide, beside</i></p> <p><i>home, open, nose</i></p>	<p><i>worried, river, secret, rescued</i></p> <p><b>Words of movement:</b> <i>hurried, crept, leapt, rushed</i></p> <p><b>Sound words:</b> <i>swished, whistled, hissed, buzzed</i></p>	<p><b>Prepositions of movement:</b> <i>along, through, below, over, across, into</i></p> <p><b>Adjectives in comparisons:</b> <i>as mad as a hatter, as good as gold, as bright as a button, as sweet as honey, as cool as a cucumber</i></p>

# Appendix 2: Photocopiable Assessment Tasks

Assessment 1 (after Unit 5) Name: \_\_\_\_\_

See Mark Scheme for marking guidance

1. Write numbers in words. Label the pictures.



1. Spelling  
\_\_\_\_\_  
4 marks

a) three                      b) \_\_\_\_\_                      c) \_\_\_\_\_

2. Complete the sentences.

- a) The girl is riding a \_\_\_\_\_
- b) She is wearing a white \_\_\_\_\_
- c) She is wearing black \_\_\_\_\_ too.
- d) Her hair is \_\_\_\_\_



2-3. Words  
\_\_\_\_\_  
4 marks

3. Write the words in the correct boxes.

beans      August      goose      kitchen      cabbage

Vegetable	Bird	Month	Room
<u>beans</u>	_____	_____	_____

4-5. Grammar  
\_\_\_\_\_  
8 marks

4. Match and write the words.

- a) she her                      b) he \_\_\_\_\_                      c) we \_\_\_\_\_                      d) I \_\_\_\_\_                      e) they \_\_\_\_\_
- his                                      her                                      their                                      our                                      my

6. Punctuation  
\_\_\_\_\_  
2 marks

5. Complete the sentences with the question words.

How	Who	Where	Why	What
-----	-----	-------	-----	------

- a) Where are you going? We're going to Lahore.
- b) \_\_\_\_\_ are you going there  I'm going to see Hasina
- c) \_\_\_\_\_ is Hasina  She's my big sister
- d) \_\_\_\_\_ is she doing in Lahore  She's at college there
- e) \_\_\_\_\_ are you going  We're going by train

Handwriting  
\_\_\_\_\_  
1 mark

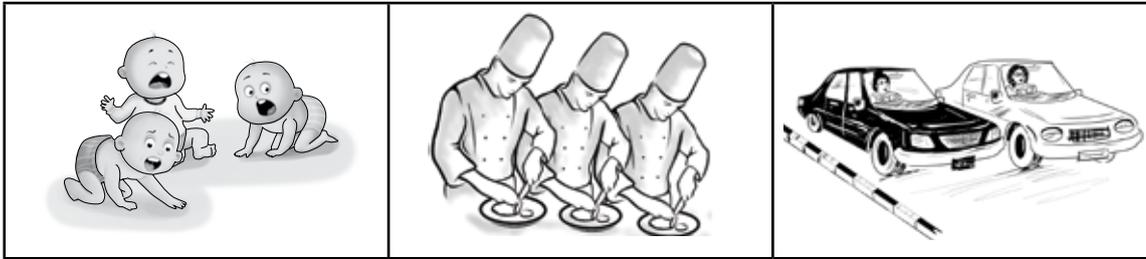
6. Add question marks and full stops to Exercise 5.

Total Marks out of 20:  
\_\_\_\_\_  
Date: \_\_\_\_\_

**Assessment 2 (after Unit 10) Name:** \_\_\_\_\_

See Mark Scheme for marking guidance

**1. Circle the correct words.**



1. Spelling  
\_\_\_\_\_  
5 marks

- a) The babyses babies babys are crying criig cring.
- b) The man men mens are chophing chapping chipping onions.
- c) The woman women womens are driveing drivving driving cars.
- d) The cars are biger bigger gigest than the ladys ladies ladies.
- e) Altogether, there are eihgt eight eigt peiple poeple peple.

2. Words  
\_\_\_\_\_  
4 marks

**2. Complete the compound words with words from the box.**

room mother yard set pan

- a) saucepan    b) grand \_\_\_\_\_    c) bed \_\_\_\_\_
- d) court \_\_\_\_\_    e) sun \_\_\_\_\_

3-4. Grammar  
\_\_\_\_\_  
8 marks

**3. Write a or an in the blanks.**

- a) One day, Yasmin threw an orange ball into \_\_\_ nearby garden.
- b) Suddenly, \_\_\_ enormous man in \_\_\_ old hat came to \_\_\_ open window.
- c) 'Did you throw \_\_\_ ball into my garden?' he boomed in \_\_\_ loud voice.
- d) Yasmin hid under \_\_\_ apple tree. 'Yes,' she replied in \_\_\_ tiny voice.

5. Punctuation  
\_\_\_\_\_  
2 marks

Handwriting  
\_\_\_\_\_  
1 mark

**4. Underline any four adjectives in Exercise 3**

**Circle any four verbs in Exercise 3.**

**5. Copy and punctuate the sentences.**

- a) 'here you are' he shouted  
'Here
- b) the man threw the ball back into yasmins garden  
\_\_\_\_\_

Total Marks out of 20:  
\_\_\_\_\_  
Date: \_\_\_\_\_

## Assessment 3 (after Unit 15) Name: \_\_\_\_\_

### 1. Circle the correct spellings.



- a) It is a warm worm evening beside besied the wide wied blue see sea .
- b) As I work walk by the water, the sun son goes down.
- c) I wonder wander along the sand and nibble nibbel some bred bread .
- d) The quite quiet water comes up to my feet.
- e) What a beautiful whirled world !

### 2. Add *ment* or *ness*. Copy the words in alphabetical order.

- a) sadness   b) amaze \_\_\_\_\_   c) good \_\_\_\_\_   d) ill \_\_\_\_\_   e) pay \_\_\_\_\_  
 amaze \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

### 3. Write these verbs from Exercise 1 in the past tense.

- a) is was   b) walk \_\_\_\_\_   c) goes \_\_\_\_\_  
 d) wander \_\_\_\_\_   e) comes \_\_\_\_\_

### 4. Write the correct form of each verb.

- a) (eat) Usually he eats rotis for dinner, but today he is eating rice.
- b) (drink) Usually she \_\_\_\_\_ water with her snack, but today she \_\_\_\_\_ juice.
- c) (do) Usually we \_\_\_\_\_ English in the morning, but today we \_\_\_\_\_ English in the afternoon.

### 5. Add apostrophes.

Rahila is Kassim's sister. Today they're going to their uncles farm. Its very quiet. They love Uncle Nadeems farm.

See Mark Scheme for marking guidance

1. Spelling

5 marks

2. Words

4 marks

3-4. Grammar

8 marks

5. Punctuation

2 marks

Handwriting

1 mark

Total Marks out of 20:

Date:

**Assessment 4 (after Unit 20) Name:** \_\_\_\_\_

**1. Circle the correct spellings.**



- a) Leela likes watching non-fiction non-fickshun programmes about wield wild animals animles on television televition.
- b) Here hear is a photo of too two dear deer on the TV.
- d) There Their are horns on there their heads.
- e) They have pointed ears to too so that they can here hear well.

See Mark Scheme for marking guidance

1. Spelling

5 marks

2. Words

4 marks

**2. Write the time in two ways.**

		
a) <u>3.10</u> <u>ten past three</u>	b) _____ _____	c) _____ _____

3-4. Grammar

8 marks

**3. Complete the sentences with the words in the box.**

when    if    because    and    but    so

- a) Our auntie was coming to stay, so we tidied the house.
- b) Ma went to the shop \_\_\_\_\_ she wanted some rice and onions.
- c) Ma got the rice \_\_\_\_\_ she did not get any onions.
- d) Our auntie arrived \_\_\_\_\_ she was cooking.
- e) Our auntie gave us some fruit \_\_\_\_\_ sweets.

5. Punctuation

2 marks

Handwriting

1 mark

**4. Complete the questions for the answers in Exercise 3.**

- a) Why did you tidy the house?
- b) Why did Ma \_\_\_\_\_ to the shop?
- c) What did Ma \_\_\_\_\_?
- d) When did your auntie \_\_\_\_\_?
- e) What did your auntie \_\_\_\_\_ you?

Total Marks out of 20:

Date:

**5. Add commas and capital letters.**

A  
Ali stays in karachi in november, december january and february.

# Appendix 3: Assessment Procedure and Mark Scheme

In Year 2, it is appropriate to read aloud the rubric for each question and explain what the children need to do in each exercise. You may dictate the words in Question 1 only (since it assesses spelling) but you should not help with other answers.

## Assessment 1

### 1. Spelling (max 5 marks)

As the focus is spelling, you can dictate the words for the children to write below the pictures.

Award 2 marks for correctly spelt numbers, 3 marks for correctly spelt nouns. Give a half mark if the plural s is missing in b and c.

**Answers:** a) *(three) mice* b) *two giraffes* d) *four knots*

### 2-3. Word reading (max 4 marks in total)

Award ½ mark for each correct word. As the focus is the correct use of words, do **not** read the words aloud. Deduct up to two marks out of four for incorrect spelling if the words are all legible.

**Answers:** 2. (max 2 marks) a) *bicycle* or *cycle* or *bike* b) *shirt* or *T-shirt* c) *trousers* or *jeans* d) *short* or *black*  
3. (max 2 marks)

Vegetable	Bird	Month	Room
<i>cabbage</i>	<i>goose</i>	<i>August</i>	<i>kitchen</i>

### 4-5. Grammar (max 8 marks in total)

Award 1 mark for each correct answer. Do not deduct any marks for mis-spelling. As the focus is grammar, do **not** practise in class.

**Answers:** 4. (max 4 marks) b) *he-his* c) *we-our*. d) *I-my* e) *they-their*

5. (max 4 marks) b) *Why* c) *Who* d) *What* e) *How*

### 6. Punctuation (max 2 marks)

Award 1 mark if all question marks are correctly placed at the end of the questions. Award 1 mark if all full stops at the end of the answers. Deduct ½ mark for each error. If there are more than three mistakes, no marks should be awarded.

**Handwriting** (max 1 mark)

Award up to one mark for good handwriting. Award ½ mark if the handwriting is legible, but poorly formed.

## Assessment 2

### 1. Spelling (max 5 marks)

As the focus is spelling, you can dictate the sentences. Award ½ mark for each correctly circled spelling.

**Answers:** a) *babies, crying* b) *men, chopping* c) *women, driving* d) *bigger, ladies* e) *eight, people*

### 2. Word reading (max 4 marks)

Award 1 mark for each correctly written word. Deduct ½ mark for incorrect spelling. As the focus is correct word reading, do **not** read the words aloud.

**Answers:** b) *grandmother* c) *bedroom* d) *courtyard* e) *sunset*

**3-4. Grammar** (max 8 marks in total)

3: Award ½ mark for each correct 'a' or 'an'. (max 4 marks)

4: Award ½ mark for each correctly underlined adjective. (max 2 marks)

Award ½ mark for each correctly circled verb. (max 2 marks)

Note that there are more than four adjectives and more than four verbs. Any four will do for full marks. Do not award extra marks if a child underlines or circles more than four.

**Answers:** a) One day, Yasmin threw an orange ball into a nearby garden.

b) Suddenly, an enormous man in an old hat came to an open window.

c) 'Did you throw a ball into my garden?' he boomed in a loud voice.

d) Yasmin hid under an apple tree. 'Yes,' she whispered in a tiny voice.

**5. Punctuation** (max 2 marks)

Award 2 marks for perfect punctuation. Deduct ½ mark for each error. If there are more than three mistakes, no marks should be awarded. Do not deduct marks for mistakes with speech marks as these have not yet been taught.

**Answers:** a) 'Here you are!' he shouted.

b) The man threw the ball back into Yasmin's garden.

**Handwriting** (max 1 mark)

Award up to one mark for good handwriting. Award ½ mark if the handwriting is legible, but poorly formed.

## Assessment 3

**1. Spelling** (max 5 marks)

As the focus is spelling, you can dictate the sentences as the children circle the correct words.

Award ½ mark for each correctly circled word.

**Answers:** a) (warm), beside, wide, sea b) walk, sun c) wander, nibble, bread d) quiet e) world

**2. Word reading** (max 4 marks in total)

Award ½ mark for each correctly completed word (max 2 marks). Award 2 marks for words written in alphabetical order (max 2 marks). Deduct 1 mark for one word out of the correct order. If two or more words are out of alphabetical order, award no marks. Do **not** read the words aloud.

**Answers:** b) amazement c) goodness d) illness e) payment

amazement, goodness, illness, payment, sadness

**3-4. Grammar** (max 8 marks in total)

Award 1 mark for each correct word. Deduct half a mark if the spelling is slightly wrong but the word is legible. Award no mark if more than two letters are incorrect or if the verb ending is wrong.

**Answers:** 3. (max 4 marks) b) walked c) went d) wandered e) came

4. (max 4 marks) b) drinks, is drinking c) do, are doing

**5. Punctuation** (max 2 marks)

Award ½ mark for each correctly placed apostrophe. Award no marks if there are more than 3 mistakes. Award no more than 2 marks in total.

**Answers:** *Rahila is Kassim's sister. Today they're going to their uncle's farm. It's very quiet. They love Uncle Nadeem's farm.*

**Handwriting** (1 mark)

Award up to one mark for good handwriting. Award ½ mark if the handwriting is legible, but poorly formed.

## Assessment 4

### 1. Spelling (max 5 marks)

As the focus is spelling, you can dictate the sentences as the children circle the correct words.

Award ½ mark for each correctly circled word.

**Answers:** a) (*non-fiction*), *wild*, *animals*, *television*    b) *Here*, *two*, *deer*    c) *There*, *their*    d) *too*, *hear*

### 2. Word reading (max 4 marks)

Award 1 mark for each correct digital time and one mark for each time in words. As the focus is correct word reading, do **not** read the words aloud. Deduct half a mark for incorrect spelling.

**Answers:** b) *5.15*, *quarter past five*    c) *8.30*, *half past eight*

### 3-4. Grammar (max 8 marks in total)

Award 1 mark for each correct word. Do not deduct any marks for mis-spelling, so long as the words are legible.

**Answers:** 3. b) *because*    c) *but*    d) *when*    e) *and*

4. b) *go*    c) *get* (or *buy*)    d) *arrive*    e) *give*

### 5. Punctuation (max 2 marks)

Deduct ½ mark for each mistake. If there are more than three mistakes, award no marks. Do not deduct a mark if there is no comma before 'and' since this is acceptable usage.

**Answers:** *Ali stays in Karachi in November, December, January, and February.*

### Handwriting (1 mark)

Award up to one mark for good handwriting. Award ½ mark if the handwriting is legible, but poorly formed.

# Appendix 4: Open Door Tracking Mark Sheet

## Appendix 4: Open Door 2 Tracking Mark sheet

Class \_\_\_\_\_ Year \_\_\_\_\_

**Sp** Spelling: 5 marks

**WR** Word Reading: 4 marks

**Gr** Grammar: 8 marks

**P** Punctuation: 2 marks

**H** Handwriting: 1 mark

**Total:** (20 marks)

Name of child	Test 1 Date:						Test 2 Date:					
	Sp	WR	Gr	P	H	Total	Sp	WR	Gr	P	H	Total
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3.												
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**Sp** Spelling: 5 marks**WR** Word Reading: 4 marks**Gr** Grammar: 8 marks**P** Punctuation: 2 marks**H** Handwriting: 1 mark**Total:** (20 marks)

Name of child	Test 3 Date:						Test 4 Date:					
	Sp	WR	Gr	P	H	Total	Sp	WR	Gr	P	H	Total
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